

# FACTORS INFLUENCING STUDENT'S INTENTION TO BE AN ENTREPRENEUR (LITERATURE STUDY)

Andi Amrullah<sup>1</sup>, Sigit Wahyudi<sup>2</sup>, Maulani Mega Hapsari<sup>3</sup>

<sup>1,2,3</sup> Universitas Sebelas Maret

[andipmk02@gmail.com](mailto:andipmk02@gmail.com)

## Abstract

Indonesia's workforce continues to experience a decline in productivity, poor management skills, and an inability to respond to world challenges and competition. Therefore, comprehensive preparation is needed through human development and community initiatives. Based on the highest education completed by the labor force, the Open Unemployment Rate (Tingkat Pengangguran Terbuka/TPT) in February 2022 has almost the same pattern as February 2021. In February 2022, the TPT from vocational high school (SMK) graduates was still the highest compared to graduates of other levels of education. The semi-systematic or narrative literature review approach is designed for topics that have been conceptualized differently and studied by different groups of researchers in different disciplines and that hinder the process of full systematic review. Given that situation at all levels of student's environment encourage schools to embed an enterprising entrepreneurial skill into the national educational system, and together with the high desirability from students. There are at least four major factors that influencing student to be an entrepreneur; Family conditions have a significant influence on student entrepreneur interest. The family environment, in which the majority of the members are entrepreneurs, will serve as an example for the students; Entrepreneurship education and school environment has a positive impact on students' entrepreneurial ambitions and mindset; Personality on student independence for entrepreneurship, personality has a beneficial impact on student independence for entrepreneurship; Gender, a modest impact of entrepreneurship education on entrepreneurial intention with gender as a moderating element; schools must present all male and female student activities.

**Keywords:** vocational school, entrepreneur intention, entrepreneur education, family role, gender

---

## 1. Introduction

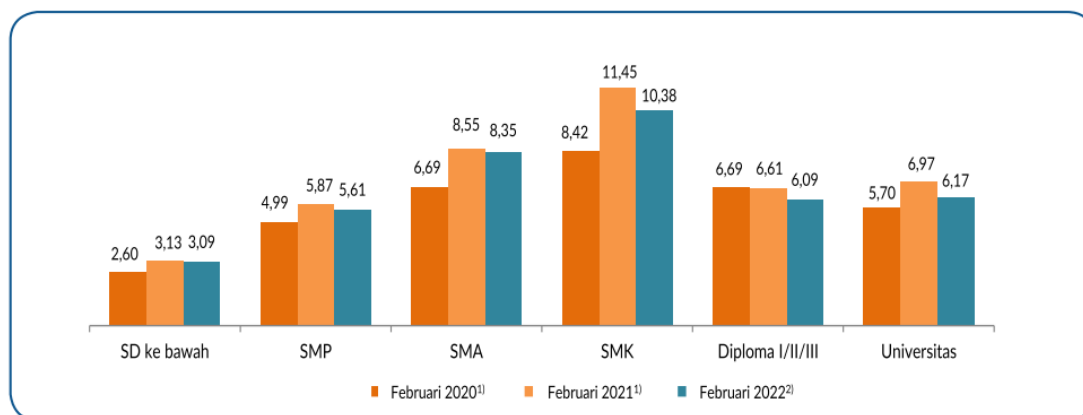
Indonesia is experiencing a demographic transition phenomenon. This can be seen from the results of the 2010 population census which showed a positive trend in the population of productive age (15–64 years). In 2010 the share accounted for 66 percent of the total pen- sitting. The increase in the productive age or working age has caused a smaller value of the population dependence rate. Therefore, it is necessary to control population growth in a country so that the country can maximize the potential of its production factors (Maryati et al., 2021).

Indonesia's workforce continues to experience a decline in productivity, poor management skills, and an inability to respond to world challenges and intense competition; Therefore, comprehensive preparation is needed through human development and community initiatives (Nurfitriani & Hartarto, 2018). Based on the main employment status, the working population can be categorized into formal and informal activities. Residents who work in formal activities include those with the status of trying with the help of permanent/paid laborers and laborers/employees/employees, while the rest are categorized as informal activities (self-effort, trying to be assisted by non-permanent laborers/unpaid laborers, free workers, and family/unpaid workers). The level of education may indicate the quality and productivity of labor. In February 2022, the working population is still dominated by elementary school graduates and below (no/never school/have not finished elementary school/finished elementary school), which is 39.10 percent. Meanwhile, the working population graduated from diploma I/II/III and universities by 12.60 percent. The distribution of working population by education still shows the same pattern as February 2021 (Statistic Indonesia Agency, 2022).

