



THE INFLUENCE OF THE SCHOOL OF MOVEMENT, PARENTS' OCCUPATION, AND FAMILY ENVIRONMENT ON ENTREPRENEURIAL INTERESTS OF STUDENTS IN SENIOR HIGH SCHOOL

PENGARUH SEKOLAH PENGGERAK, PEKERJAAN ORANG TUA DAN LINGKUNGAN KELUARGA TERHADAP MINAT WIRAUSAHA SISWA

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DOI: <https://doi.org/10.62567/micjo.v2i4.1232>

Article info:

Submitted: 23/08/25

Accepted: 16/10/25

Published: 30/10/25

Abstract

To establish a good business, a strong entrepreneurial spirit is needed. SMAN 1, SMAN 2, SMAN 3 Jombang students can be supported by the education of the driving school project, parents' work, and family environment, which can shape the mindset and interest of each student in the world of entrepreneurship. Based on this phenomenon, the authors are interested in conducting research by taking the title: "The Effect of the Driving School Project, Parents' Occupation and Family Environment on the Entrepreneurial Interest of Students of SMAN 1, SMAN 2, and SMAN 3 Jombang". This study aimed to determine the effect of the driving school project, Parents' Employment, and Family Environment, on the Entrepreneurial Interest of SMAN 1, SMAN 2, and SMAN 3 Jombang students. This research uses a quantitative research design with a linear regression analysis to examine the relationship between variables X1, X2, and X3 based on the well-being of students in the Jombang schools. The results showed that 1) the driving school project variable did not affect the entrepreneurial interest of SMAN 1, SMAN 2, and SMAN 3 Jombang students. 2) The variable of parents' occupation affects the entrepreneurial interest of students of SMAN 1, SMAN 2, and SMAN 3 Jombang. 3) Family environment variables affect the entrepreneurial interest of SMAN 1, SMAN 2, and SMAN 3 Jombang students. 4) The variables of driving school projects, parents' work, and the family environment simultaneously and positively affect the variable of entrepreneurial interest of students of SMAN 1, SMAN 2, and SMAN



3 Jombang. Author's suggestions: 1) The school must add and provide Facilities for driving school project activities. 3) The family must provide support for children's entrepreneurial desires.

Keywords: The Mobilization School Project, Parents' Occupation, Family Environment, Student Entrepreneurial Interest

Abstrak

Untuk membangun suatu usaha yang baik diperlukan jiwa wirausaha yang kuat. Siswa SMAN 1, SMAN 2, SMAN 3 Jombang dapat didukung dengan adanya pendidikan proyek sekolah mengemudi, pekerjaan orang tua, dan lingkungan keluarga, yang dapat membentuk pola pikir dan minat masing-masing siswa dalam dunia wirausaha. Berdasarkan fenomena tersebut, penulis tertarik untuk melakukan penelitian dengan mengambil judul: "Pengaruh Proyek Sekolah Mengemudi, Pekerjaan Orang Tua dan Lingkungan Keluarga terhadap Minat Berwirausaha Siswa SMAN 1, SMAN 2, dan SMAN 3 Jombang". Penelitian ini bertujuan untuk mengetahui pengaruh kegiatan sekolah mengemudi, pekerjaan orang tua, dan lingkungan keluarga terhadap minat berwirausaha siswa SMAN 1, SMAN 2, dan SMAN 3 Jombang. Penelitian ini menggunakan desain penelitian kuantitatif dengan analisis regresi linier untuk mengetahui hubungan antara variabel X1, X2, dan X3 berdasarkan kondisi siswa di sekolah Jombang. Hasil penelitian menunjukkan bahwa 1) variabel kegiatan sekolah mengemudi tidak berpengaruh terhadap minat berwirausaha siswa SMAN 1, SMAN 2, dan SMAN 3 Jombang. 2) Variabel pekerjaan orang tua berpengaruh terhadap minat berwirausaha siswa SMAN 1, SMAN 2, dan SMAN 3 Jombang. 3) Variabel lingkungan keluarga berpengaruh terhadap minat berwirausaha siswa SMAN 1, SMAN 2, dan SMAN 3 Jombang. 4) Variabel kegiatan sekolah mengemudi, pekerjaan orang tua, dan lingkungan keluarga secara simultan berpengaruh positif terhadap variabel minat berwirausaha siswa SMAN 1, SMAN 2, dan SMAN 3 Jombang. Saran penulis: 1) Pihak sekolah hendaknya menambah dan menyediakan sarana dan prasarana untuk kegiatan kegiatan sekolah mengemudi. 3) Keluarga harus memberikan dukungan terhadap keinginan berwirausaha anak.

