



## Influence of Entrepreneurship Learning and Double track Programs Increasing Interest in Entrepreneurship

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### ABSTRACT

*The problem of employing high school graduates is a problem that continues to occur every year, espec, the lack of experience and skills means that high school graduates have the highest poverty rate. East Java provincial government data for 2020 states that around 116,772 high school students did not continue to college and competed with graduates of vocational schools who make up the largest workforce. With these conditions, in 2018 the East Java Provincial Government, in collaboration with the East Java Education Service, launched a high school program called Double Track, this program aims to improve students' entrepreneurial skill. The purpose of this research is to explain the influence of Entrepreneurship Learning and the Double track Program on Efforts to Increase Student Entrepreneurial Interest. This research is a type of quantitative research. The subjects of this research were 56 students of the Bareng State High School double track program. The sampling technique is purposive sampling technique. The data collection technique uses a questionnaire. Data analysis techniques use validity tests, reliability tests, classic assumption tests consisting of normality tests, multicollinearity tests, heteroscedasticity test, multiple linear regression analysis and hypothesis testing using t-test and f-test. The results of research at SMA Negeri Bareng show (R Square) of 0.136, namely 13.6% and a calculated F value of 6.519676 with Sig. is 0.020 or  $P < 0.05$ , then the variable is Entrepreneurship Learning (X1), Double track Program (X2) Student Entrepreneurial Interest (Y).*

**Keywords:** *Entrepreneurship learning, Double track program, Interest in entrepreneurship*

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### INTRODUCTION

Human resources are the most important basic capital for development. It is further explained that education is one part that helps produce human resources in providing expertise and skills through activities carried out in the learning process. Referring to the condition of the problem where the perspective of high school (SMA) graduates is more molded into graduates who will have the opportunity to enter college, this is one of the problems for prospective graduates who will not continue to college, so learning is needed that not only improves students' academics but It also has the opportunity to grow skills for students where an entrepreneurial mental attitude can be instilled in students through entrepreneurship education based on entrepreneurial values (Noraga, 2024).

East Java provincial government data for 2020 states that there are around 116,772 or 67.84% of high school students who do not continue to college. This is one of the big challenges in being able to overcome the problem of unemployment for high school graduates. With these conditions, in 2018 the East Java Provincial Government and the East Java Education Service initiated a double track program to overcome unemployment of high school graduates through activities that combine formal learning and entrepreneurship which is expected to be able to increase students' interest in entrepreneurship. It is known that interest in entrepreneurship can grow from the existence of an education that improves students' skills and soft skills so that it will foster self-confidence and engagement for students to enter the business world, and one of the things that can be done to make this happen is through Entrepreneurship Learning and double tracks implemented in schools. According to East Java Governor Regulation Number 139 of 2018, double track program graduates are expected to be able to have knowledge and competence according to their field of expertise, have skills and an entrepreneurial spirit, have business experience and products that can be developed after attending training, so that in the future the students can create independence and have the

skills to become superior entrepreneurs who improve the welfare of society or workers who are ready to work to reduce unemployment ( Syafrinando, 2021 ).

Bareng High School is one of the schools that has implemented Entrepreneurship Learning which seeks to encourage student independence and skills through bazaar activities or marketing products made independently by students and a *double track* program which has been implemented in 2019 until now, the success of the double track program which is being implemented at Bareng State High School can be seen from the championships received by students in 2023. This year the school is again implementing a double track program with two skills, namely culinary cooking and graphic design (multimedia).

Based on the explanation above, the aim of this research is to explain the influence of Entrepreneurship Learning and the Double track Program on Efforts to Increase Students' Entrepreneurial Interest (Case Study of Double track Participants at SMA Negeri Bareng).

## METHOD

In this research, the research plan used is a quantitative type of research, using a multiple linear regression test which is used to explain whether or not the influence of Entrepreneurship Learning and the Double track Program on Efforts to Increase Students' Entrepreneurial Interest (Case Study of Double track Participants at Bareng State High School). In this research, the independent variables are Entrepreneurship Learning and the Double track Program with the attachment variable, namely Entrepreneurial Interest. The population in this study was all class The sampling technique in this research used saturated sampling using the entire research population of 56 students. The data collection methods used in this research are interviews, documentation and questionnaires with the scale used in administering the questionnaire being the Likert scale. The questionnaire was prepared in the form of a closed questionnaire, where the results of the questionnaire were then converted into 4 categories. Testing the validity of the instrument in this research was carried out by comparing the calculated  $r$  with the  $r$  table with the condition that if the calculated  $r > r$  table then the statement item was declared valid, and vice versa. Reliability testing of instrument assistance in this research was carried out using the EViews 12 program. Data analysis techniques used: (1) normality test; (2) Multicollinearity test; (3) Heteroscedasticity test (4) T and F test (5) Simple Linear Regression Analysis; and (6) Coefficient of determination test.