The Ministry of Education, Culture, Research and Higher Education pioneered 125 vocational schools that have expertise in accordance with national development priorities, namely Maritime, Tourism, Agriculture, and Creative Industries spread throughout Indonesia. In fact, the high unemployment rate shows a discrepancy

between the quality of vocational school graduates and industrial needs. Such discrepancies are due to the lack of industrial training of teachers, the lack of industrial facilities and equipment, the low quality of teaching and learning, the lack of budget, and the lack of working skills. To reduce this gap, the Minister of National Education through the Directorate General of Vocational High School Development (DPSMK) launched a teaching factory learning model. Teaching factory is an industry-based learning concept (products and services) through synergy between schools and industry partners to produce competent graduates (Triyanto et al., 2019; Wulandari & Sudiyatno, 2019).

The success of vocational schools does not only depend on professional educators or teachers, but the active role of students during the learning process is also one of the things that can determine the success of education (Edi, 2021). The application of block learning systems in classrooms and practice rooms provides opportunities for students to develop their skills. Teaching factory has strategic value in vocational education and training in increasing the competitiveness of SMK graduates in the labor market, because it has a mechanism to keep up with the rapid development of the industry so that the competence of graduates is highly considered (Subekti et al., 2019).



Keterangan: <sup>1)</sup> Penghitungan dengan menggunakan penimbang proyeksi penduduk hasil SUPAS 2015  
<sup>2)</sup> Penghitungan dengan menggunakan penimbang proyeksi penduduk interim

Figure 1. Open Unemployment Rate (Tingkat Pengangguran Terbuka) According to The Highest Completed Education (percent), February 2020—February 2022 (Statistic Indonesia Agency, 2022)

The fact based on the highest education completed by the labor force, the Open Unemployment Rate (Tingkat Pengangguran Terbuka/TPT) in February 2022 has almost the same pattern as February 2021. In February 2022, the TPT from vocational high school (SMK) graduates was still the highest compared to graduates of other levels of education, which was 10.38 percent. Meanwhile, the lowest TPT is in elementary school education (SD) and below, which is 3.09 percent. Compared to February 2021, the decline in TPT occurred in all categories of education, with the largest decrease in the SMK education category, which was 1.07 percentage points.

The main challenge of vocational school education is to make graduates ready to work in the business world or industry. But the relevance between education and the graduate workforce of these challenges is a serious problem. Data shows that the contributor to the unemployment rate is Javanese school graduates, which is 5.81%. This condition is certainly not in accordance with the purpose of entrepreneurship education, namely graduates who can open jobs for themselves and others. The essence of entrepreneurship is the ability to create something new and innovative through creative thinking and acting to create opportunities. Entrepreneurship is compassionate with the creativity of new products, therefore to achieve entrepreneurial results requires skills that can be developed through a process of training or education (Dalyanto et al., 2021; Gunadi et al., 2020).

Entrepreneurship education is very important for the development of human capital to learn knowledge about skills, and entrepreneurial attitudes, as well as stimulate entrepreneurial intentions, especially in vocational school students. In addition, Entrepreneurship education is an activity that involves a mindset and influences a person's attitudes, beliefs, and values to trigger and hone entrepreneurial intentions. This mindset, attitudes, beliefs and values possessed by a person create entrepreneurial intentions and influence new ideas and new businesses. In addition, entrepreneurship education also provides real experience by engaging successful

entrepreneurs to become speakers or by providing real case studies in entrepreneurship structured to inspire learners and offer positive aspects of entrepreneurship in their future careers (Salam et al., 2021).

