The Relationship between Family Support, Peers, Income Expectations, Self-Efficacy, Online Business, and Teaching Factory on Entrepreneurial Interests of Vocational High School Center of Excellence Students in North Kalimantan Province

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ABSTRACT

This research aims to find out the magnitude of (1) the relationship between family support and students' interest in entrepreneurship, (2) the relationship between peers and students' interest in entrepreneurship, (3) the relationship between income expectations and students' interest in entrepreneurship, (4) the relationship between self-efficacy and students' interest in entrepreneurship, (5) the relationship between online business and students' interest in entrepreneurship, (6) the relationship between teaching factories and students' interest in entrepreneurship and (7) the relationship between family support, peers, income expectations, self-efficacy, online business and teaching. factory together towards the entrepreneurial interests of students at the Center of Excellence Vocational School in North Kalimantan Province. This research is quantitative research, with an ex-post facto approach design. This research was conducted at the North Kalimantan Province Center of Excellence Vocational School with research subjects of class XI and XII students with 324 samples using a Proportional Random Sampling approach.

The research results show that (1) There is a positive and significant relationship between family support and interest in entrepreneurship. (2) There is a positive and significant relationship between peers and interest in entrepreneurship. (3) There is a positive and significant relationship between income expectations and entrepreneurial interest. (4) There is a positive and significant relationship between self-efficacy and interest in entrepreneurship. (5) There is a positive and significant relationship between online business and interest in entrepreneurship. (6) There is a positive and significant relationship between teaching factory and interest in entrepreneurship. (7) There is a positive and significant relationship between family support, peers, income expectations, self-efficacy, online business and teaching factory simultaneously with the entrepreneurial interest of students at the Center for Excellence Vocational School in North Kalimantan Province.

Keywords: Entrepreneurial Interest, Social Support, Vocational Student

INTRODUCTION

In the era of globalization and digitalization, entrepreneurship has become one of the main pillars in a country's economic development. Entrepreneurship has been widely recognized in various countries as one of the main driving aspects of socio-economic development by researchers and entrepreneurship practitioners (Gu & Wang, 2022; Nguyen et al., 2021). Interest in entrepreneurship needs to look forward to the potential of starting a business. Learning experiences in this case include what students experience, whether it is activities that observe, read, imitate, try something themselves, listen or follow orders.

Vocational high school graduates still contribute to the unemployment rate. Based on the results of the Tracer Study, vocational high schools have contributed to the unemployment rate of 3.51% (Mitrasdudi Kemedikbudristek, 2024). The industry does not always recruit workers, resulting in low absorption of vocational high school graduates by the industry, so that entrepreneurial activities are one of the effective steps in equipping vocational high school students to reduce unemployment. In this case, the government continues

to encourage the development of entrepreneurship. In the context of education, Vocational High Schools (SMK) have a strategic role in producing graduates who are not only ready to work but also ready to become mature and competitive entrepreneurs.

Vocational high school students who have a strong interest in becoming entrepreneurs after graduating are 22%, while the rest have low entrepreneurial interest (Mitrasdudi 2024). The low interest in entrepreneurship is influenced by various factors, such as lack of self-confidence, limited access to capital, lack of experience in business practices, and social influences that direct students to look for formal jobs rather than building their own businesses. In addition, a study by the Central Statistics Agency (2023) shows that around 65% of vocational high school graduates prefer to look for work rather than start their own businesses, while only 13% actually dare to start a business after graduating. Although vocational education has integrated entrepreneurship learning, the reality in the field shows that students still tend to choose conventional work paths rather than building their own businesses.

Factors such as family support, peers, income expectations, online business, self-efficacy, and teaching factory, this study can provide in-depth insights into the obstacles and opportunities in fostering students' entrepreneurial spirit. In addition, the results of this study can be the basis for formulating more effective vocational education policies, especially in improving students' skills, mental readiness, and motivation to become young entrepreneurs. Thus, this study not only contributes to the development of entrepreneurship theory in education, but also provides practical solutions for the world of education and industry.