Kata kunci: Proyek Sekolah Penggerak; Pekerjaan Orang Tua; Lingkungan Keluarga; Ketertarikan Siswa untuk Berwirausaha

1. INTRODUCTION

Education has a very important influence and is the basis for efforts to form a good and quality generation of the nation. Education is one of the main factors for developing human resources because education is believed to be able to improve human resources so that it can create productive people who are able to advance their nation [1]. Globalization, which is characterized by mega competition in all aspects of life, is increasingly difficult to avoid. As a consequence, educational institutions in Indonesia are required to produce graduates who have high competence (Wiyani & Mulyani, 2023).

The new Minister of Education and Culture of Indonesia, Nadiem Makarim, since issuing circular number 1 of 2020 concerning the policy of freedom of learning in determining student graduation has raised pros and cons from various circles, "Freedom to Learn" or



"Freedom to Learn". This concept was then accepted considering the vision and mission of Indonesian education in the future to create quality people who are able to compete in various fields of life (Sibagariang, et.al., 2021). The Driving School Program is an effort to realize the vision of Indonesian Education in realizing an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila Students. The Driving School Program focuses on developing holistic student learning outcomes which include competency (literacy and numeracy) and character, starting with superior human resources (school principals and teachers). The program is carried out in stages and integrated with the ecosystem until all schools in Indonesia become the Driving School Program (Patilima, 2022).

SMAN 1, SMAN 2, and SMAN 3 Jombang is one of the schools that is a driving school in Jombang Regency. Driving schools are schools that focus on developing student learning outcomes holistically by realizing the Pancasila Student Profile which includes cognitive (literacy and numeracy) and non-cognitive (character) competencies starting with superior human resources (school principals and teachers). Principals and teachers from driving schools provide guidance to other educational units (Faiz, Parhan, and Ananda, 2022). With this system, SMAN 1, SMAN 2, and SMAN 3 Jombang hold learning called projects. Where in the driving school project there are several activities from environmental education, culture and also entrepreneurship. It is hoped that this learning can hone students' abilities and foster interest in entrepreneurship.

Cultivating interest in students is very important, because interest can be one of the factors that shape success in the maturation process and the student's future. A student should have interests that arise from within him. Not only that, the interest generated by students' needs is also an important reason for students to carry out all the activities and efforts they have undertaken.

Parental factors are one of the external driving factors that influence student interest. Apart from that, in the family, parents' work can also influence children's interest in entrepreneurship, as in research conducted by Meiriza (2015). The condition of parents as a situation in the family environment can be a figure for children's career choices and can also be used as a guide to develop their interest in a job (Wulani, et.al., 2019). The welfare of a family and children is influenced by the work of parents. As fathers and mothers, they have the full duty to care for and direct their children as best as possible and this will continue to be done until the child is married and can take responsibility for him. Decent parental work will have an influence on the child's future life, both in the field of education and the child's interests and thinking patterns. The family environment is also important in forming a student's entrepreneurial interest.

Adnan's research (2017) showed that family environmental factors have a significant influence on the entrepreneurial interest of students at the Balongan Indramayu Oil and Gas Academy, West Java, namely 22%. A good response from the family to the world of



entrepreneurship can encourage and create a person's creative ideas in creating or building a new business. On the other hand, if the family's response is not good and rejects entrepreneurship, it will cause someone not to dare to start in the world of entrepreneurship. In particular, students of SMAN 1, SMAN 2, and SMAN 3 Jombang must first instill an interest in entrepreneurship itself.

