



## The Influence of Field Work Practices, Entrepreneurship Knowledge, and Family Environment on Entrepreneurial Interests Through Soft Skill

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Article Info	Abstract
<p>Article History :</p> <p>Received June 2022</p> <p>Accepted October 2022</p> <p>Published December 2022</p> <p>Keywords:</p> <p><i>Field Work Practice, Entrepreneurship Knowledge, Family Environment, Soft Skills, and Interest in Entrepreneurship</i></p>	<p>Interest in entrepreneurship will increase if it is supported by students' field work practices, entrepreneurial knowledge, family environment, and soft skills possessed by students. This study aims to determine the effect of field work practices, entrepreneurial knowledge, and family environment on the interest in entrepreneurship through the soft skills of students of SMK Negeri Kabupaten OKU Timur. The research population was all students of class XII Accounting at SMK Negeri Kabupaten OKU Timur as many as 297 students and the sample was taken using a proportional random sampling cluster technique, a sample of 161 respondents was obtained. Data collection techniques were carried out through questionnaires given to respondents directly through validity and reliability tests. The data analysis technique used linear regression with prerequisite test and path analysis. The results showed: (1) there was a positive and significant effect of field work practice on soft skills (28.09%), (2) there was a positive and significant influence on entrepreneurial knowledge on soft skills (4.12%), (3) there was an influence positive and significant family environment on soft skills (1.69%), (4) there is a positive and significant effect of field work practices on interest in entrepreneurship through soft skills (55.4%), (5) there is a positive and significant influence of entrepreneurial knowledge on interest in entrepreneurship through soft skills (22.1%), (6) there is a positive and significant influence of the family environment on interest in entrepreneurship through soft skills (8.6%), and (7) there is a positive and significant influence of soft skills on interest in entrepreneurship ( 43.03%). The conclusion of this study is that field work practices, entrepreneurship recruitment, and family environment affect students' interest in entrepreneurship through soft skills of students at SMK Negeri Kabupaten OKU Timur.</p>

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## INTRODUCTION

The development of the world of education has entered the modern era along with the rapid pace of development of science, technology, art, and economics. This makes education an important role, because with education students can cultivate an interest in entrepreneurship that moves the entrepreneurial spirit in students. In entrepreneurship, a person must have his or her willingness to carry out activities well, which is one form of their interest in entrepreneurship.

Interest in entrepreneurship is someone who has a strong drive for entrepreneurship, if a person or individuals have a greater interest in entrepreneurship. With an interest in entrepreneurship, it will encourage someone to do something that contains motivation, so that it produces an activity with a specific purpose. So, with a strong interest, the desire to become an entrepreneur will be realized.

Vocational High School (SMK) is a vocational high school which is one part of national education which aims to prepare students to become middle-level workers who have knowledge, skills, expertise in productive fields and

finally have work readiness after completing their education. (Basuki & Kusumawardhani, 2012). This makes the increasing number of people who must be met. Thus, making the availability of jobs less and less when compared to the existing workforce, will have an impact on the large number of unemployed.

Based on observations during initial observations, the researchers saw that there were several problems in the entrepreneurship interest of the students of SMK Negeri OKU Timur that were not good, including: Lack of interest in entrepreneurship which could be said to be not in line with expectations, low knowledge about entrepreneurship, so that if it continues, it is feared that it will trigger an increase in entrepreneurship. unemployed, feel unable to attract buyers (difficult to communicate with the environment) therefore there is a need for efforts to increase students' interest in entrepreneurship SMK Negeri Kabupaten OKU Timur.

The following is presented data on alumni of the East OKU Regency State Vocational School, Accounting and Finance Department at the SMK Negeri Kabupaten OKU Timur.