Entrepreneurial intent is a subtopic in business literature. As a result, entrepreneurial aspirations not only form students' personalities, but also influence their priorities in changing living situations based on their preferences and expectations. At least there are four major influences impacting a student's intention to become an entrepreneur. Given that situation at all levels of student's environment encourage schools to embed an enterprising spirit and entrepreneurial skills into the national educational system, and together with the high desirability from students, we may see how it is imperative to explore the relationship among entrepreneurship education, family, personality, gender, and entrepreneurial intention.

## 2. Method

This research uses qualitative research procedures. Qualitative procedures show a different approach to scientific investigation of quantitative research methods. Qualitative investigations use different philosophical assumptions; investigation strategy; and data collection methods. analysis. and interpretation. Although the process is similar. qualitative procedures rely on text and image data, have unique steps in data analysis. and utilizing a variety of investigation strategies (Creswell, 2009). The qualitative procedure that will be used is related to the literature review of previously conducted research related to the factors that influence to become an entrepreneur in SMK students.

The semi-systematic or narrative literature review approach is designed for topics that have been conceptualized differently and studied by different groups of researchers in different disciplines and that hinder the process of full systematic review. In addition to aiming to review a topic, semi-systematic reviews often look at how research in the chosen field has evolved over time or how a topic has evolved across research traditions.

In general, the review seeks to identify and understand all the potentially relevant research traditions that have implications for the topic being studied and to synthesize it using meta-narratives instead of measuring the size of the effect. It provides an understanding of the complex area. However, while covering a broad topic and different types of studies, this approach states that the research process must be transparent and must have a research strategy developed that allows the reader to assess whether the arguments for the judgments made are reasonable, good for the chosen one. topic and from a methodological perspective (Snyder, 2019).

The quality of the literature review is determined by the careful selection and reading of books, academic and professional journals, reports, theses, conference proceedings, unpublished papers, and the like. Academic books and journals are the most useful source of information in general. Other sources, such as professional journals, studies, and even newspapers, can provide you with detailed real-world information about markets, industries, or companies. As a result, it is almost always necessary to use a combination of information resources. The specific combination of resources is determined by the nature and objectives of the research project (Sekaran & Bougie, 2016).

## 3. Results and Discussion

The skills of vocational high school graduates are only higher than those of high school graduates based on the opinions of some industries. On the other hand, SMK still has the same competence as diploma graduates, this indicates that the competence of graduates according to some industries is still low compared to other graduates. One of the low skills of graduates occurs due to incompatibility with the skills needed by the industry, this is that there is still a *mismatch* between labor suppliers (Vocational School/SMK) and labor needs (industry).

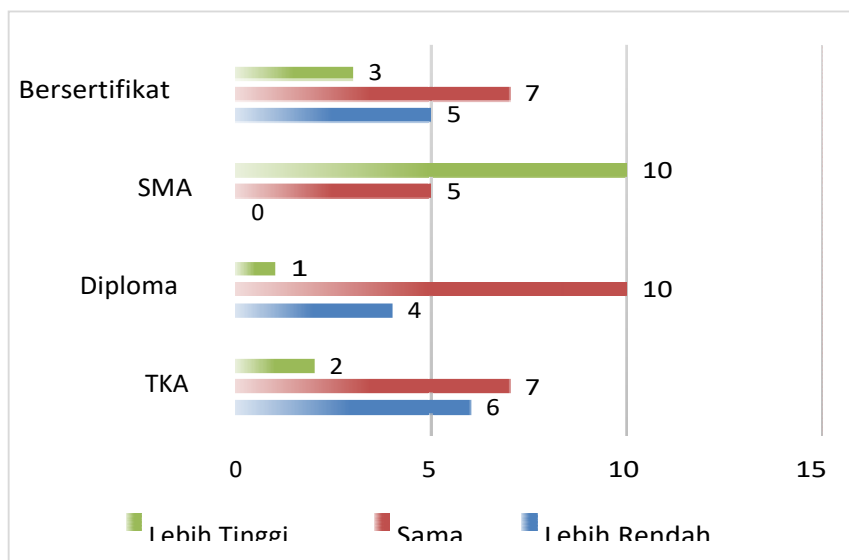


Figure 2. Keterampilan Lulusan SMK (Kementerian Pendidikan, Kebudayaan, Riset, Teknologi, dan Pendidikan Tinggi Indonesia, 2022).

