
How School Environment, Family Background, and Entrepreneurial Spirit Affect Entrepreneurship Interest at SMK Negeri 6 Yogyakarta

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ABSTRACT

The study aims to determine the influence of (1) the school environment on entrepreneurial interest among Grade XI Culinary students, (2) the family environment on entrepreneurial interest among Grade XI Culinary students, (3) the entrepreneurial spirit on entrepreneurial interest among Grade XI Culinary students, and (4) the combined influence of the school environment, family environment, and entrepreneurial spirit on the entrepreneurial interest of students at SMK Negeri 6 Yogyakarta. This research is quantitative. The population consists of 140 students, with a sample of 104 students determined using the Slovin formula and simple random sampling technique. The prerequisite tests for analysis include linearity, multicollinearity, and heteroscedasticity tests. The analytical techniques used are multiple linear regression, F-test, t-test, and R^2 test. The results indicate that: (1) the school environment has a positive effect on entrepreneurial interest with the regression equation $Y = 0.229 + 0.243$, (2) the family environment has a positive effect on entrepreneurial interest with the regression equation $Y = 0.229 + 0.220$, (3) the entrepreneurial spirit has a positive effect on entrepreneurial interest with the regression equation $Y = 0.229 + 0.389$, and (4) the school environment, family environment, and entrepreneurial spirit collectively influence entrepreneurial interest with an R^2 value of 0.559 or 56%.

Keywords: School environment, family environment, entrepreneurial spirit, entrepreneurial interest

INTRODUCTION

Entrepreneurship is a vital opportunity for achieving a country's economic development. However, the number of entrepreneurs in Indonesia remains relatively low. According to the Central Bureau of Statistics (BPS), the number of entrepreneurs in Indonesia reached only 3.47% of the total population, approximately 9 million people. For a country to be considered a developing nation, at least 5% of its population should be engaged in business. Secondary education, especially Vocational High School, plays a unique role in producing graduates ready for employment. BPS data indicates that Vocational High School

graduates are among the highest unemployed, with 1,876,661 graduates unemployed as of February 2022 (National Labor Force Survey).

SMK Negeri 6 Yogyakarta is a Center of Excellence Vocational School, aiming to produce graduates absorbed in the workforce or becoming entrepreneurs through comprehensive vocational education aligned with industry needs. It also serves as a model for improving the quality of other Vocational High Schools. Unfortunately, from 2020 to 2022, there has been a significant decline in the number of graduates from SMK N 6 Yogyakarta who pursued entrepreneurship. In 2020, 21.70% of its graduates became young entrepreneurs, which dropped to 9.26% in 2021 and further to 6.60% in 2022.

The family environment significantly influences students' entrepreneurial interest as families play a crucial role in shaping attitudes, values, and interests, including entrepreneurial aspirations. The attitudes and behaviors of family members can profoundly impact students' views on entrepreneurship.

A student's entrepreneurial spirit encompasses attitudes, skills, and individual characteristics that support the ability to develop and run a business. Key elements include entrepreneurial attitude and motivation, entrepreneurial skills, self-confidence, mental resilience, and knowledge and education in entrepreneurship. Understanding the potential challenges within the entrepreneurial spirit can aid in developing strategies to enhance entrepreneurial interest.

Moreover, the school environment, comprising social elements (such as educators, peers, and school culture) and non-social elements (like curriculum and facilities), plays a vital role in nurturing students' entrepreneurial potential. Marini (2014) categorizes indicators of the school environment, encompassing factors such as the quality of educational staff, peer relationships, curriculum offerings such as Creative Products and Entrepreneurship, and practical learning opportunities through school facilities.

Teachers shape students' personalities and can guide them to become prospective entrepreneurs through exemplary behavior, promoting values like punctuality, hard work, and honesty. Positive relationships with peers create a comfortable learning environment and encourage students to strive for the best academic outcomes, significantly influencing their entrepreneurial enthusiasm by providing support, understanding, and assistance. The curriculum, as defined by Law No. 20 of 2003, includes subjects like Creative Products and Entrepreneurship, which stimulate students' entrepreneurial interests. Additionally, school facilities such as cooperatives, canteens, and production units play a crucial role in fostering students' entrepreneurial interests by offering practical learning experiences, teaching essential skills like financial bookkeeping and sales transactions, and preparing students for real-world entrepreneurial activities.