Yasin [2022] stated that interest in entrepreneurship is the encouragement and desire to try or run a business. Students of SMAN 1, SMAN 2, and SMAN 3 Jombang have the ability to be supported by driving school project education, parents' work and family environment which can shape each student's mindset and interest in the world of entrepreneurship. Based on the phenomena and problems that have been explained, the author is interested in conducting research with the title: "The Influence of Driving School Projects, Parental Work and Family Environment on the Entrepreneurial Interests of Jombang High School Students". Based on the background above, it is necessary to define the problem. This is intended to clarify the problem to be researched so that it is more focused and avoids misunderstandings regarding the research title. The problem boundaries are: a. Is there an influence of the driving school project on the entrepreneurial interest of SMAN Jombang students? b. Is there an influence of parents' work on the entrepreneurial interest of SMAN Jombang students? c. Is there an influence of the family environment on the entrepreneurial interest of SMAN Jombang students? d. Is there an influence of driving school projects, parents' work and family environment on Jombang students' entrepreneurial interest?

This research is limited to the Driving School Project which has been running for one year at SMAN 1, SMAN 2, SMAN 3 Jombang which is measured by indicators of developing the learning environment, planning the implementation of the learning process, improving the quality of the learning process, involvement of teachers as companions. The work of parents in this study is limited to the work of parents of students at SMAN 1, SMAN 2, and SMAN 3 Jombang as measured by indicators of family economic conditions, income, place of work, profession. The family environment in this study is limited to the family environment of students at SMAN 1, SMAN 2, and SMAN 3 Jombang which is measured by indicators of parenting patterns, inter-family relationships, parental attention, and family communication. Entrepreneurial interest in this research is limited to the entrepreneurial interest of students at SMAN 1, SMAN 2, and SMAN 3 Jombang which is measured by indicators of feeling interested in entrepreneurship, wanting to be entrepreneurship, having confidence in entrepreneurship.

Mendikbudristek stated the driving school project is a Kemendikbudristek program which aims to create driving schools, namely schools that are able to focus on developing student learning outcomes holistically to realize the Pancasila student profile which includes increasing competence and character starting with increasing Human Resources (HR) which excellence from the Principal and teachers. This program is a collaboration between the Ministry of Education and Culture and regional governments, followed by PAUD, SD, SMP,



SMA and SLB, both public and private. The driving school project is an effort to realize the vision of Indonesian education in realizing an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila students. The driving school program focuses on developing holistic student learning outcomes that include competency and character, starting with superior human resources. From this understanding, it can be concluded that the driving school project is a Kemendikbudristek program that focuses on developing student learning outcomes holistically to create a Pancasila student profile which includes increasing competence and character starting with improving superior Human Resources (HR).

Yuhendri (2015) concluded that parents' employment indicators are family economic conditions, income, work location, and profession. Family economic conditions are changes in terms of making goods that can meet all the family's needs (Fittari, et.al., 2020). So the economic condition of the family is a human effort to fulfill their needs through activities carried out by someone who is responsible for the needs and happiness of their life. Income is a receipt as a reward from the employer to the recipient of the work including allowances, both for the worker himself and his family. This work can be done after a long education and training process. Therefore, someone who holds a profession must have gone through the stages of the education and training process which is quite long and of course clearly standardized.

The family environment is the first human environment consisting of father, mother and children who have social relationships and serve as a place for the learning process to become social humans. Family Environment Indicators are parenting patterns, relationships between family members, parental attention, communication (Maylinda & Sunarti, 2022). This relationship is a process of interpersonal interaction in maintaining balance and for the sake of realizing agreement, togetherness and family harmony. The characteristics of a good family include: a. there is love, affection and a sense of mutual belonging that is maintained for each other. c. Sincerity and sincerity in the roles given to each member of the family, both the role of the husband as head of the family, the wife as mother and also managing the husband's trust, as well as the children who are the trust to be given a good education. e. Far from distrust, suspicion and feelings of anxiety between families. g. Meeting the needs that must be met in the family. From several characteristics of the family environment, we can conclude that the family environment is an area consisting of father, mother and children to achieve common goals. Parents are responsible for forming a child's personality, getting love and attention.