Vocational education (SMK) when viewed from its vision and mission has advantages compared to other high schools, including: (1) SMK provides knowledge and prepares its graduates to be able to continue to the higher education level, all universities, both public and private, are always ready to accept SMK graduates; (2) SMK prepares graduates of middle-level skilled workers through national and international standard competency test certification. This illustrates the character of work that SMK graduates have with other workers. The following is presented data on the work character of SMK graduates Kementerian Pendidikan, Kebudayaan, Riset, Teknologi, dan Pendidikan Tinggi Indonesia, (2022). Human resources that are competitive in having high competence and productivity will be born from quality vocational education and are relevant to the demands of the business and industrial world (Dunia Usaha Dunia Industri) that continues to develop. For this reason, Indonesia as a nation with a large area in achieving competitive human resources needs to focus on preparing and real work so that Indonesia can make leaps and bounds of progress and catch up with other countries.

SMK graduates can become skilled and qualified workers if they really master the aspects of *hard skills* and *soft skills*. SMK must combine knowledge, skills and attitudes and *behaviors* to meet the proficiency standards of prospective workers. This is done by combining *core skills*, *employability skills* and *vocational skills*. The biggest challenges in the world of vocational education are; (1) Producing graduates who have *academic skills*; (2) Ability to master specific skills (*technical skills*), and (3). Balanced *employability skills*. The establishment of national standards for vocational education through the Regulation of the Minister of Education number 34 of 2018 is a positive policy step to answer future challenges.

Based on the level of Indonesian National Qualifications Framework (Kerangka Kualifikasi Nasional Indonesia/KKNI) level, SMK graduates are placed at the KKNI level II level for SMK 3 years and the Level III KKN level for SMK 4 years, making this SMK competency can also be achieved by skill education institutions (LPK / LKP) from non-formal and self-taught pathways from informal channels. Level II KKNI is generally in the position of operator in one particular type of work that can be achieved or trained in just a few months. This condition makes the industry, especially the labor-intensive industry, open job opportunities for all levels of education without prioritizing SMK graduates with the requirement that prospective workers have a mental assassination to want to work and are ready to learn and adapt to be trained in the company. BPS data in August 2018 released about the Labor Force Participation Rate (Tingkat Partisipasi Angkatan Kerja/TPAK) was recorded at 67.26 percent, an increase of 0.59 percentage points.

The results of mapping the quality of vocational education above which have the lowest scores are the standards of educators and education personnel as well as educational facilities and infrastructure. This indicates that currently SMK is not ready to compete. These two standards are vital components among other standards, students are required to master various competencies but are not balanced with the facilities provided by the

school and the lack of existing educators. The high unemployment of SMK graduates can be one of the indicators of the competitiveness of SMK graduates in the world of work. This happens because some industries think that students are unsatisfactory which results in losing competition so that they become unemployed. Job opportunities in Indonesia are still limited, unable to accommodate all graduates who enter the world of work. Freshly graduated graduates will lose to compete with older graduates who are more prepared and experienced.

However, when entrepreneurship education is provided effectively, the cultivation of creativity and innovation will significantly affect the intention of SMK students to become entrepreneurs. Some preliminary works show that entrepreneurship education has the potential to encourage a person's intention to become an entrepreneur.

## **Discussion**

Conceptually, vocational education was characterized as a broad variety of courses/skills that prepare students for work. Furthermore, technical and vocational education is limited to training young people and adults for work, a process that is frequently seen as technical and practical in character (Suharno et al., 2020). An entrepreneurial attitude must be possessed by every individual so that it can support self-efficacy in entrepreneurship. Many studies have examined entrepreneurial attitudes. Entrepreneurial education provides the information, skills, attitude, and intention required to shape the entrepreneurial character. Entrepreneurship education should begin in vocational schools and progress to higher education; it should be integrated into business and non-business fields such as engineering and science, where students are under-educated in the knowledge and skills necessary for start-ups (Arquisola & Muanar, 2019; Rukmana, 2018).

