



Influence of Motivation and Knowledge of Enterprise on Interest in Enterprise Students Grade XI, XII at SMK Arrahmaniyah Tajurhalang

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ABSTRACT

Competition in the world of work is currently very tight, the absorption of labor in the business world and industry as well as the recruitment of civil servants is very limited and with a high level of competence. Seeing these conditions, the world of education must be able to play an active role in preparing educated human resources who are able to apply in social and creative life who are able to create jobs for themselves and others. This research was researched by Ayu Saidah with student number: 161104080038 at Ibn Khaldun University of Bogor. The purpose of this study was to determine the effect of entrepreneurial motivation and entrepreneurial knowledge on entrepreneurial interest in students of SMK Arrahmaniyah Tajurhalang. The research method used in this study is survey research, researchers will go directly to the object of research. Then the data collection instrument in this study using a questionnaire. The results showed that; The influence of Entrepreneurial Motivation and Entrepreneurship Knowledge has a significant value on Entrepreneurial Interest in students of SMK Arrahmaniyah. This is evidenced by the results of multiple linear regression which produces an Fcount value of 33,878 with a significance of 0.000. Then the result of the significance is 0.000 < 0.05. Which means that there is a significant influence between the two independent variables, namely Entrepreneurial Motivation (X1) and Entrepreneurship Knowledge (X2) on Entrepreneurial Interest (Y). Individually the Entrepreneurial Motivation variable provides a coefficient value of 0.468 and Entrepreneurial Knowledge provides a coefficient value of 0.379 which means it has a positive value.

Keywords: *Entrepreneurial Motivation; Entrepreneurship Knowledge; Entrepreneurial Interest*

ABSTRAK

Saat ini persaingan dalam dunia kerja sangatlah ketat, penyerapan tenaga kerja dalam dunia usaha dan industri serta perekrutan pegawai negeri sangatlah terbatas dan dengan tingkat kompetensi yang tinggi. Melihat kondisi tersebut, maka dunia pendidikan harus mampu berperan aktif menyiapkan sumber daya manusia terdidik yang mampu menerapkan dalam kehidupan sosial dan kreatif yang mampu menciptakan lapangan pekerjaan untuk dirinya sendiri dan orang lain. Penelitian ini di teliti oleh Ayu Saidah dengan nomor pokok mahasiswa: 161104080038 di Universitas Ibn Khaldun Bogor. Tujuan penelitian ini untuk mengetahui pengaruh motivasi berwirausaha dan pengetahuan kewirausahaan terhadap minat berwirausaha pada siswa SMK Arrahmaniyah Tajurhalang. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian survei, peneliti akan terjun langsung ke objek penelitian. Kemudian instrumen

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pengumpulan data pada penelitian ini menggunakan kuesioner. Hasil penelitian menunjukkan bahwa; Pengaruh Motivasi Berwirausaha dan Pengetahuan Kewirausahaan memiliki nilai yang signifikan terhadap Minat Berwirausaha pada siswa SMK Arrahmaniyah. Hal tersebut dibuktikan dari hasil regresi linear berganda yang menghasilkan nilai Fhitung sebesar sebesar 33.878 dengan signifikansi sebesar 0,000. Maka hasil dari signifikansi tersebut adalah $0,000 < 0,05$. Yang artinya terdapat pengaruh secara signifikan antara kedua variabel Independen yaitu Motivasi Berwirausaha (X1) dan Pengetahuan Kewirausahaan (X2) terhadap Minat Berwirausaha (Y). Secara individu variabel Motivasi Berwirausaha memberikan nilai koefisien sebesar 0,468 dan Pengetahuan Kewirausahaan memberikan nilai koefisien sebesar 0,379 yang berarti mempunyai nilai positif.

Kata Kunci: Motivasi Berwirausaha; Pengetahuan Kewirausahaan; Minat Berwirausaha

1. INTRODUCTION

Vocational high school (SMK) is one form of formal education unit that organizes vocational education at the secondary education level as a continuation of junior high school / MTs or other equivalent forms or continuation of learning outcomes that are recognized as equal/equivalent to junior high school/MTs, (www.wikipedia.org). The competency standards for graduates in vocational secondary education units aim to increase intelligence, knowledge, personality, noble character, and skills to live independently and follow further education in accordance with their vocations. (www.dikti.go.id) Currently, competition in the world of work is very tight, the absorption of labor in the world of business and industry and the recruitment of civil servants is very limited and with a high level of competence. Seeing the above conditions, the world of education must be able to play an active role in preparing educated human resources who are able to face various challenges of local, national, regional and international life who not only master the theory but are also able to apply it in social life and who are creative in creating jobs for themselves and others or an entrepreneur. One of the implementations of Islamic teachings is work. Work has an important meaning for humans, work aims to get the pleasure of Allah SWT. Because this is a form of human worship to Allah SWT and an inseparable part of the characteristics of the attitude of life of people who embrace Islam (Maulida, 2018: 299).