Entrepreneurial interest is an impulse or desire from within an individual to create business opportunities or start opening a new business so that he can develop his abilities which can later be put into practice and will generate profits for him. The indicators of entrepreneurial interest are feeling interested in entrepreneurship, wanting to be entrepreneurship, having confidence in entrepreneurship. If someone does something according to their conscience, the person will become more interested in something, so they can get maximum results. The



confidence a person has will be the key to success for him in running a business (Ilmi, Siswandari, & Santoso, 2017).

Excavations from previous research discourse were carried out in an effort to learn about the variables in this research, as well as to differentiate this research from previous research. Research on parental income on students' entrepreneurial interest carried out by previous researchers includes: Laila, et.al (2022) conducted research entitled Implementation of the Pancasila Student Profile Project as an Effort to Cultivate an Entrepreneurial Spirit. Researchers say that the project-based learning model of entrepreneurship education applied in the experimental class is able to increase entrepreneurial attitudes, interest in entrepreneurship, entrepreneurial behavior and student learning achievement compared to that applied in the control class. The difference with research is that the research subject uses 2 independent variables and 1 dependent variable and uses qualitative research.

In 2023, Rosniawati et al (2023) conducted research entitled The Association between Entrepreneurial Knowledge and Family Environment on Entrepreneurial Interest through Self-Efficacy of Indonesian Youth. She said that parents' jobs have no influence on entrepreneurial abilities, while self-confidence influences students' entrepreneurial abilities. Simultaneously, this research concludes that parents' work and self-confidence have a significant effect on the entrepreneurial abilities of students (Putri and Usman, 2022). The difference with this research is that it only has 1 independent variable and 1 dependent variable, whereas in this research there are 3 independent variables and 1 dependent variable, the research object is different.

In 2022, Normawanti et al conducted research entitled The Effect Of Family Environment and Entrepreneurship Motivation on Interest in Entrepreneurship Through Self Efficacy as a Moderating Variable. Based on the research conducted, the results showed that there is a positive and significant influence of the family environment and motivation on interest in entrepreneurship. Meanwhile, the variables of entrepreneurial knowledge and personality have a negative and insignificant influence on interest in entrepreneurship (Putri and Usman, 2022). The difference with this research is that the research subjects used self-efficacy as a moderating variable.

The relationship between variables is explained in the following description:

1. The Influence of the Driving School Project on the Entrepreneurial Interest of SMAN Jombang Students (X1 to Y) The driving school project opens up opportunities for students to learn in informal situations, with flexible learning structures, direct involvement in the surrounding environment, as well as learning activities that are interactive to strengthen various skills and competencies that students have (Kemendikbudeistek, 2021). Driving Schools that implement the Merdeka Curriculum are able to foster students' entrepreneurial spirit through the entrepreneurial theme contained in the Pancasila Student Profile Strengthening Project. This happens because the teacher group becomes a facilitator and students play an active role



in activities, increasing motivation to actively participate in face-to-face learning, working together. working together, being creative and expressing to produce ideas and ideas through actions that can have an impact on oneself and the surrounding environment and even to create a developed Indonesia that is independent, has personality and sovereignty (Taopan, 2020).

2. The Influence of Parents' Work on the Entrepreneurial Interest of SMAN Jombang Students (X2 to Y) The growth of interest in entrepreneurship cannot be separated from the influence of the student's family environment as one of the supporting factors. The family environment, especially parents who are entrepreneurs, clearly plays a role as a guide for their children's future, so that indirectly parents also influence children's interest in work in the future, including entrepreneurship. Apart from that, in the family, parents' work can also influence children's interest in entrepreneurship, as in research conducted by Meiriza, 2015. The condition of parents as a situation in the family environment can be a figure for children's career choices and can also be used as a guide to develop their interest (Anggraini and Handayati, 2023)

3. The influence of the family environment on students' entrepreneurial interest at SMAN Jombang (X3 to Y). With these family environmental factors, students' entrepreneurial interest will be high because of encouragement from the family. This statement is in accordance with the research results of (Mustapha and Selvaraju, 2015) that family influence has a positive and significant influence on the intention of graduate students at Malaysian Universities to become entrepreneurs.