**Table** of Alumni Data for SMK Negeri Kabupaten OKU Timur, Department of Accounting and Finance

No	Name of School	Entrepreneur	College	Work	Others	Average
1	SMKN Martapura	1 2.55	18.14	12.65	29.55	15.72
2	SMKN 1 Belitang III	1.09	20.02	20.08	16.89	14.52
3	SMKN Semendawai Suku III	1 1.35	16.85	26.55	15.65	15.10
4	SMKN 1 Belitang Madang Raya	3.25	23.21	18.2	26.18	17.71
5	SMKN 1 Buay Madang	2.19	19.31	21.55	10.41	13.37
Amount		10.43	97.53	99.03	98.68	76.42

Source: SMK Negeri Kabupaten OKU Timur, 2021

It can be seen that the alumni data of students of SMK Negeri Kabupaten OKU Timur, majoring in Accounting and Finance, shows that the highest number of students who continue to

work is 99.03 percent. This can be seen from the alumni data of SMK Negeri Kabupaten OKU Timur students when compared to students who continue to be entrepreneurs, the lowest number is 10.43 percent. Meanwhile, data on alumni of SMK Negeri Kabupaten OKU Timur students who continue their studies are 97.03 percent and those who continue others are 98.68 percent.

It can be seen that the alumni data for SMK Negeri students of East OKU Regency majoring in accounting and finance in entrepreneurship keeps the lowest number, which is 10.43 percent. It can be seen that students have less interest in entrepreneurship and high levels of work, because they prefer to work with other people and continue to college. Seeing from the above conditions that the world of work is very attractive to students starting from recruitment in business and industry as well as civil servants, the world of education can play a more active role in preparing educated human resources (HR) capable of facing various life challenges that do not only master theory. but also able to apply in a more creative, innovative, and productive social life which can create jobs for himself and for others or an entrepreneur. Basically, SMK students are vocational schools that can prepare work forces. In other words, SMK emphasizes more on skills that can be developed in the world of work in the form of entrepreneurship.

Some of the factors that influence the interest in entrepreneurship according to Kurniati, (2015) Broadly speaking, they can be grouped into intrinsic factors and extrinsic factors, as follows: a). Intrinsic factors are factors that arise due to the influence of stimuli from within the individual itself. Intrinsic factors as a driver of interest in entrepreneurship include the need for income, self-esteem, and feelings of pleasure. Such as personality, and communication skills (Soft Skills), b). Extrinsic factors are factors that affect individuals due to the influence of external stimuli. Extrinsic factors that influence interest in entrepreneurship include family environment, community environment, opportunities, education or knowledge.

The indicators of interest in entrepreneurship are: (1) Having a strong will, (2) Having perseverance, (3) Having innovative and

creative abilities, (4) Having a leadership spirit. A person can be seen from two main indicators, namely how strong a person's efforts are to dare to try to carry out entrepreneurial activities and how much effort a person plans to carry out entrepreneurial activities (such as activities in managing time and finances for entrepreneurship purposes).

Menurut Arnata et, al., (2015) *soft skill* adalah kompetensi non akademik yang menjadi modal seseorang supaya dapat mencapai kesuksesan dalam karir serta lebih berhasil dan berfungsi dalam kehidupan bermasyarakat.

*Soft skills is a sociological term that refers to a group of personality traits, social harmony, language skills, personal habits, friendliness, and optimism of a person who places people at various levels. Soft skills complement hard skills, which are technically necessary in life. Soft skills are important personal traits to enhance individual interaction, job performance, and career prospects* (Bancino & Zevalkink, 2007)

Soft skill indicators are: (1) Self-awareness skills, (2) rational thinking skills, (3) social skills, and (4) leadership. This indicator is a guide for the development of soft skills in learning, especially in everyday life. As it is known that these soft skills will later lead us as successful people. Therefore, it is necessary to pay attention to achieving a dream and a better life.

Field work practice is one of the activities that began as a dual system education, namely education and training carried out in schools, practiced in the industrial world, so that there will be a match between the abilities obtained at school and the demands in the industrial world. (Murniati & Usman, 2009).