Seeing the condition of the low interest in entrepreneurship of vocational students and the high unemployment rate of vocational students requires vocational students to have a high interest in opening new business units (entrepreneurship) rather than looking for work after completing education. Interest is a driving factor that makes a person work harder and take advantage of every opportunity that exists by optimizing the available potential. This is in line with Walgito's opinion, interest does not just appear but grows and develops according to the factors that influence it (Walgito, 2003: 148). "Entrepreneurial interest is influenced by several factors including personality characteristics, demographic factors and environmental characteristics. Personality characteristics such as self-efficacy and need for achievement are significant factors that give rise to entrepreneurial interest, demographic factors such as age, gender, educational background and work experience of a person are taken into account as determinants for entrepreneurial interest, environmental factors such as social relationships, physical and institutional infrastructure and cultural factors can affect entrepreneurial interest" (Indarti, 2008: 121). The provision of

entrepreneurial knowledge to vocational students in schools is very necessary. The more entrepreneurial knowledge of vocational students, the more open their insights about entrepreneurship will be. Many studies have concluded that entrepreneurial knowledge affects the interest in entrepreneurship. Entrepreneurial knowledge can be obtained by students from education in schools with entrepreneurship subjects.

Motivation is a force of encouragement that is realized to influence a person's behavior so that he is moved to do something so as to achieve the results of entrepreneurial activities. Motivation is a drive from within a person to do something, including becoming a young entrepreneur (Sakti Fajar W, 2014: 17). Meanwhile, Schunk, Pintrich & Meege say that motivation is a physical and mental activity. Physical activity can be in the form of persistence in doing an effort and other activities that others can observe. Mental activity can be in the form of cognitive actions in the form of planning an effort, organizing, monitoring, decision making and problem solving (Schunk, Pintrich & Meege 2012: 6). With a strong entrepreneurial motivation from students, it can certainly increase the number of young entrepreneurs in Indonesia. Most people who succeed have strong motivation that drives their actions. Entrepreneurial motivation is also a driver of increased student interest in entrepreneurship. The success rate of entrepreneurship depends on how much motivation is in the student. So, the greater the motivation a person has, the greater the effort to realize his goals. In addition to motivation, knowledge of entrepreneurship is also an effort to foster interest in entrepreneurship.

Knowledge is the result of sensing objects to be studied so as to produce knowledge in a person. Sensing occurs through the five human senses, namely the senses of sight, hearing, smell, taste and touch (Notoatmodjo, 2007: 12). According to Mardiyatmo, entrepreneurial knowledge is the science of responding to business opportunities that are revealed in a set of actions that produce results in the form of productive and innovative institutionalized business organizations (Mardiyatmo, 2005: 2). This can be obtained through entrepreneurship lessons that most departments have applied it to be studied by students. Entrepreneurship education is one form of application of the world of education's concern for the progress of the nation. In entrepreneurship education is shown including the value and form of work to achieve success. according to Suparman Suhamidjaja that "Entrepreneurship education is education that aims to forge the Indonesian nation in accordance with the personality of Indonesia based on Pancasila". In a broader sense that entrepreneurship education is help to learn Indonesian people so that they have dynamic and creative personal strength in accordance with the personality of the Indonesian nation based on Pancasila (Mukri, 2022: 724). Entrepreneurial knowledge through entrepreneurship lessons taught at SMK will increase knowledge in terms of theory about entrepreneurship and practice in the form of going directly to sell products that have been created. It is not easy to find out students' interest in entrepreneurship. This is because there are differences in each individual, both his motivation, knowledge, ideals, character and others owned by each student. With these individual differences, the desire and interest in entrepreneurship for students varies. Some do have a great desire and interest in entrepreneurship but on the other hand many of them prefer to work as employees. The

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gap in student understanding is also still low where there are still many students who think that entrepreneurship is synonymous with talent, something that has become their talent from birth, those who think this way are starting from a belief that entrepreneurship is a cultural property and mental attitude, therefore it is attitudinal and behavioral. A person becomes an entrepreneur because he or she is already so. There is also a low mentality of students to start entrepreneurship, starting from the weakness in taking risks and the limited capital available. These differences in interest can occur because of the many factors that influence students of SMK Arrahmaniyah including encouragement (motivation) for entrepreneurship and also knowledge of entrepreneurship itself.