### **Family**

The family has a role in individual development, it is explained that individual development can be influenced by the nature of the family, birth order, changes in the family, parenting techniques and parent-adolescent conflicts, sibling relationships, and family changes in an ever-changing society (Astuti & Sukardi, 2013). An entrepreneurial family may guide their children's social learning skills and instill in them the ideals of hard work and independence. The desire to become self-employed emerges from the way parents provide informal introductions to company ideas. The amount to which a family member has been exposed to entrepreneurial modeling effects his or her desire to become an entrepreneur (Arquisola & Muanar, 2019).

The study conducted by Astuti & Sukardi (2013) there is a positive influence between the family environment and students' independence for entrepreneurship. This means that there is a positive influence between the family environment and students' independence for entrepreneurship. The results are actually aligned with the findings found by Arquisola & Muanar (2019) which indicate that family influences vocational students' entrepreneurial inclinations significantly. These findings are backed by descriptive analysis, which shows that respondents feel their family will firmly support their decision to pursue a future career as an entrepreneur, despite the dangers associated in starting a new business. They anticipate assistance in the shape of advice and funding to help them launch their small business initiatives. However, respondents did not think that because their family has a business, they will ultimately start their own. Very few of them agreed that they will follow in the footsteps of their parents (mother or father) and become entrepreneurs as well. Liavli et al. (2017) also agree that family at least have 40% influence for the student to be an entrepreneur.

The findings by Nurmaliza et al. (2018) indicate that family circumstances have a major effect on student entrepreneur interest. The family atmosphere, in which the majority of the members are entrepreneurs, will serve as a model for the students and encourage them to engage in entrepreneurial activity. Furthermore, the role model environment is the family setting of parents, relatives, friends, and entrepreneurs who admired idol influence to the entrepreneurial ambitions. Children grow and develop in their familial setting. It has a significant impact on children's personalities since it is the first and longest setting, they will encounter during their development. According to the preceding statement, one of the variables' influencing personality is the home environment.

The findings of the study conducted by Kusumojanto et al. (2021) support prior research on the influence of parental education and environment on entrepreneurial attitude and intention. According to TPB Ajzen (2002), the environment, particularly parental support, fosters students' desire to become entrepreneurs. Education, personal beliefs, environment, age, and job history are among factors that influence students' decision to become entrepreneurs. In research by Vemmy (2013) strengthens the previous findings, where the value of the

coefficient of parental influence is positive which indicates that the variable of parental influence has a positive and significant influence on entrepreneurial intentions.

### **Entrepreneur Education and School Environment**

An effective school is a school that can advance, improve or develop academic achievement, social skills, manners and student skills that enable students to continue to higher education or work. Thus, an effective school can be conditioned by the school management system itself, which includes the school curriculum, infrastructure, and teachers. Thus there is a positive relationship and influence between the school environment and students' independence for entrepreneurship (Astuti & Sukardi, 2013). In the study conducted by Salam et al. (2021), it was discovered that entrepreneurship instruction, entrepreneurial extracurricular activities, and entrepreneurial inspiration all had a beneficial effect on vocational school students' entrepreneurship intention. Furthermore, because the variables had a medium link that was considerably greater than the other components, entrepreneurship education program and entrepreneurship extracurricular activity were the best associated to entrepreneurial intention.

Entrepreneurship education favorably influences students' entrepreneurial intentions and mentality. Indeed, our study found a strong link between entrepreneurial attitude and entrepreneurial goals among vocational students. Furthermore, entrepreneurship education has been shown to significantly influence vocational students' entrepreneurial goals via the entrepreneurial attitude. Students who have completed entrepreneurship courses will have inherent values and entrepreneurial qualities that will heighten their interest and enthusiasm for the entrepreneurial sector. Entrepreneurship education should focus on establishing inventive and creative values in reacting to opportunities, generating opportunities, and developing entrepreneurial skills and knowledge (Arquisola & Muanar, 2019; Handayati et al., 2020; Nurmaliza et al., 2018).

Wibowo et al. (2018) conducted a study regarding the teachers' creativity on the students' entrepreneurial intention. This study found that: first, instructors' creativity has a beneficial direct influence on entrepreneurial education. Second, entrepreneurial education has a direct and beneficial influence on entrepreneurial intention. Third, entrepreneurial education moderates the effect of instructors' inventiveness on entrepreneurial intent. Meanwhile, the originality of the professors had no direct influence on entrepreneurial ambition. Although the findings of this study indicate that instructors' creativity has no direct beneficial influence on entrepreneurial goals, they can serve as the initial step in subsequent development research, allowing students to directly feel the impact of teacher creativity.