The family environment, as defined by Yusuf (2012), encompasses all physical, natural, or social phenomena affecting an individual's development. Key factors influencing personal development include family functionality, where functional families provide exemplary roles, mentorship, organization, and education, nurturing entrepreneurial skills and guiding children towards potential career paths, including entrepreneurship. Parental attitudes and behaviors significantly shape children's personalities and influence their development, including their entrepreneurial interests. Additionally, parents' socioeconomic status impacts the emphasis on children's involvement, curiosity, and creativity, with higher socioeconomic status fostering entrepreneurial interest through a focus on these attributes.

The entrepreneurial spirit, as described by Suryana (2011), encompasses creative and innovative traits essential for entrepreneurship, including self-confidence, task and result orientation, risk-taking, leadership, future orientation, and originality. Self-confidence, defined as the combination of attitudes and beliefs in one's abilities to accomplish tasks (Zimmerer, 2008), is crucial for entrepreneurial success. Task and result orientation involves valuing achievement, profit orientation, perseverance, determination, and a strong, energetic, and initiative-driven attitude. Entrepreneurs must also be willing to take calculated risks to succeed. Effective leadership is essential for organizing groups or organizations toward specific goals. Additionally, entrepreneurs should have a forward-looking perspective, aiming for sustainable business success. Lastly, creative and flexible individuals who are innovative and have unique ideas are more likely to succeed as entrepreneurs.

Entrepreneurial interest, according to Syah (2010), is a strong tendency and enthusiasm towards entrepreneurship. Internal factors include physical and psychological components such as attention, interest, motivation, hope, and needs. External factors include social and non-social environmental components, such as family, community, and school. Entrepreneurs identify and assess business opportunities, gather necessary resources, and take appropriate actions to ensure business success (Tedjasutisna, 2008). Safari (2003) notes that interest indicators include enjoyment, curiosity, attention, and involvement.

Recent research consistently highlights the significant influence of family background and entrepreneurship education on students' entrepreneurial interests (Hidayat & Yuliana, 2018; Arfah et al., 2023; Kusumawardani & Richard, 2020; Liu et al., 2022; Siregar & Marwan, 2020). Family background, particularly the presence of entrepreneurial role models and supportive environments, emerges as a crucial factor in fostering entrepreneurial aspirations among students (Lee et al., 2021; Andani, 2023; Harinie, 2019; Juliana et al., 2020).

Entrepreneurial education plays a pivotal role in enhancing students' motivation and interest in entrepreneurship (Arfah et al., 2023; Kusumawardani & Richard, 2020; Sukirman & Afifi, 2021). The interplay between family background and entrepreneurial education significantly influences entrepreneurial intention and interest (Kusumawardani & Richard, 2020; Hidayat & Veronica, 2022), with entrepreneurial self-efficacy identified as a key mediator in this relationship (Kusumawardani & Richard, 2020). Furthermore, the presence of an entrepreneurial spirit, shaped by family culture and educational experiences, correlates positively with heightened entrepreneurial interest among students (Setiani & Prakoso, 2019; Qosja & Druga, 2015).

The novelty of this research lies in its integrated approach, examining the combined effects of multiple influencing factors rather than treating them in isolation. By doing so, the study aims to offer a more holistic understanding of what drives entrepreneurial interest among Vocational High School students, which is critical for developing effective interventions and policies.

The scope of the study includes an in-depth analysis of the school environment, encompassing both social and non-social elements, family background, including parental influence and socioeconomic status, and the individual entrepreneurial spirit, characterized by attitudes, skills, and personality traits conducive to entrepreneurship. The findings will provide insights that can be used to enhance vocational education programs and support systems to better prepare students for entrepreneurial careers.

PURPOSE OF THE STUDY

This study aims to determine (a) the influence of the school environment on entrepreneurial interest among Grade XI Culinary students, (b) the influence of the family environment on entrepreneurial interest among Grade XI Culinary students, (c) the influence of entrepreneurial spirit on entrepreneurial interest among Grade XI Culinary students, and (d) the combined influence of the school environment, family environment, and entrepreneurial spirit on the entrepreneurial interest of students at SMK Negeri 6 Yogyakarta.