Based on the background and identification of the problems above, the problem in this study is entrepreneurial motivation and entrepreneurial knowledge. The limitation of this research is only on the entrepreneurial interest of class XI, XII students at SMK Arrahmaniyah in the 2019 and 2020 school years who have taken entrepreneurship courses.

2. RESEARCH METHOD

In this study, the approach used is a quantitative approach. Because in this study the authors use statistical calculations and use percentage calculations, in this study the authors will examine the effect of Entrepreneurial Motivation (X1) and Entrepreneurship Knowledge (X2) on Entrepreneurial Interest (Y), especially in students of SMK Arrahmaniyah Tajurhalang. The data source used in this study is primary data by distributing questionnaires to students of SMK Arrahmaniyah Tajurhalang as respondents. The population in this study were 157 students of SMK Arrahmaniyah Tajurhalang in the 2019-2020 school year. The sample (research subject) amounted to 62 students. The number of samples is determined based on the Slovin formula with an error rate of 10% of the total population.

The measurement technique in this study uses a Likert scale. Where the questionnaire is processed by doing the validity test and reliability test first. The method used in this study is to use multiple linear analysis with the help of the SPSS application program version 25. This analysis is to examine the effect of entrepreneurial motivation and entrepreneurial knowledge on entrepreneurial interest.

3. RESULTS AND DISCUSSION

3.1 Respondent Descriptions

Respondents who became the object of this research were students of SMK Arrahmaniyah in the 2019-2020 school year who were still registered as active students at SMK Arrahmaniyah Tajurhalang. The number of respondents based on the number of samples that have been processed is 62 students.

Based on data on the characteristics of respondents in this study including age, gender, class year, and student activity. Respondents aged 16 years totaled 25 (40%), aged 17 years totaled 37 (60%). The majority of respondents who filled out this questionnaire were male, totaling 39 students or 63%, while female respondents totaled 23 students or 37%. Respondents from the class of 2019 were 24 students or 39%, while the class of 2020 were 38 students or 61%. Respondents

whose activities are only school only are 55 students or 89%, while respondents whose activities are both school and business are 7 students or 11%.

3.2.1 Validity and Reliability Test

In this study, the validity test was used using SPSS 25. Questionnaire items that are said to be valid are if the value of $r_{count} > r_{table}$ and is positive at a significant 5% then the data can be said to be valid. Conversely, if r_{count} is smaller than r_{table} then the data is invalid (Soegoto, 2008: 126).

After conducting a validity test on the questionnaire that has been made, the next step is to conduct a reliability test. The reliability test in this study was carried out using SPSS 25. If Cronbach Alpha \geq than 0.6 then this proves that the research instrument can be trusted (reliable) (Balik, 2020: 20). In this study, the data used for the validity test were 62 respondents, namely students of SMK Arrahmaniyah. Thus, if the formula $df = n - 2$ then $df = 62 - 2 = 60$. Based on table r , it can be seen that the value of r for $df = 60$ with a significant level of 0.05 or 5% is 0.250.

The following is a table of the results of the calculation of validation of student respondents of SMK Arrahmaniyah:

Table 1. Validity and Reliability Test Results

No.	Statement	R_{hitung}	R_{tabel}	Status	<i>Cronbach's Alpha if item Deleted</i>
1.	X1.1	0,792	0,250	Valid	0,805
2.	X1.2	0,774	0,250	Valid	0,808
3.	X1.3	0,756	0,250	Valid	0,810
4.	X1.4	0,805	0,250	Valid	0,792
5.	X1.5	0,778	0,250	Valid	0,808
6.	X2.1	0,814	0,250	Valid	0,735
7.	X2.2	0,823	0,250	Valid	0,730
8.	X2.3	0,787	0,250	Valid	0,746
9.	X2.4	0,644	0,250	Valid	0,860
10.	X2.5	0,768	0,250	Valid	0,757
11.	Y1	0,885	0,250	Valid	0,810
12.	Y2	0,804	0,250	Valid	0,845
13.	Y3	0,829	0,250	Valid	0,832
14.	Y4	0,742	0,250	Valid	0,867
15.	Y5	0,793	0,250	Valid	0,844

Source: Data output processed on SPSS Version 25, 2022

From the results of the validity and reliability tests in table 1 above, it can be seen that the questionnaire used is a valid and reliable questionnaire to use. Because the r_{count} value obtained by each statement is greater than the existing table value of 0.250. Likewise with the reliability test results in table 4.7, where the results of Cronbach's Alpha if item Deleted in the table have a value \geq 0.6. That means the statement or questionnaire made is declared reliable.