Menurut Marvell et al., (2013) "*student-led teaching and learning is an innovative form of active learning that empowers students with direct ownership of the learning experience*", which means that student-led learning is an innovative form of active learning so that students gain from the learning experience. This means that students can get direct learning from field work practices.

Menurut Yorke, (2011) "*describes assessment of fieldwork as comprising the board elements: 1). Actual workplace performance, 2). A record of the experience (diary or journal), and 3). A reflection on the work-based*

*experience*". This means that there are three major elements in the assessment of field work practices including: 1). Actual workplace performance, 2). Experience notes (diary or journal), and 3). Reflection on work experience.

Based on what has been stated above, what is meant by field work practices are practices carried out by students by the school with the business and industrial world or Du/Di with the indicators, namely: (1) Skills possessed by students, both productive and reproductive skills, (2) Ability to solve problems, (3) Responsible, (4) Have the ability to work together in a team, (5) Have ethics and manners.

Entrepreneurial knowledge is one of the important aspects in entrepreneurship because with adequate or sufficient knowledge, students will be more open to insight about entrepreneurship so that they are able to grow one's interest in entrepreneurship and will also be able to manage it well (Rahmania & Effendi, 2014). A person's entrepreneurial knowledge can be known from knowledge of entrepreneurship material, knowledge of the business to be entered and knowledge of management (Syafii & Prajanti, 2015).

Entrepreneurial knowledge is the ability that students have through the knowledge provided, not some students who only understand part of entrepreneurship, but students must really understand all aspects and characteristics of the business world. With indicators of entrepreneurial knowledge, namely: (1) Knowing about the field of business, (2) Knowing business opportunities, (3) Knowing about business ethics, (4) Knowing about management, and (5) Knowing about marketing. It is known that the more knowledge about one's entrepreneurship, the higher the interest in entrepreneurship and vice versa.

The family environment is the main thing in the educational environment that has an influence on student education (Muhsin & Rozi, 2019). A supportive family environment that encourages students to participate in events that help them in their entrepreneurial skills. Therefore, the family is very important in growing students' sense of personality for entrepreneurship (Amaliah et al., 2021).

The family environment is the first social group that colors the individuality of children such as values and norms of life that will be instilled in the students' families which will later change the growth and personal behavior of children in the future. With family environment indicators, namely: (1) Family economic conditions, (2) Relationships between families, (3) Understanding parents, (4) Parents' encouragement for entrepreneurship, and (5) Parents' work conditions. It can be seen that students will get attention, affection, encouragement for entrepreneurship, guidance and role models from their parents for business, and students can develop their entrepreneurial potential in the family environment.

The purpose of this study is to analyze the effect of field work practices on soft skills, analyze the effect of entrepreneurial knowledge on soft skills interest, analyze the influence of family environment on soft skills, analyze the effect of field work practices on entrepreneurship interest through soft skills, analyze the effect of entrepreneurial knowledge on entrepreneurial interest through soft skills, Analyzing the influence of the family environment on interest in entrepreneurship through soft skills, Analyzing the influence of soft skills on students' interest in entrepreneurship SMK Negeri kabupaten OKU Timur..

## RESEARCH METHODS

This research is a quantitative research with a correlational approach which is to test the hypothesis of an existing theory. The approach used in this study is a quantitative descriptive approach, because the data obtained will be measured on a numerical scale (numbers) and analyzed based on statistics. The data used is primary data, namely data obtained from questionnaires filled out by students who are directly involved.

The population in this study were all students of class XII Accounting at SMK Negeri Kabupaten OKU Timur, add 297 students. Sampling with proportional random sampling cluster technique using tables issac and micheal as

many as 161 students. The data source of this research used a questionnaire.

This study used descriptive analysis and tested requirements, namely: first, the data normality test with normality test results showed that the data obtained were normally distributed. Second, the linearity test of all data has a linear relationship between the research variables. Third, the multicollinearity test of the data does not occur multicollinearity so that the data can be used, and Fourth, the heteroscedasticity test of all data does not occur heteroscedasticity, and uses path

analysis. The data collected in the calculation is processed with the help of the SPSS version 25.0 application.