METHOD

This study is a quantitative research that employs simple random sampling. Data collection was carried out using questionnaires, and data analysis was performed using descriptive statistics and multiple regression analysis. The research was conducted from January to July 2023 at SMK Negeri 6 Yogyakarta. Questionnaires were directly distributed to the Grade XI Culinary students of SMK Negeri 6 Yogyakarta.

Participants

The study population consisted of 140 Grade XI Culinary students at SMK Negeri 6 Yogyakarta. A simple random sampling technique was used to ensure each member of the population had an equal chance

of being selected. The sample size was determined using the Slovin formula with a 5% significance level, resulting in 104 students being selected as samples. Questionnaires were distributed directly to these students to gather data on their perceptions and experiences related to the school environment, family background, and entrepreneurial spirit.

Data Collection and Analysis

Data were collected using closed-ended questionnaires. Validity was tested using content validity with Pearson's formula, and reliability was tested using Cronbach's Alpha. Data analysis included descriptive analysis, prerequisite analysis tests, and associative hypothesis testing.

Parameters measured in this study included the perceptions of the school environment, family environment, and entrepreneurial spirit, as well as the level of entrepreneurial interest among students. The questionnaires included items that assessed these parameters using a Likert scale. Content validity was ensured using Pearson's formula, and the reliability of the questionnaire was tested using Cronbach's Alpha to ensure consistency in the responses. Descriptive statistics provided an overview of the data distribution, while multiple regression analysis allowed for the examination of the influence of the independent variables on entrepreneurial interest.

Data analysis began with descriptive statistics to provide an initial overview of the data. This was followed by prerequisite analysis tests, including tests for normality, linearity, and multicollinearity, to ensure the data met the assumptions required for regression analysis. Multiple regression analysis was then conducted to determine the relationship between the independent variables (school environment, family environment, and entrepreneurial spirit) and the dependent variable (entrepreneurial interest). The significance of these relationships was evaluated using regression coefficients and t-tests. The regression coefficients indicated the direction and strength of the relationships, while the t-tests determined the statistical significance of each coefficient, providing insights into how each independent variable practically affects entrepreneurial interest.

Regression values and t-tests are practical tools in this context. The regression coefficient signifies the extent of change in the dependent variable with a one-unit change in the independent variable. For example, a regression coefficient of 0.243 for the school environment implies that for every unit increase in the perception of the school environment, there is a corresponding increase in entrepreneurial interest by 0.243 units. The t-test evaluates whether these coefficients are statistically significant, confirming the practical impact of the independent variables on entrepreneurial interest.

FINDINGS AND DISCUSSION

School Environment

The analysis of the school environment (Table 1) showed a mean value (M) of 37.13, a median (Me) of 36.00, a mode (Mo) of 36.00, and a standard deviation of 2.98. The results indicated that 18% of respondents rated the school environment as high, while 82% rated it as moderate, leading to the conclusion that the overall perception of the school environment was moderate.

Table 1. Distribution of School Environment Categories

Category	Interval Score	Frequency	Percentage
High	> 40 - 60	19	18%
Moderate	> 20 - 40	85	82%
Low	0 - 20	0	0%
Total		104	100%

Family Environment

The analysis of the family environment (Table 2) revealed a mean value (M) of 29.15, a median (Me) of 28.00, a mode (Mo) of 27.00, and a standard deviation of 3.04. The data showed that 30% of respondents had a supportive family environment, while 70% rated it as moderate, indicating that the family environment was generally perceived as moderate.

Table 2. Distribution of Family Environment Categories

Category	Interval Score	Frequency	Percentage
High	> 30 - 45	31	30%
Moderate	> 15 - 30	73	70%
Low	0 - 15	0	0%
Total		104	100%

Entrepreneurial Spirit

The entrepreneurial spirit analysis (Table 3) yielded a mean value (M) of 56.28, a median (Me) of 55.00, a mode (Mo) of 54.00, and a standard deviation of 5.02. The table above shows that there are 19 respondents (18%) with a high level of entrepreneurial spirit, and 85 respondents (82%) with a moderate level of entrepreneurial spirit. From these results, it can be concluded that the respondents' overall assessment of their entrepreneurial spirit is moderate.

Table 3. Distribution of Family Environment Categories

Category	Interval Score	Frequency	Percentage
High	> 60 - 90	19	18%
Moderate	> 30 - 60	85	82%
Low	0 - 30	0	0%
Total		104	100%

Entrepreneurial Interest

Table 4 showed a mean value (M) of 37.52, a median (Me) of 36.00, a mode (Mo) of 36.00, and a standard deviation of 3.79. The data indicated that 22% of respondents had high entrepreneurial interest, while 78% had moderate interest, leading to the conclusion that entrepreneurial interest among respondents was moderate.