METHOD

This research is a quantitative research with a survey research method with a correlational research type. The purpose of this study is to determine whether or not there is a correlation between variables or to make predictions based on the correlation between variables. This type of research emphasizes determining the level of relationship that is also used to make predictions. This research was conducted at the Center of Excellence Vocational Schools throughout North Kalimantan Province. The implementation time was October - November 2024 or for two months. The population in this study were all students of the Center of Excellence Vocational Schools in North Kalimantan Province. The sampling technique that will be used is Proportional Random Sampling of 324 students. The research variables consist of independent variables (Independent) consisting of family support (X1), peers (X2), income expectations (X3), self-efficacy (X4), online business (X5), teaching factory (X6) ". And the dependent variable (Dependent) The dependent variable in this study is "Entrepreneurial Interest (Y). The instrument used in this study was a questionnaire, using a Likert scale.

RESULTS AND DISCUSSION

Research Results

Family Support Variable Data Description

Family support is variable X1 which has 24 statements. Respondents choose 1 of 5 scales for the statements provided in the questionnaire. The summary of the answers can be seen in the following table:

Table 1. Descriptive Statistics of Family Support

Valid	324
Missing	0
Mean	45,04
Median	44,00
Mode	24
Std. Deviation	16,910
Minimum	24
Maximum	118

Source: Processed data, 2024

Based on table 1, of the 324 respondents studied, in general family support has a minimum value of 24, which means that of all respondents who gave the lowest assessment of the answer to family support was 1 or

strongly disagree. The maximum value is 118, which means that all respondents who gave the highest assessment of the answer to family support were 5 or strongly agree. The average value of family support is 45.04, meaning that all respondents gave answers to family support on average giving an assessment of 1.87. While the standard deviation of 16.910 means that the size of the data distribution of the family support variable is 0.95 out of 324 respondents.

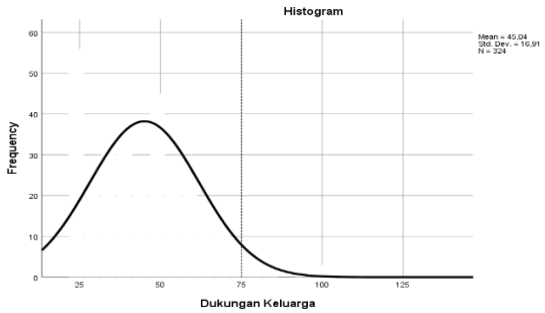

Figure 1 - Normal Curve Distribution in Descriptive Statistics of Family Support

Based on Figure 1 shows that the curve shows a normal distribution of the data. From the curve, it can be seen that the distribution is close to normal, with a peak around a score of 45. This shows that most respondents have a level of family support close to the average. The standard deviation of 16.91 shows how much variation or spread the data is from the average.

Peer Variable Data Description

Peer is variable X2 which has 17 statements. Respondents choose 1 of 5 scales for the statements provided in the questionnaire. The summary of the answers can be seen in the following table:

Table 2. Peer Descriptive Statistics

Valid	324
Missing	0
Mean	42,12
Median	42,00
Mode	51
Std. Deviation	12,872
Minimum	17
Maximum	85

Source: Processed data, 2024

Based on table 2, of the 324 respondents studied, in general peers have a minimum value of 17, which means that of all respondents who gave the lowest assessment of the answer to peers was 1 or strongly disagree. The maximum value is 85, which means that all respondents who gave the highest assessment of the answer to peers were 5 or strongly agree. The average value of family support is 42.12, meaning that all respondents gave answers to peers on average giving an assessment of 2.48. While the standard deviation of 12.872 means that the size of the data distribution of the peer variable is 1.27 out of 324 respondents.

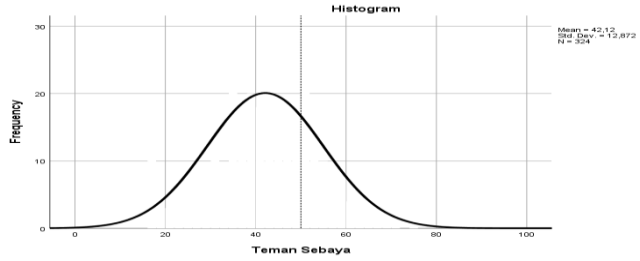

Figure 2 - Normal Curve Distribution in Descriptive Statistics Peers

Based on Figure 2 shows that the normal distribution curve of the data. From the curve, it can be seen that the distribution is close to normal, with a peak around the score of 42.12. This shows that many individuals have

peer values around the average. The standard deviation of 12.87 shows that most individuals have peer values that are not far from the average.