## RESULTS AND DISCUSSION

The results of this study can be seen from the results of the t test, as well as the results of direct and indirect effects between the dependent variable on the independent variable through the intervening variable.

Coefficients <sup>a</sup>						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error				
	(Constant)	3.247	2.521		1.288	.200
	Praktik Lapangan	Kerja.390	.052	.530	7.566	.000
1	Pengetahuan Kewirausahaan	.127	.047	.203	2.732	.007
	Lingkungan Keluarga	.102	.049	.130	2.068	.040

a. Dependent Variable: *Soft Skill*

Sumber : Data yang diolah, 2022

### Hypothesis test

#### Field Work Practices Affect Soft Skills

Based on the results of testing the magnitude of the effect of field work practices on soft skills (X1) partially linear regression analysis was used with the SPSS version 25.0 application with SPSS output results obtained by the regression coefficient of the effect of field work on soft skills of 0.530 or 53% and this regression coefficient positive sign. The partial test relationship model for field work practice with soft skills is also significant with the t-test result of 7.566, which is greater than the t-table alpha of 0.05 (df = 157) of 1.654. With the output of SPSS Sig. 0.000 is smaller than alpha 0.05. The results of the t-test for this partial regression model are field work practices that can estimate the soft skills determined by the field work practices of students of SMK Negeri Kabupaten OKU Timur. The results show positive and significant.

The results of this study are in accordance with the grand theory of the Theory of Planned Behavior on subjective norms which explains that a person's feelings about people's expectations in their lives to do or not to do the behavior. Thus, field work practice is knowledge or skills that have been known or mastered by someone that has an impact on the work or actions that have been carried out for a certain period of time. Field work practices carried out by students of SMK Negeri OKU Timur in the business world and the industrial world are expected to gain knowledge and skills, both in work and in behaving in accordance with the business world and the industrial world.

Furthermore, these results are also in line with research by Mustika et al., (2017) which states that there is an effect of field work practices on the soft skills of students in the culinary service sector in Malang City with a value of 50.50%. This required includes written communication skills,

critical thinking and problem solving as well as interpersonal understanding.

#### **Entrepreneurship Knowledge Affects Soft Skills**

Based on the results of the analysis with multiple regression, it can be seen that there is a positive influence of entrepreneurial knowledge on soft skills (X2) with a standardized coefficient of 0.203 of 20%. This means that the direct influence of entrepreneurial knowledge on the soft skills of SMK Negeri students of East OKU Regency. Thus the hypothesis can be accepted, and reject the null hypothesis or seen from the significance value (Sig) of 0.007 which is smaller than 0.05 (5%). So it can be said that the higher the entrepreneurial knowledge of students, the higher the soft skills of students, and conversely the lower the entrepreneurial knowledge of students, the lower the soft skills of students.

This study is in accordance with the grand theory of the Theory of Planned Behavior (Theory of Planned Behavior) on the perception of behavioral control which explains that a person's feelings about the ease and difficulty of realizing a certain behavior Ajzen et al., (2005) Entrepreneurial knowledge is a belief that can form patterns students' thoughts, attitudes and behaviors to direct them to choose entrepreneurship as a career choice. Thus, students who gain entrepreneurial knowledge will acquire entrepreneurial values.

This is also in line with research conducted by Giyanto et al., (2016) and Rachmawati et al., (2020) that entrepreneurship learning affects soft skills. So that the existence of entrepreneurship learning will train students to develop the competencies possessed by students in order to prepare themselves to face competition in the global era.

#### **Family Environment Affects Soft Skills**

Based on the results of the analysis with multiple regression, it can be seen that there is a positive influence of the family environment on soft skills (X3) with a standardized coefficient of 0.130 by 13%. This means that the direct influence of the family environment on the soft skills of SMK Negeri Kabupaten OKU Timur. Thus the

hypothesis can be accepted, and reject the null hypothesis or seen from the significance value (Sig) of 0.000 which is smaller than 0.05 (5%). So it can be said that the higher the student's family environment, the higher the student's soft skills, and conversely the lower the student's family environment, the lower the student's soft skills.