Entrepreneurship education, according to the idea, influences students' entrepreneurial inclinations. Surprisingly, the study by Kusumojanto et al. (2021) discovered that entrepreneurial education cannot explain students' desire to become entrepreneurs. However, our findings suggest that the implementation of entrepreneurship education programs in vocational schools has been ineffective and inequitable. The application of entrepreneurial education varies each vocational school. This study also indicates that entrepreneurship education has not had a significant impact on student entrepreneurial intent in the Indonesian environment.

### **Student's Personality**

The entrepreneurial mentality is directly tied to psychology, specifically personality psychology. The rise of a personality-driven entrepreneurial approach. The entrepreneurial mentality is associated with the capacity to think creatively, to search for possibilities rather than problems, and to propose solutions rather than complaints. Furthermore, entrepreneurship mentality involves familiarity with individual behavior and entrepreneurial activity (Handayati et al., 2020).

Personality is an internal component that is innate and unique to each individual. A person's personality will influence his or her career choice. Of course, one's personality influences one's decision to pursue an entrepreneurial career. A person's personality influences his or her interest in student entrepreneurship. Of course, the personality alluded to in this research is one of responsibility and leadership. Entrepreneurship education and family environment have an impact on entrepreneurship passion via personality. The immediate impact may be observed in entrepreneurship education, which helps to increase entrepreneurship enthusiasm (Nurmaliza et al., 2018). Vemmy (2013) also stated that the need for creativity, independence, courage to take risks, tolerance of ambiguity, parental influence and self-efficacy have a positive and significant influence on the intensity of entrepreneurship, either partially or simultaneously.

The influence of personality on student independence for entrepreneurship, there is a positive influence between personality and student independence for entrepreneurship (Astuti & Sukardi, 2013). Students'



entrepreneurial intentions are influenced by reference groups, economic motives and entrepreneurship education in schools, the results of the research are that economic motive variables have a strong influence on students' entrepreneurial intentions, motives for meeting needs, motives for making profits, motives for obtaining awards, motives for gaining power, and social motives and motives to provide better for the family are the basic reasons for students to choose entrepreneurship as their career choice. The influence of credibility on the formation of students' entrepreneurial character partially proves the phenomenon that entrepreneurship teachers have not made a significant contribution to the formation of entrepreneurial character (Rukmana, 2018).

### **Gender**

Males and females have different worries and interests, which may influence their decision to become entrepreneurs. The disparity in interest in entrepreneurial activity is due to females' socially and culturally defined gender roles. Women, in comparison to males, have lower professional goals because they think they lack the necessary competencies and skills. This is a sad scenario, as research reveals that ladies who take on endeavors that need assertiveness contribute significantly to the firm's performance. Entrepreneurial role models affect women more than males; consequently, it is suggested that more entrepreneurial role models are needed for women to increase their appeal and desire to become entrepreneurs (Arquisola & Muanar, 2019).

The government and academics in Spain devised an entrepreneurship education curriculum that is claimed to boost entrepreneurial intention and performance in both men and women. Entrepreneurship education is seen as a crucial technique for encouraging both young men and women to pursue entrepreneurial endeavors. This strategy offers students with the information, attitudes, and abilities they need to establish and operate their own businesses in the future. Many students felt that encouraging entrepreneurial goals requires entrepreneurship education (Salam et al., 2021).

Nonetheless, the study's findings by Salam et al. (2021) show a modest impact of entrepreneurship education on entrepreneurial intention with gender as a moderating element; schools must present all male and female student activities. In terms of gender, study conducted by Arquisola & Muanar (2019) reveals that both male and female respondents feel that males and females should be given equal opportunities to be entrepreneurs; nevertheless, female respondents have the strongest voice in this respect (average 43.6 percent), while only an average 22 percent of males agree. Female respondents are more likely than males to want to start a business (54 percent) (52 percent). The effects of gender on entrepreneurial intents must be addressed by schools, social services, and the government in order to equip female students with interventions that will enhance their confidence in their capacity to become entrepreneurs, since this study demonstrates that women have less confidence. Females have numerous options when it comes to deciding what activities to do to boost their confidence in their entrepreneurial ability. They must use their underlying greater urge for business to their advantage.