4. The influence of the Driving School Project, Parents' Work and Family Environment on the Entrepreneurial Interest of SMAN Jombang Students (X1,X2,X3 to Y). Education as one of the main keys to human success has a very important influence on the future of a nation, where with education a person will have a more focused outlook on life. It is important for parents to make their families happy, especially their children. There are many parents who want their children to have jobs like them or even more than them. This happens because changing needs from year to year will also be different. This is important for parents and the family environment to help a child's growth and development. Because entrepreneurship is one of the drivers of the country's economy and can also reduce unemployment by opening up job opportunities.

2. RESEARCH METHOD

This research method focuses on the relationship between variables X1, X2, X3 and the impact of school projects, occupations, and local environment on the well-being of students in a Jombang school. The research uses a quantitative research design with a linear regression analysis to examine the relationship between variables X1, X2, and X3 based on the well-being of students in the Jombang school.



Variables used in the study include independent variable and dependent variable. The sample size for this study is 353 students from three Jombang schools, with a sample size of 1000. The study uses a Slovin test to test the reliability of the sample with a 5% error tolerance. Data collection methods include the questionnaire (respondent), observation (observational), and questionnaire (data collection method). The questionnaire involves asking students to provide information about the impact of school projects, occupations, and local environment on well-being. The observational method involves collecting data from students in the Jombang school and analyzing the data using various methods. The questionnaire also includes a survey to gather information about the students' well-being and the results of the study. The questionnaire also includes a survey to collect data from the students.

Arikunto (2013) explains the validity of an instrument as a measure of its reliability or reliability. A valid instrument is considered valid if it can accurately represent data from a given variable. In this study, the instrument was tested using the Product Moment statistic from a person and the SPSS 26 Statistics for Windows program. The validity criteria were as follows: if $r_{hitung} \geq r_{tabel}$ (r^2 with a sig. 0,01) means the instrument or item-item performance is significant terhadap skor total (valid), or if $r_{hitung} \leq r_{tabel}$ (r^2 with a sig

The validity of the instrument was assessed using a questionnaire with 30 items covering various aspects of the project, employee, community, and management variables. The results showed that the project variable had a high reliability score of 0.792, indicating that the respondents were able to accurately represent the data. The reliability of the instrument was assessed using the Cronbach's Alpha method, which was calculated to be a reliable or consistent instrument. The results showed that the project variable had a Cronbach's Alpha of 0.792, indicating that the respondents could provide reliable or consistent data.

Data analysis in this study uses a descriptive statistical method with the SPSS version 26.0 software. This method uses data from a sample or population as input, without analyzing and creating a generalized distribution. Data is presented in a tabular format, making it easier to understand the data. The study uses data from the questionnaire (questionnaire) and a random sample of 249 respondents. The results are categorized into four groups: highly significant, low significance, moderately significant, and low significance. The study uses the Kruskal-Wallis test to determine the reliability of the regression model. The normality test uses the nonparametric Kolmogorov-Smirnov test with a Monte Carlo test, which indicates that if the Sig. (2-tailed) > 0.05 , the data is normal, and if it is less than 0.05, the data is not normal. The multicollinearity test uses the variance inflation factor (VIF) to determine the correlation between independent variables.

The study uses various statistical methods to analyze the relationship between variables in a regression model. Heteroskedastisitas is used to determine the variance between a dependent variable and another variable. Autokorelasi is used to determine the correlation between the dependent variable and the dependent variable. The regression analysis uses the



Bayesian linear regression model to examine the relationship between the dependent variable and the dependent variable. Hypotesis is used to determine the significance of a hypothesis or alternative hypothesis. Parsial and F-tests are used to determine the significance of independent variables compared to dependent variables. Determinant analysis is used to estimate the proportion of independent variables relative to dependent variables. The results of the study can be analyzed using SPSS version 26.0, which provides a summary of the results. The results are analyzed using the t-test, F-test, and the determinant analysis. The results are analyzed using the t-test and F-test.