## RESULT AND DISCUSSION

### Result

#### Normality Test

Based on the normality test results above using the Jarque Bera method, there is a significance result from the normality test of 0.599463 and this value is more than 0.05 ( $>0.05$ ). So it can be said that the research data is normally distributed.

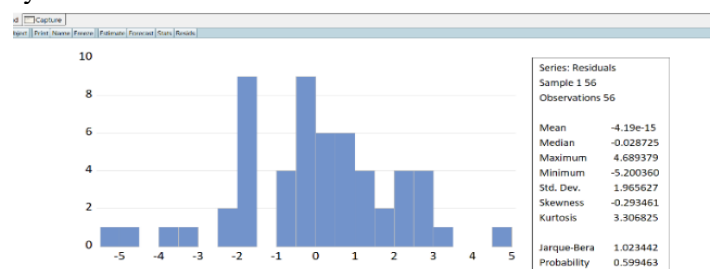


Figure 1 Normality Test

#### Multicollinearity Test

Variable	Coefficient	Uncentered VIF	Centered VIF
C	53.59034	748.4893	NA
X1	0.046093	581.2200	1.137887
X2	0.044854	567.6551	1.137887

Figure 2 Multicollinearity Test

By using the multicollinearity test assumption that the VIF value of each variable must be more than 10 (<10), from the table above it can be concluded that the VIF value of the entrepreneurial learning variable is 1.137 and the VIF value of the double track program variable is 1.137, where this value is greater than 10 so it can be concluded that the multicollinearity test is met.

**Heteroscedasticity Test**

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	-4.889543	4.528189	-1.079801	0.2851
X1	0.046965	0.132800	0.353652	0.7250
X2	0.165920	0.131004	1.266527	0.2109

R-squared	0.041980	Mean dependent var	1.509690
Adjusted R-squared	0.005828	S.D. dependent var	1.242210
S.E. of regression	1.238585	Akaike info criterion	3.317899
Sum squared resid	81.30691	Schwarz criterion	3.426400
Log likelihood	-89.90118	Hannan-Quinn criter.	3.359955
F-statistic	1.161213	Durbin-Watson stat	1.876586
Prob(F-statistic)	0.320943		

**Figure 3** Multicollinearity Test

The results of the heteroscedasticity test using the Glejser test, it is known that the probability variable value for entrepreneurship learning is 0.725, while the probability variable value for the double track program is 0.210. Based on the calculation results above, it can be seen that the two independent variables experience symptoms of heteroscedasticity because they have a probability value greater than 0.05.

**T and F tests**

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	24.76764	7.320543	3.383307	0.0014
X1	0.559294	0.214692	2.605100	0.0119
X2	0.444869	0.211769	2.100535	0.0405

R-squared	0.136919	Mean dependent var	28.17857
Adjusted R-squared	0.104350	S.D. dependent var	2.115803
S.E. of regression	2.002371	Akaike info criterion	4.278624
Sum squared resid	212.5029	Schwarz criterion	4.387125
Log likelihood	-116.8015	Hannan-Quinn criter.	4.320689
F-statistic	4.203951	Durbin-Watson stat	1.937084
Prob(F-statistic)	0.020201		

**Figure 4** T and F tests

Based on the results table above, it can be seen that the t-statistic value for the entrepreneurial learning variable is 2,605 with a probability of 0.011, while for the double track program variable it is known that the t-statistic value is 2,100 with a probability value of 0.04. This shows that the hypothesis is accepted because there is an influence between the entrepreneurial learning variable on interest in entrepreneurship partially and the double track program on students' interest in entrepreneurship partially. Meanwhile, in the F test, it can be seen from the probability value (F-statistic), namely 0.020, where this value is smaller than 0.05, so it can be assumed that the independent variable influences the dependent variable simultaneously.