## **4. Conclusion**

Vocational education was conceptualized as a broad range of courses/skills that prepare students for job. Furthermore, technical and vocational education is restricted to preparing young people and adults for employment, a process that is typically characterized as technical and practical in nature. Furthermore, when entrepreneurship education is successfully performed, the nurturing of creativity and invention has a substantial impact on SMK students' desire to become entrepreneurs. According to early research, entrepreneurship education has the ability to increase a person's desire to become an entrepreneur. There are four major factors which also the most frequent variables in finding out the factors influencing students in SMK to have an entrepreneurial intention. First, individual development may be impacted by the nature of the family, birth order, changes in the family, parenting approaches and parent-adolescent disputes, sibling relationships, and family changes in an ever-changing society, it is said. Family conditions have a significant influence on student entrepreneur interest. The family environment, in which the majority of the members are entrepreneurs, will serve as an example for the students and motivate them to pursue entrepreneurial endeavors. Secondly, entrepreneurship education has a positive impact on students' entrepreneurial ambitions and mindset. Indeed, the research discovered a robust relationship between entrepreneurial mentality and entrepreneurial ambitions among vocational students. Despite the findings of a research by Kusumojanto et al. (2021), entrepreneurial education cannot explain students' motivation to become entrepreneurs. However, our findings indicate that

entrepreneurship education programs at vocational schools have been unsuccessful and inequitable in their implementation. Each vocational school has its own approach to entrepreneurship education.

Third, the impact of personality on student independence for entrepreneurship, personality has a beneficial impact on student independence for entrepreneurship. Students' entrepreneurial ambitions are impacted by reference groups, economic motives, and entrepreneurship instruction in schools, according to the research findings. Economic motive factors have a considerable influence on students' entrepreneurial intents, according to the findings. The last one is gender, a modest impact of entrepreneurship education on entrepreneurial intention with gender as a moderating element; schools must present all male and female student activities.

## 5. Acknowledgement

This area is to express gratitude and appreciation of a certain people that involved in the research.

## 6. References

- Arquisola, M. J., & Muanar, I. A. (2019). Role of family influence, gender, and entrepreneurial education on Indonesian vocational students becoming entrepreneurs. *International Journal of Research in Business and Social Science* (2147- 4478), 8(5), 104–112. <https://doi.org/10.20525/ijrbs.v8i5.309>
- Astuti, S., & Sukardi, T. (2013). Faktor-faktor yang mempengaruhi kemandirian untuk berwirausaha pada siswa SMK. *Jurnal Pendidikan Vokasi*, 3(3), 334–346. <https://doi.org/10.21831/jpv.v3i3.1847>
- Creswell, J. W. (2009). Research Design: Qualitative, Quantitative, and Mixed Methods Approached. In *Muqarnas* (Vol. 8). <https://doi.org/10.2307/1523157>
- Dalyanto, A., Sajidan, Siswandari, & Sukarmin. (2021). Developing instrument to measure entrepreneur skills of vocational school students based on sustainable development. *Journal of Physics: Conference Series*, 1842(1), 1–11. <https://doi.org/10.1088/1742-6596/1842/1/012025>
- Edi, Y. (2021). *Improving Quality of Vocational Education through Teaching Factory ' s Life Base Learning Turkish Journal of Computer and Mathematics Education Research Article*. 12(9), 1016–1020.
- Gunadi, Sofyan, H., Nurtanto, M., Arifin, Z., & Sudira, P. (2020). Vocational teachers readiness in face of the industrial revolution 4.0: Vocational teachers perceptions in Yogyakarta-Indonesia. *Journal of Physics: Conference Series*, 1700(1), 1–7. <https://doi.org/10.1088/1742-6596/1700/1/012082>
- Handayati, P., Wulandari, D., Soetjipto, B. E., Wibowo, A., & Narmaditya, B. S. (2020). Does entrepreneurship education promote vocational students' entrepreneurial mindset? *Heliyon*, 6(11), e05426. <https://doi.org/10.1016/j.heliyon.2020.e05426>
- Indonesia, K. P. dan K. (2022). *KONDISI LULUSAN Lulusan SMK*.
- Kusumojanto, D. D., Wibowo, A., Kustiandi, J., & Narmaditya, B. S. (2021). Do entrepreneurship education and environment promote students' entrepreneurial intention? the role of entrepreneurial attitude. *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2021.1948660>
- Liavli, A., Imani, M. N., & Nazem, F. (2017). Identification of Components and Factors Affecting Entrepreneurship of Students in Vocational Colleges and Schools of Gilan. *Iranian Journal of Educational Sociology*, 1(5), 66–77.
- Maryati, S., Handra, H., & Muslim, I. (2021). Penyerapan Tenaga Kerja dan Pertumbuhan Ekonomi Menuju Era Bonus Demografi di Sumatra Barat Labor Absorption and Economic Growth Towards the Demographic Bonus Era in West Sumatra. *Jurnal Ekonomi Dan Pembangunan Indonesia*, 21(Januari), 95–107.
- Nurfitriani, N., & Hartarto, R. B. (2018). Does More Spending on Education Matter to Human Capital Formation? Study Case of Bengkulu Province, Indonesia. *JKAP (Jurnal Kebijakan Dan Administrasi Publik)*, 22(1), 63. <https://doi.org/10.22146/jkap.33427>
- Nurmaliza, N., Caska, C., & Indrawati, H. (2018). Analysis of Factors Affecting Entrepreneurial Interest of Vocational High School Students in Pekanbaru. *Journal of Educational Sciences*, 2(2), 42. <https://doi.org/10.31258/jes.2.2.p.42-51>
- Rukmana, T. Y. (2018). Analisis Faktor-Faktor Yang Mempengaruhi Sikap Kewirausahaan. *Jupe*, 6(2), 8–11.
- Salam, A. A., Siswanto, I., & Sholikah, M. (2021). The Effect of Entrepreneurship Education on Student's