Table 4. Distribution of Family Environment Categories

Category	Interval Score	Frequency	Percentage
High	> 40 - 60	23	22%
Moderate	> 20 - 40	81	78%
Low	0 - 20	0	0%
Total		104	100%

Classical Assumption Tests

This study uses three independent variables, necessitating classical assumption tests, including tests for multicollinearity and heteroscedasticity. The multicollinearity test aims to determine if there is a correlation between the independent variables in the regression model. The presence of multicollinearity can be identified by the tolerance and variance inflation factor (VIF) values. Multicollinearity is present if the tolerance value is below 0.10 and the VIF is above 10. The tolerance values for the school environment, family environment, and entrepreneurial spirit are 0.638, 0.610, and 0.669, respectively, all greater than 0.10. Additionally, the VIF values for the school environment, family environment, and entrepreneurial spirit are

1.568, 1.639, and 1.495, respectively, all less than 10. Based on this analysis, it can be concluded that the regression model in this study does not exhibit multicollinearity.

The heteroscedasticity test was conducted using a statistical analysis application and the Glejser test. A good regression model should not exhibit heteroscedasticity. The decision criterion is that if the significance value (sig) is greater than 0.05, heteroscedasticity is not present. The significance values for the school environment, family environment, and entrepreneurial spirit are 0.629, 0.082, and 0.890, respectively, all greater than 0.05. Therefore, it can be concluded that this study does not exhibit heteroscedasticity. The results of this study indicate that the regression model used passes the prerequisite regression tests.

Multiple Linear Regression Analysis

The regression coefficients for the school environment (0.243), family environment (0.220), and entrepreneurial spirit (0.389) were positive, indicating a positive influence on entrepreneurial interest. The regression model is $Y = 0.229 + 0.243X_1 + 0.220X_2 + 0.389X_3$. See Table 5.

Table 5. Multiple Linear Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.229	3.39		0.68	0.946
School Env.	0.243	0.102	0.195	2.378	0.019
Family Env.	0.22	0.1	0.184	2.194	0.031
Entrepreneurial Spirit	0.389	0.061	0.514	6.424	0

The result of the multiple linear regression shows a constant value of 0.229. This constant of 0.229 indicates that if all independent variables (School Environment, Family Environment, and Entrepreneurial Spirit) are zero, the entrepreneurial interest is 0.229. A positive constant means there is an increase in entrepreneurial interest by 0.229.

The regression coefficient b_1 of 0.243 means that if the school environment (X_1) increases by 1%, the entrepreneurial interest will increase by 0.243%, assuming the other variables (Family Environment and Entrepreneurial Spirit) remain constant. The positive coefficient for the school environment indicates that it has a positive influence on entrepreneurial interest.

The regression coefficient b_2 of 0.220 means that if the family environment (X_2) increases by 1%, the entrepreneurial interest will increase by 0.220%, assuming the other variables (School Environment and Entrepreneurial Spirit) remain constant. The positive coefficient for the family environment indicates that it has a positive influence on entrepreneurial interest.

The regression coefficient b_3 of 0.389 means that if the entrepreneurial spirit (X_3) increases by 1%, the entrepreneurial interest will increase by 0.389%, assuming the other variables (School Environment and Family Environment) remain constant. The positive coefficient for entrepreneurial spirit indicates that it has a positive influence on entrepreneurial interest.

Simultaneous (F-Test)

The F-test (Table 6) showed an F value of 44.574 with a significance level of 0.000, indicating that the school environment, family environment, and entrepreneurial spirit collectively influence entrepreneurial interest.

Table 6. F-Test Result

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	834.183	3	278.061	44.574	000 ^a
Residual	623.817	100	6.238		
Total	1458.000	103			

Partial (T-Test)

The t-test results (Table 7) showed that the school environment (X1) had a significance value of 0.019, the family environment (X2) had a significance value of 0.031, and the entrepreneurial spirit (X3) had a significance value of 0.000, all less than 0.05, indicating that each variable individually influences entrepreneurial interest.