The results of this study are in accordance with the grand theory of the Theory of Planned Behavior on subjective norms which explains that a person's feelings about people's expectations in their lives to do or not to do the behavior. The family environment is a small group consisting of father, mother, brother and sister who become the first education for children, such as parents who can contribute to children's education which will shape the child's personality.

The findings of this study are in line with research conducted by Hidayati et al., (2015) and Ikasari, (2019) research which shows that the family environment affects soft skills. So that a good family environment will educate or guide children better by having good character and attitude and making a child's soft skills better.

#### **Field Work Practices Affect Entrepreneurial Interests Through Soft Skills**

Based on the results of the path analysis test, it can be seen that the influence of field work practices on interest in entrepreneurship is mediated by soft skills (X4) as follows:

Direct influence

$$= (0.443)^2 = 0.196 \text{ or } 19.6\%$$

Indirect influence

$$= (0.530) (0.656) = 0.348 \text{ or } 34.8\%$$

$$\text{Total effect} = 0.554 \text{ or } 55.4\%$$

Sobel test with the results of standardized coefficients beta on the field work practice variables on soft skills of 0.530 (53%), and soft skills on interest in entrepreneurship of 0.656 (65.6%), with standard error coefficients of field work practice variables on interest in entrepreneurship of 0.070 (7.0%), and the soft skill variable on the interest in entrepreneurship is 0.071 (7.1%) with the result of Sig. 0.000 < 0.005 means that the soft skill variable can mediate the effect of field work practices on students' entrepreneurship interest.

The results of this study are in accordance with the grand theory of the Theory of Planned Behavior on subjective norms which explains that a person's feelings about people's expectations in their lives to do or not to do the behavior. Field work practice is a direct activity in the business and industrial world that will develop students' abilities directly.

The findings of this study are in accordance with research conducted by Praisti & Rusdarti, (2018) which states that there is a positive influence between field work practices and interest in entrepreneurship of 31.36% with a value of less than 0.050 which is 0.05 with a magnitude of effect of 0.723 obtained the average (mean) is 41.14 which lies in the 38-45 score interval in the very good category.

#### **Entrepreneurship Knowledge Affects Interest in Entrepreneurship Through Soft Skills**

Based on the results of the path analysis test, it can be seen that entrepreneurial knowledge has an effect on interest in entrepreneurship mediated by soft skills (X5) as follows:

Direct influence

$$= (0.297)^2 = 0.088 \text{ or } 8.8\%$$

Indirect influence

$$= (0.203) (0.656) = 0.133 \text{ or } 13.3\%$$

$$\text{Total influence} = 0.221 \text{ or } 22.1\%$$

Sobel test with the results of standardized coefficients beta on the variable of entrepreneurial knowledge on soft skills of 0.203 (20.3%), and soft skills on interest in entrepreneurship of 0.656 (65.6%), with standard error coefficients of entrepreneurial knowledge variable on interest in entrepreneurship of 0.063 (6.3%), and the soft skill variable on the interest in entrepreneurship is 0.071 (7.1%) with the result of Sig. 0.000 < 0.005 means that the soft skill variable can mediate the influence of entrepreneurial knowledge on students' interest in entrepreneurship. The results of this study are in accordance with the grand theory of the Theory of Planned Behavior on the perception of behavioral control which explains that a person's feelings about the ease and difficulty of realizing a certain behavior.

The findings of this study are in accordance with research conducted by Jailani et al., (2017)

that there is a significant influence of entrepreneurial knowledge on entrepreneurial interest through statistical tests using SPSS to obtain sig values.  $0.001 < 0.05$ .