- Entrepreneurship Intention in Vocational School. *Indonesian Research Journal in Education [IRJE]*, 5(1), 85–102. <https://doi.org/10.22437/irje.v5i1.11185>
- Sekaran, U., & Bougie, Ro. (2016). *Research Methods for Business*. www.wileypluslearningspace.com
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104(March), 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Statistic Indonesia Agency. (2022). Keadaan Ketenagakerjaan Indonesia Februari 2007. *Berita Statistik Indonesia*, 05(28), 1–5. [http://www.bps.go.id/brs\\_file/tenaker-15mei07.pdf](http://www.bps.go.id/brs_file/tenaker-15mei07.pdf)
- Subekti, S., Ana, A., Barliana, M. S., & Khoerunnisa, I. (2019). Problem solving improvement through the teaching factory model. *Journal of Physics: Conference Series*, 1402(2), 1–7. <https://doi.org/10.1088/1742-6596/1402/2/022044>
- Suharno, Pambudi, N. A., & Harjanto, B. (2020). Vocational education in Indonesia: History, development, opportunities, and challenges. *Children and Youth Services Review*, 115(May), 105092. <https://doi.org/10.1016/j.childyouth.2020.105092>
- Triyanto, Jerusalem, M. A., & Fitrihana, N. (2019). Bussines model canvas of teaching factory fashion design competency Vocational High School in Yogyakarta. *Journal of Physics: Conference Series*, 1273(1), 1–8. <https://doi.org/10.1088/1742-6596/1273/1/012049>
- Vemmy, C. (2013). Faktor-faktor yang mempengaruhi intensi berwirausaha siswa SMK. *Jurnal Pendidikan Vokasi*, 2(1), 117–126. <https://doi.org/10.21831/jpv.v2i1.1022>
- Wibowo, A., Saptono, A., & Suparno. (2018). Does teachers' creativity impact on vocational students' entrepreneurial intention? *Journal of Entrepreneurship Education*, 21(3), 2651.
- Wulandari, I., & Sudiyatno. (2019). Development of Industrial-Work Culture through Teaching Factory Program in Vocational Schools. *Journal of Physics: Conference Series*, 1273(1), 1–7. <https://doi.org/10.1088/1742-6596/1273/1/012033>