3.2.2 Data Normality Test

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The data normality test is used to test the independent variable data on the dependent variable whether it is normally or abnormally distributed. The results of this normality test explain whether a data distribution can be said to be normal or not, namely on the basis of decision making if the significance value is greater than 0.05 then the data is normally distributed and if the significance value is smaller than 0.05 then the data is not normally distributed (Ayuningtias and Ekawati, 2015: 62).

The following is a table of the One Sample Kolmogrov-smirnov test conducted on student respondents of SMK Arrahmaniyah:

Table 2. Respondent Data Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		62
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2,37334877
Most Extreme Differences	Absolute	.095
	Positive	.054
	Negative	-.095
Test Statistic		.095
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Data output processed on SPSS Version 25, 2022

Based on the One Sample Kolmogrov-Smirnov table in table 2 above, the results of the Asymp Sig value are obtained. (2-tailed) on student respondents of SMK Arrahmaniyah is 0.200. The value obtained is greater than the significance value with a level of 5% or 0.05, this means that the results of the normality test in this study are normally distributed. Because the value of Asymp Sig. (2-tailed) > than 0.05.

3.2.3 Multicollinearity Test

The Multicollinearity test aims to determine whether or not there is a correlation between the independent variables in the regression model. Then to determine whether or not there is multicollinearity in the regression model is by looking at the Tolerance and VIF (Variance Inflation Factor) values. To find out if multicollinearity occurs by looking at the VIF value < 10 and tolerance > 0.10 (Sochim, 2017: 254).

The following are the results of the multicollinearity test conducted on student respondents of SMK Arrahmaniyah as shown in the following table:

Table 3. Multicollinearity Test Results
Coefficients^a

		Collinearity Statistics	
Model		Tolerance	VIF
1	(Constant)		

	Entrepreneurial Motivation (X ₁)	.679	1.473
	Entrepreneurial Knowledge (X ₂)	.679	1.473
a. Dependent Variable: Entrepreneurial Interest (Y)			

Source: Data output processed on SPSS Version 25, 2022

From table 3 above, it can be seen that variable X₁, namely Entrepreneurial Motivation, has a TOL value = 0.679, and a VIF value = 1.473. Then the X₂ variable, namely Entrepreneurial Knowledge, has a TOL value = 0.679, and a VIF value = 1.473. Which means that all independent variables have a TOL value > 0.10 and a VIF value < 10.

So, it can be concluded that the research conducted is free from multicollinearity problems.

3.2.4 Multiple Linear Regression Testing

Multiple linear regression test used in this study is to test the effect between the independent variables, namely Entrepreneurial Motivation (X₁), and Entrepreneurship Knowledge (X₂) together with one dependent variable, namely Entrepreneurial Interest (Y) in the form of an equation.

The following are the results of multiple linear regression tests conducted on student respondents of SMK Arrahmaniyah can be seen in the following table:

Table 4. Multiple Linear Regression Test Results
 Coefficients^a

Model		Unstandardized Coefficients	
		B	Std. Error
1	(Constant)	3.770	2.277
	Entrepreneurial Motivation (X ₁)	.468	.124
	Entrepreneurial Knowledge (X ₂)	.379	.097
a. Dependent Variable: Entrepreneurial Interest (Y)			

Source: Data output processed on SPSS Version 25, 2022

Based on the results of table 4 of multiple linear regression analysis conducted through Statistics analysis using SPSS Version 25 software, by paying attention to the numbers in the Unstandardized Coefficients Beta column. Then the regression equation can be arranged as follows:

$$Y = 3,770 + 0,468X_1 + 0,379X_2$$

- 1) The constant value of 3.770, which means that if the Entrepreneurial Motivation (X₁) and Entrepreneurship Knowledge (X₂) is zero (0) then the Entrepreneurial Interest (Y) is worth a constant of 3.770.
- 2) If the regression coefficient value of the variable Entrepreneurial Motivation (X₁) is 0.468, which means that if the value of the variable Entrepreneurial Motivation (X₁) increases by one unit while, then the Interest in Entrepreneurship (Y) will increase by 0.468 assuming other variables remain.