3. RESULTS AND DISCUSSION

Results

The study used descriptive statistical analysis to analyze the results of a questionnaire filled out by 353 students. The researcher obtained a trend in the respondents' answers, with each answer having a different score value. The average value was obtained from the sum of each statement item and divided by the number of respondents. Assessment criteria for each statement item were prepared, and a frequency distribution table was created to determine whether the level of score obtained falls into the categories of very good, good, quite good, not good, or very not good.

The distribution of each respondent's response to each variable can be seen in the table. The results showed that respondents had a good understanding of the project project, the job position, and the environment. The respondents also had a good understanding of the job position in the school, the job position, and the environment. The study concluded that respondents had good understanding of the project and the job position in the school.

The study focuses on the relationship between the number of respondents and the corresponding variable in the survey. The results show that respondents have good knowledge about the corresponding variable. The study also uses the Kolmogorov-Smirnov method to determine the normal distribution of the variables. The results show that the test distribution is normal for the variables in the study. The multicollinearity test is used to compare the distribution of the variables. The results show that the tolerance values for the variables are higher for the project project and the project employee, and higher for the corresponding variables. The dependent variable is the number of employees in the company. The results also show that the variables do not have a significant correlation. The study concludes that the variables do not have a significant correlation. The results suggest that the variables do not have a significant correlation.

The study uses heteroskedastisitas and autocolerasi methods to analyze the relationship between variables (X1, X2, X3) and dependent variables (Y). Heteroskedastisitas is used to



determine the degree of heteroskedastisitas in the residuals of a study, while autocorrelation is used to determine the degree of autocorrelation in the correlation between residuals of a study and other variables.

Autocorrelation has been tested using SPSS Statistic 26 for Windows, and the results show that the regression model is not autocorrelative. The linear regression analysis is used to test the hypothesis of the regression model, which is based on the regression model. The results show that the correlation between the variables (X1, X2, X3) and the dependent variables (Y) is positive, while the correlation between the variables (X1, X2, X3) and the dependent variables (Y) is negative.

The results also show that the relationship between the variables (X1, X2, X3) and the dependent variables (Y) in the study is positive or negative. The study uses statistical methods to determine the significance of a hypothesis (Ho) or hypothesis (Ha) and its interpretation. The results are analyzed using Partial (T test) and Partial (F test) hypotheses. The Partial (T test) hypotheses show that the hypothesis (Ho) is rejected and the hypothesis (Ha) is accepted. The Partial (F test) hypotheses show that the hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

The Partial (F test) hypotheses show that the hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. The ANOVA (Sum of Squares) results show that the independent variables have a significant effect on the dependent variable of SMAN Jombang. The Deterministic Hypothesis hypotheses indicate that the model has some limitations in explaining the dependent variable variance. The Deterministic Hypothesis ($R^2 < 1$) indicates that the independent variables provide all necessary information for interpreting dependent variables.

The F test is performed to determine the influence of free variables simultaneously (together) on bound variables. As for the criteria in the test: a) the significance of $F < 0.05$ then the zero hypothesis (Ho) is rejected and the alternative hypotheses (Ha) are accepted. b) The meaning of $F < 0.05$, then the Zero hypothesis (Ho) is refused and the alternate hypotheses (Ha).



Table 1 Partial Test Results (F Test)

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1297.499	3	432.500	52.192	.000 ^a
	Residual	2892.070	349	8.287		
	Total	4189.569	352			

a. Predictors: (Constant), Work Environment, Parents' Jobs, School Projects

b. Dependent Variable: Entrepreneur interest

The research findings indicate that the presentase independent variable to dependent variable is about 30,4%, while the independent variables used in the model can explain about 30,4%. This means that 69.7% of the variables are affected by other factors not considered in the study.

Discussion

Based on the research carried out by researchers at SMAN Jombang in this study, researchers succeeded in finding several factors that influence and do not influence student entrepreneurship interests. The results of the analysis that has been carried out on the relationship between the school project and the students' interests in entrepreneurship show that the project has no influence on the interests of the students. The school project is a program focused on developing student learning outcomes in a holistic way to create a student profile that includes the improvement of competence and character initiated with superior Human Resources (HRM) improvement.