Table 7. T-Test Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.229	3.39		0.68	0.946
School Env.	0.243	0.102	0.195	2.378	0.019
Family Env.	0.22	0.1	0.184	2.194	0.031
Entrepreneurial Spirit	0.389	0.061	0.514	6.424	0

Coefficient of Determination (R² Test)

The Adjusted R Square value (see Table 8) was 0.559, indicating that 56% of the variance in entrepreneurial interest at SMK Negeri 6 Yogyakarta is explained by the school environment, family environment, and entrepreneurial spirit, while the remaining 44% is influenced by other factors not included in this study. Table 7 summarizes the regression model's goodness-of-fit statistics, including the R value, R Square, Adjusted R Square, and the Standard Error of the Estimate.

Table 8. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.756 ^a	0.572	0.55	2.49763

Multicollinearity Test and Heteroscedasticity Test

The multicollinearity test aims to test whether there is a perfect or near-perfect linear relationship (intercorrelation) between two or more independent variables in the regression model. In this study, the brand image perception and price perception variables both had a Tolerance value of 0.900 > 0.100 and a VIF value of 1.185 < 10.00, indicating that there is no multicollinearity issue with the brand image variable.

The heteroscedasticity test aims to assess whether there is a similarity of variance from one observation's residual to another in the linear regression model. The Glejser test results showed:

- 1) The brand image perception variable had a Sig. (2-tailed) value of 0.398 > 0.05, indicating no heteroscedasticity issue with the brand image variable.

- 2) The price perception variable had a Sig. (2-tailed) value of $0.797 > 0.05$, indicating no heteroscedasticity issue with the price variable.

t-Test (Partial Regression Coefficient)

To test the hypothesis partially between the independent variables and the dependent variable, the t-test results were interpreted by considering the significance value and comparing the t calculated value with the t table value. The t-test results in this study are explained as follows:

- 1) First Hypothesis Testing (H1): The significance value for the influence of the X1 (Brand Image) variable on the Y (Purchasing Decision) variable is $0.005 < 0.05$, and the t calculated value is $2.891 > t$ table value of 1.984 , so it is concluded that H1 is accepted, meaning there is an influence of brand image on purchasing decisions in online food delivery services.
- 2) Second Hypothesis Testing (H2): The significance value for the influence of the X2 (Price) variable on the Y (Purchasing Decision) variable is $0.000 < 0.05$, and the t calculated value is $5.045 > t$ table value of 1.984 , so it is concluded that H2 is accepted, meaning there is an influence of price on purchasing decisions in online food delivery services.

F-Test (Simultaneous Regression Coefficient)

This test aims to determine whether there is a significant influence between the independent variables (X) simultaneously on the dependent variable (Y). In this study, the significance value of X1 – X2 simultaneously on Y is $0.000 < 0.05$, and the F calculated value is $23.921 > F$ table value of 3.939 , so it is concluded that H3 is accepted, meaning there is a significant simultaneous influence of X1 – X2 on Y.

Coefficient of Determination and Predictor Contribution

This analysis aims to determine the percentage of influence exerted by the X variables simultaneously on the Y variable. In this study, the coefficient of determination (R^2) value is 0.330 or 33% . This means that the influence of the X1 and X2 variables simultaneously on the Y variable is 33% , while the remaining 67% is influenced by other variables outside the scope of this study.

Predictor contribution is an explanation of the amount of contribution each independent variable exerts on the dependent variable. In this study, the brand image perception variable influences purchasing decisions in online food delivery services by 9.9% , while the price perception variable influences purchasing decisions in online food delivery services by 23.1% .

DISCUSSION

The study's findings underscore the significant influence of the school environment, family environment, and entrepreneurial spirit on students' entrepreneurial interest at SMK Negeri 6 Yogyakarta. The regression analysis revealed that the school environment had a regression coefficient of 0.243 , indicating a positive impact on entrepreneurial interest. This aligns with Marini (2014), who emphasized the importance of teachers, peers, curriculum, and facilities in fostering entrepreneurial skills. The data also showed that 82% of respondents had a moderate perception of their school environment, suggesting that while the infrastructure and social support are adequate, there is potential for further enhancement to boost entrepreneurial inclinations.