#### **Family Environment Affects Interest in Entrepreneurship Through Soft Skills**

Based on the results of the path analysis test, it can be seen that the influence of the family environment on the interest in entrepreneurship through soft skills (X6) is as follows:

Direct influence

$$= (-0.028)^2 = 0.001 \text{ or } 0.1\%$$

Indirect influence

$$= (0.130) (0.656) = 0.085 \text{ or } 8.5\%$$

$$\text{Total effect} = 0.086 \text{ or } 8.6\%$$

Then the results of the t-test were  $3.014 > 2,000$  with a significance value of  $0.002 < 0.05$ . These results indicate that product innovation has a positive and significant effect on marketing performance through competitive advantage. This research is in accordance with the Resources Based View (RBV) theory and the Knowledge Based View (KBV) theory which states that a company's capital is not only tangible such as assets and equipment but also human resources which are intangible assets. ) which is no less important as capital. Innovation will emerge if there are human resources who have knowledge so that it will create uniqueness as a characteristic of competitors so that it can create increased company marketing performance.

These results support the opinion of Hartanty and Ratnawati (2013) in their research results, which state that product innovation and entrepreneurial orientation with competitive advantage as a mediating variable, indicate that innovation has a positive and significant effect on competitive advantage.

#### **Soft Skills Affect Entrepreneurial Interest**

Based on the results of the path analysis test, it can be seen that the influence of soft skills on interest in entrepreneurship (X7) is as follows:

The results of the analysis show that the influence of soft skills on interest in entrepreneurship is  $(0.656)^2 = 0.430336$  or 43.03% in SMK Negeri students of East OKU Regency.

The effect of soft skills on interest in entrepreneurship is positive and significant with the obtained t count of 10.957 which is greater than t table 2.66 or the result of Sig. 0.000 < from alpha 0.05.

The results of this study are in accordance with the grand theory of the Theory of Planned Behavior on attitudes towards behavior which means that one can evaluate the results of a behavior such as how much benefit and harm will be done. Soft skills are abilities possessed by students such as interpersonal skills and intrapersonal skills.

The findings of this study are in accordance with the opinion of Halim, (2021) that soft skills have a positive effect on interest in entrepreneurship, because the contribution of soft skills in growing interest in entrepreneurship is 80% reaching a high level of the growth of one's entrepreneurial spirit. This is as stated by Anam et al., (2022) that there is a positive and significant effect of soft skills on students' interest in entrepreneurship, by obtaining an r-count value greater than r-table (0.203 > 0.176) and a t-count greater than than t-table (2.750 > 1.979) with a significance value of 5%..

## CONCLUSION

Based on the results of the study, it can be concluded that (1) There is a positive and significant influence of field work practices on the soft skills of students of SMK Negeri OKU Timur Regency, (2) There is a positive and significant influence of entrepreneurial knowledge on the soft skills of students of SMK Negeri OKU Timur Regency, (3) There is a positive and significant influence of the family environment on the soft skills of the students of SMK Negeri OKU Timur Regency, (4) The practice of field work has a positive and significant effect on the interest in entrepreneurship through the soft skills of the students of SMK Negeri OKU Timur Regency. So that the better the practice of field work and soft skills, the higher the entrepreneurial interest of the students of SMK Negeri OKU Timur Regency, (5) Entrepreneurial knowledge has a positive and significant effect on the interest in entrepreneurship

through the soft skills of students of SMK Negeri OKU Timur Regency. So that the better the entrepreneurial knowledge and soft skills of the students of the East OKU Regency State Vocational School, the higher the entrepreneurial interest of the East OKU Regency State Vocational School students, (6) There is no positive influence of the family environment on the interest in entrepreneurship, but soft skills managed to influence the family environment on interest entrepreneurship students of SMK Negeri East OKU Regency. So that the better the family environment and the soft skills of students of SMK Negeri OKU Timur Regency, the higher the interest in entrepreneurship of SMK Negeri SMK Negeri OKU Timur, (7) There is a positive and significant influence of soft skills on the entrepreneurship interest of students of SMK Negeri Kabupaten OKU Timur.

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