**Determination Test**

Based on the figure 4, it is known that the R-Squared value is 0.136, indicating that the contribution of the influence of the independent variable (X) to the dependent variable (Y) simultaneously is 13.6% while the remaining 86.4% is influenced by variables outside this research.

**Multiple Linear Regression Test**

Based on the figure 4, the regression equation that reflects the variables in this study is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

$$Y = 24.767 + 0.559 X_1 + 0.444 X_2 + \epsilon$$

From the results of the regression test above, it can be concluded that:

- a. ( $\alpha$ ) constant is 24,767 or 24,767%, meaning that if the value of the independent variable (X) increases by 1% then the dependent variable (Y) will increase by 24,767%.
- b. ( $\beta_1 X_1$ ) the beta coefficient value of the entrepreneurial learning variable (X1) is 0.559 or 0.559%, meaning that if the value of the independent variable (X1) increases by 1% then the dependent variable (Y) increases by 0.559.
- c. ( $\beta_2 X_2$ ) The coefficient value of the beta variable *Double track* ( $X^2$ ) is 0.444 or 0.444%, meaning that if the value of the independent variable ( $X^2$ ) increases by 1%, the dependent variable (Y) increases by 0.444.

## **Discussion**

### **The influence of entrepreneurship learning on students' entrepreneurial interest**

Based on the results of the data analysis above, it can be seen that entrepreneurship learning has a positive and significant effect on students' interest in entrepreneurship. This can be seen from the hypothesis test carried out, where in the hypothesis test it is known that the significance value of the Entrepreneurship Learning variable is 0.0119, where this value is less than 0 .05 which means the influence of entrepreneurship learning on students' entrepreneurial interest is accepted. This proves that the entrepreneurship learning carried out at Bareng State High School also has an impact in producing skilled graduates as one of the capitals for students' interest in the world of business. This is in line with research conducted by Vivin Nurvita Dewi, 2019 which states that entrepreneurship learning has a positive effect on students' entrepreneurial interest. The results of this research strengthen the theory put forward by Miarso Sukmadinata (2004: 155-156), learning is an effort to deliberately manage the learning environment so that someone can shape themselves positively in certain conditions. Entrepreneurial learning is learning obtained from new habits, knowledge and attitudes regarding creativity and innovation in understanding opportunities, organizing resources, managing so as to generate profits.

### **The influence of the double track program on students' entrepreneurial interest**

Based on the results of the data analysis above, it can be seen that the double track program has a positive effect on students' interest in entrepreneurship. This can be seen from the hypothesis test carried out, where in the hypothesis test it is known that the significance value of the double track program variable is 0.405, where this value is less than 0.05 which is This means that the hypothesis which states that the double track program has an effect on students' interest in entrepreneurship is accepted, this shows that the double track program implemented at Bareng High School can be a program that is able to increase students' interest in entrepreneurship through the activities carried out. as from the results of research conducted by Diah Dinaloni and Indrawati in 2021 and Yunika Nurfadilla in 2023 which revealed that the double track program had a positive and significant effect on students' entrepreneurial interest. The results of this research are strengthened by the theory expressed by Diastra (2020) which explains that the double track program is capable of providing additional skills to high school students as extra-curricular activities (Ekkskul) which can increase their interest in the business world.

### **The influence of entrepreneurship learning and the double track program on students' entrepreneurial interest**

Based on the results of the data analysis above, it can be seen that entrepreneurship learning and the double track program have a positive effect on students' interest in entrepreneurship. This can be seen from the results of the regression sZAtest carried out where it is known that the beta coefficient value of the entrepreneurial learning variable double track has a direct and significant effect on students' entrepreneurial interest. This is in accordance with previous research conducted by Diana Evawati, Susilowati, 2024 and rohmah dwi cahyono, 2022 which revealed that the Double track Program had a direct and significant effect on students' entrepreneurial interest.

## **CONCLUSIONS**

Based on the research results above, it can be seen that entrepreneurship and double track learning have a positive effect on fostering students' interest in entrepreneurship, so it is hoped that high school levels that have implemented the double track program can equip students with expertise and skills according to the program they are interested in, in addition to the role of the teacher It is hoped that trainers who are very influential on participants can be examples and role models so that the program that has been implemented at SMA Bareng since 2019 can run and be able to produce quality graduates, ready to enter the world of work and ready to enter the world of higher education..

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