- 3) If the regression coefficient value of the Entrepreneurial Knowledge variable (X2) obtained a value of 0.379 which means that if the Entrepreneurial Knowledge variable (X2) has increased by one unit while, then the Entrepreneurial Interest (Y) will increase by 0.379 assuming other variables remain.

3.2.5 T Test (Partial)

T test or partial analysis is used to determine whether or not there is an effect of Variable X partially on Variable Y. to determine whether or not there is an effect by looking at the value of the significance of the tcount. If the significance of $t > 0.05$, then there is no influence between Variable X and Variable Y. Vice versa if the significance of $t < 0.05$, then there is an influence between Variable X and Variable Y (Nasution and Penggabean, 2019: 22).

The following is a table of the results of the T test on student respondents of SMK Arrahmaniyah can be seen in the following table:

Table 5. T-test Results
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.770	2.277		1.656	.103
	Entrepreneurial Motivation (X ₁)	.468	.124	.407	3.772	.000
	Entrepreneurial Knowledge (X ₂)	.379	.097	.419	3.891	.000
a. Dependent Variable: Entrepreneurial Interest (Y)						

Source: Data output processed on SPSS Version 25, 2022

Based on the results of table 5 of the T test which was carried out through Statistics analysis using SPSS Version 25 software, the T test results can be arranged as follows:

1. Effect of Entrepreneurial Motivation Variable (X1) on Entrepreneurial Interest (Y).

Based on the results of the t test above, the tcount value of the Entrepreneurial Motivation variable (X1) is 3.772 with a significance value of 0.000 < 0.05, which is significant. So it can be concluded that the variable Entrepreneurial Motivation (X1) partially has a significant influence on Entrepreneurial Interest (Y). The direction of influence is positive which indicates that the increase in motivation obtained will make students' entrepreneurial interest increase. The wider and increasing motivation for Islamic entrepreneurship will make the interest in Islamic entrepreneurship increase.

2. Effect of Entrepreneurship Knowledge Variable (X2) on Entrepreneurial Interest (Y).

Based on the results of the t test above, the tcount value of the Entrepreneurial Knowledge variable (X2) amounted to 3.891 with a significance value of 0.000 < 0.05 means significant. So it can be concluded that the variable Entrepreneurial Knowledge (X2) partially has a significant effect on Entrepreneurial Interest (Y). The direction of influence is positive which indicates that increasing entrepreneurial knowledge will make students' entrepreneurial interest increase. The more extensive and increasing knowledge of Islamic entrepreneurship will make Islamic entrepreneurial interest increase.

3.2.6 F Test (Simultaneous)

F test or simultaneous analysis is used to determine the presence or absence of the influence of the Independent variable Entrepreneurial Motivation (X1) and Knowledge of entrepreneurship (X2) simultaneously or simultaneously on the Dependent variable Entrepreneurial Interest (Y). It can be decided by looking at the results of the F significance value. Which if the significance value of $F < 0.05$, then the influence between the Independent variable (X) simultaneously on the Dependent variable (Y). Then if the significance value of $F > 0.05$, then there is no influence between the Independent variables (X) simultaneously on the Dependent variable (Y) (Ayuningtias and Ekawati, 2015: 63).

The following is a table of the results of the F Test on student respondents of SMK Arrahmaniyah can be seen in the following table:

Table 6. F Test Results
ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	394.594	2	33.878	33.878	.000 ^b
	Residual	343.600	59	5.824		
	Total	738.194	61			
a. Dependent Variable: Entrepreneurial Interest (Y)						
b. Predictors: (Constant), Entrepreneurship Knowledge (X ₂), Entrepreneurial Motivation X ₁)						

Source: Data output processed on SPSS Version 25, 2022

Based on the results of table 4.12, the F test which is carried out through Statistics analysis using SPSS Version 25 software. Then the results of the F test can be explained as follows:

From the output in table 4.12, the Fcount value is 33,878 with a significance of 0.000. Then the result of the significance is $0.000 < 0.05$. Which means that there is a significant influence between the two independent variables, namely Entrepreneurial Motivation (X1) and Entrepreneurship Knowledge (X2) on Entrepreneurial Interest (Y) simultaneously or together.