The results of this study showed that the variable of the project of a driving school obtained a significance t of 0.821 greater than 0.05 ($0.821 > 0.05$) so this study does not prove the hypothesis that stated that "there is a positive impact of the driving school project on student



entrepreneurial interests". The results of this study are not consistent with the results of previous research carried out by (Anindya, Wahyono, and Kusrina, 2023) in his research entitled Pancasila Student Profile Project as an attempt to grow the spirit of entrepreneurship. The work of the parents is a thing that is done by the parents through their efforts and energy in order to obtain a reward in the form of money that can be used to nurture or sustain their families.

The results of this study show that the parent's work variable obtained a t significance of sig of 0,000 smaller than 0.05 ($0,000 < 0.05$). Then this study succeeded in proving the hypothesis that stated that "there is a positive impact of parents' work on students' entrepreneurial interests". The results showed that the work of parents has an influence on SMAN Jombang student entrepreneurship interests.

The results of this study are not in line with the previous opinion of researchers conducted by Supatminingsih in 2024 conducting a study entitled Exploring the Influence of Parental Occupation and Student Creativity on Entrepreneurial Interest Among Vocational Students. Shee said that the work of parents has no influence on entrepreneurial ability, while self-confidence has an impact on student entrepreneurship. Simultaneously, this study concluded that the job of parents and confidence have a significant impact on Vocational High School students enterprise ability.

The results of the analysis of the relationship between the family environment and the interests of the student entrepreneur show that family environment has a positive influence on the interest of SMAN students' entrepreneurs. The family environment itself is the first human environment consisting of father, mother, and child who have social relationships and as a place of learning process becoming a social human. The results of this study show that the family environment variable acquired t significance of 0,000 sig is less than 0.05 ($0,000 < 0.05$). Then this study succeeded in proving the hypothesis that stated that "There is a positive impact of family environment on student entrepreneurial interests".

The results of this study are not in line with the previous opinion of researchers conducted by Rastiti, Widjaja, and Handayati (2021) conducting a study entitled the Role of Self-Efficacy in Mediating the Effect of Entrepreneurship Education, Economic Literacy and Family Environment on Entrepreneurial Intentions for Vocational School Students. Based on the research carried out, results have been obtained that there is a positive and significant influence of family environment and motivation on entrepreneurial interests.

4. CONCLUSION

From the results of the researcher's discussion above entitled "The Influence of the Driving School Project, Parental Work and Family Environment on the Entrepreneurial Interest of Jombang High School Students" the following conclusions can be drawn: 1. The Driving



School Project variable does not have a positive and significant effect on the Entrepreneurial Interest of Jombang High School Students Because this system has only been running for one year and there is a need for learning planning that needs to be finalized again and the role of teachers as companions must be strengthened. 2. The variable parental employment has a positive and significant effect on the entrepreneurial interest of SMAN Jombang students. Because the better a parent's job, the more decent income they will get for the family economy, which can later become a career perspective for a child. 3. Family Environment Variables have a positive and significant effect on the Entrepreneurial Interest of SMAN Jombang Students. Apart from internal factors, there are external factors that can generate entrepreneurial interest in a student, namely the family environment. Having an environment that supports business will make it easier for students to realize their interests. 4. The driving school project variables, parents' work and family environment simultaneously influence the entrepreneurial interest of SMAN Jombang students. It is important for parents to guide their children in choosing their future work profession, by providing examples and knowledge of various professions, especially their parents' own profession. Because it will be easier for children to assess and determine what profession they will choose in the future. Support for children's entrepreneurial desires needs to be provided by the family in order to encourage children to be more enthusiastic and able to carry out entrepreneurial activities well. It is important to foster an interest in entrepreneurship in students which can be done through activities in the form of entrepreneurial seminars, workshops and also watching several activity shows from examples of people who have succeeded in carrying out entrepreneurial activities.

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