The family environment also emerged as a critical factor, with a regression coefficient of 0.220. This result highlights the significant role of familial support, values, and economic status in shaping students' entrepreneurial aspirations. Notably, 70% of respondents perceived their family environment as moderate, underscoring the influence of familial dynamics on entrepreneurial interest. This finding corroborates previous studies by Yusuf (2012) and Georgescu and Herman (2020), which indicated that family background significantly impacts entrepreneurial intentions.

The entrepreneurial spirit was found to have the highest regression coefficient of 0.389, emphasizing the paramount importance of intrinsic factors such as self-confidence, risk-taking, and innovation in driving entrepreneurial interest. The data indicated that 82% of respondents had a moderate assessment of their entrepreneurial spirit, suggesting that while students possess the foundational traits necessary for entrepreneurship, there is a need for further development through targeted educational interventions and practical experiences.

The study's results are consistent with existing literature on the influence of the school environment, family background, and entrepreneurial spirit on entrepreneurial interest. The positive impact of the school environment is in line with findings by Marini (2014) and supported by subsequent studies, including Opod and Wuryaningrat (2022) and Shofwan et al. (2023), which demonstrated that a supportive school environment enhances students' entrepreneurial self-efficacy, motivation, and interest.

The significant role of the family environment aligns with previous research by Liu et al. (2022), Lee et al. (2021), and Harinie (2019), which highlighted the importance of familial support and values in fostering entrepreneurial intentions. These studies indicated that having entrepreneurial family members serves as crucial role models, fostering a culture that supports entrepreneurship. The moderate perception of the family environment in this study suggests that familial influence, while impactful, varies among students, reflecting differences in family dynamics and socioeconomic status.

The high impact of entrepreneurial spirit on entrepreneurial interest corroborates findings by Suryana (2011), Setiani and Prakoso (2019), and Qosja and Druga (2015), who identified self-confidence, task orientation, and risk-taking as critical components of entrepreneurial success. The moderate assessment of entrepreneurial spirit among respondents suggests that while foundational traits are present, there is room for enhancement through education and practical experiences, as supported by research from Arfah et al. (2023) and Sukirman and Afifi (2021).

The findings of this study have significant implications for educational policy and practice. The combined influence of the school environment, family environment, and entrepreneurial spirit explains 56% of the variance in entrepreneurial interest, demonstrating the interrelatedness of these factors. This comprehensive understanding can guide educational administrators in formulating policies and developing curricula that enhance entrepreneurship education.

The moderate perceptions of both the school and family environments suggest that there is potential for improvement in these areas to further enhance students' entrepreneurial inclinations. Schools can focus on creating more supportive and conducive learning environments, integrating practical entrepreneurial experiences into the curriculum, and fostering positive peer and teacher-student relationships. Additionally, involving families in entrepreneurship education and providing resources to support entrepreneurial activities at home can enhance familial support for students' entrepreneurial aspirations.

The high impact of entrepreneurial spirit highlights the need for targeted interventions to develop students' intrinsic entrepreneurial traits. This can be achieved through educational programs that emphasize self-confidence, risk-taking, innovation, and leadership skills. Practical experiences, such as internships, project-based learning, and entrepreneurship competitions, can provide students with opportunities to apply these traits in real-world settings, further reinforcing their entrepreneurial interest.

However, the study's limitations, including its focus on a single vocational school and reliance on self-reported data, suggest that future research should consider longitudinal studies across multiple institutions to validate these findings and explore additional factors influencing entrepreneurial interest. Integrating support systems involving schools, families, and community stakeholders is crucial for fostering a robust entrepreneurial ecosystem. Future research opportunities also lie in examining the impact of specific educational programs and interventions on developing entrepreneurial competencies among students.

CONCLUSION

This study sufficiently answers the research objectives by demonstrating that the school environment, family environment, and entrepreneurial spirit significantly influence the entrepreneurial interest of students at SMK Negeri 6 Yogyakarta. The findings highlight the necessity of enhancing the educational and familial support systems to foster entrepreneurial aspirations among students. The positive regression coefficients for each variable indicate that improvements in these areas can lead to increased entrepreneurial interest. The study's implications suggest that educational administrators should focus on creating a supportive school environment, encouraging family involvement, and nurturing students' entrepreneurial spirit through targeted programs. These findings provide a foundation for developing comprehensive strategies to promote entrepreneurship education, contributing to broader economic development goals. Future research should expand to include multiple institutions and longitudinal data to build on these findings and further understand the dynamics of entrepreneurial interest among vocational students.

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