3.2.7 Determination Coefficient Test (R2)

The R2 test or coefficient of determination is used to determine the percentage of changes in the independent or dependent variables, namely (Y) caused by the independent variables, namely (X). The calculation of determination is used to determine the percentage of influence of the independent variables (X1 and X2) together on the dependent variable (Y). If the R2 obtained is close to 1, it can be said that the stronger the model explains the independent

variable to the dependent variable, and vice versa ($0 < r < 1$) (Nasution and Penggabean, 2019: 22).

The following is a table of the results of the R2 Determination Efficiency Test on respondents of SMK Arrahmaniyah students can be seen in the following table:

Table 7. R2 Test Results Model
Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.731 ^a	.535	.519	2.413
a. Predictors: (Constant), Entrepreneurship Knowledge (X ₂), Entrepreneurial Motivation (X ₁)				
b. Dependent Variable: Entrepreneurial Interest (Y)				

Source: Data output processed on SPSS Version 25, 2022

Based on the results of table 7 of the R2 Test or the Coefficient of Determination carried out through Statistics analysis using SPSS Software Version 25. Then the results of the R2 Test can be explained as follows:

The results of statistical processing of R2 testing or coefficient of determination show that the independent variable is Entrepreneurial Motivation (X₁) and Entrepreneurship Knowledge (X₂) managed to influence the Dependent variable that is Entrepreneurial Interest (Y) by 53.5%, the remaining 46.5%. The results of the R2 test or coefficient of determination means that there are still other independent variables that can affect entrepreneurial interest.

3. CONCLUSION

Based on the results of the analysis and discussion described above, several conclusions can be drawn, among others:

1. Entrepreneurial Motivation has a significant value on Entrepreneurial Interest in students of SMK Arrahmaniyah. This can be proven by the tcount value of 3.772 with a significance value of $0.000 < 0.05$, meaning significant. And has a regression coefficient value of 0.468. So the more Entrepreneurial Motivation obtained and owned, the more it will foster Entrepreneurial Interest in students of SMK Arrahmaniyah.
2. Entrepreneurship Knowledge has a significant value on Entrepreneurial Interest in students of SMK Arrahmaniyah. This can be proven by the tcount value of 3.891 with a significance value of $0.000 < 0.05$, which means significant. And has a regression coefficient value of 0.379. So the higher the Entrepreneurial Knowledge, the higher the Entrepreneurial Interest in students of SMK Arrahmaniyah.
3. Entrepreneurial Motivation and Entrepreneurship Knowledge have a significant value on Entrepreneurial Interest in students of SMK Arrahmaniyah. This is evidenced by the results of multiple linear regression which produces an Fcount value of 33,878 with a significance of 0.000. Then the result of the significance is $0.000 < 0.05$. Which means there is a significant influence between the two Independent variables, namely Entrepreneurial Motivation (X₁) and Entrepreneurship Knowledge (X₂) on Entrepreneurial Interest (Y). Individually

variable Entrepreneurial Motivation provides a coefficient value of 0.468 and Entrepreneurial Knowledge provides a coefficient value of 0.379 which means it has a positive value. Entrepreneurial Motivation and Entrepreneurial Knowledge have a positive and significant influence on Entrepreneurial Interest. This is because Entrepreneurial Motivation and Entrepreneurial Knowledge are factors that can affect Entrepreneurial Interest in students of SMK Arrahmaniyah. With higher entrepreneurial motivation and entrepreneurial knowledge, the higher the student interest in entrepreneurship.

Based on the discussion and conclusions of the research above, several suggestions can be given as follows:

1. For students of SMK Arrahmaniyah

It is expected that students of SMK Arrahmaniyah can pay more attention to the realization of entrepreneurial interest. Where students need to explore and understand entrepreneurial knowledge thoroughly by participating in entrepreneurial activities such as entrepreneurship seminars and entrepreneurial practices held by the school through the Entrepreneurship teacher. In addition, to be more confident in their abilities, they can increase confidence in themselves by seeing the success of others in doing a business, so that students can choose entrepreneurship as their career choice. Because with entrepreneurship we can open up jobs for others and can reduce the unemployment rate, especially in Indonesia.

2. For Future Researchers

It is hoped that this research can open wider insights theoretically and practically. And it is hoped that this research needs to be tried again in more depth with a larger sample and adding several supporting variables that are thought to affect interest in entrepreneurship. So that it will get better and maximum results.

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