Description of Income Expectation Variable Data

Income expectation is variable X3 which has 15 statements. Respondents choose 1 of 5 scales for the statements provided in the questionnaire. The summary of the answers can be seen in the following table:

Table 3. Descriptive Statistics of Income Expectations

	Valid	324
	Missing	0
Mean		29,56
Median		30,00
Mode		15
Std. Deviation		11,154
Minimum		15
Maximum		75

Source: Processed data, 2024

Based on table 3, of the 324 respondents studied, in general, income expectations have a minimum value of 15, which means that of all respondents who gave the lowest assessment, the answer to income expectations was 1 or strongly disagree. The maximum value is 75, which means that all respondents who gave the highest assessment, the answer to income expectations was 5 or strongly agree. The average value of income expectations is 29.56, meaning that all respondents gave answers to income expectations with an average assessment of 1.97. While the standard deviation of 11.154 means that the size of the data distribution of the income expectations variable is 0.92 out of 324 respondents.

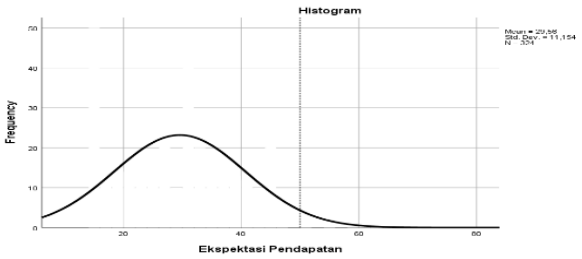

Figure 3 - Normal Curve Distribution in Descriptive Statistics of Income Expectations

Based on Figure 3 shows that the normal distribution curve of the data. From the curve, it can be seen that the distribution is close to normal, with a peak around a score of 29.56. The peak of the distribution is located around the value of 29-30, which corresponds to the average. This shows that most respondents have income expectations around the average. The standard deviation of 11.154 shows that most individuals have income expectations that are not far from the average, but there are some who have much higher expectations.

Description of Self-Efficacy Variable Data

This instrument aims to obtain information from respondents regarding the condition of self-efficacy in students, namely in the form of high and low responses regarding the state of student self-efficacy. The student self-efficacy questionnaire is compiled based on 3 indicators, namely Level of Self-Efficacy, Generality, and Strength of Self-Efficacy.

The information disclosed in the level of self-efficacy indicator consists of students' ability to motivate themselves, students' ability to assess themselves, and problem-solving abilities. While the information disclosed in the generality indicator is Beliefs that spread across various areas of behavior and the Ability to use life experiences to achieve success. And the information disclosed in the strength of self-efficacy indicator is confidence in achieving goals and individual confidence in facing obstacles to achieve goals.

Self-efficacy is an X4 variable that has 20 statements. Respondents choose 1 of 5 scales for the statements provided in the questionnaire. A summary of the answers can be seen in the following table:

Table 4. Descriptive Statistics of Self-Efficacy

Valid	324
Missing	0
Mean	43,37
Median	42,00
Mode	20
Std. Deviation	15,884
Minimum	20
Maximum	100

Source: Processed data, 2024

Based on table 4, of the 324 respondents studied, in general self-efficacy has a minimum value of 20, which means that of all respondents who gave the lowest assessment of the answer to self-efficacy was 1 or strongly disagree. The maximum value is 100, which means that all respondents who gave the highest assessment of the answer to self-efficacy were 5 or strongly agree. The average value of self-efficacy is 43.37, meaning that all respondents who gave answers to self-efficacy gave an average assessment of 2.17. While the standard deviation of 15.884 means that the size of the data distribution of the income expectation variable is 0.95 out of 324 respondents.

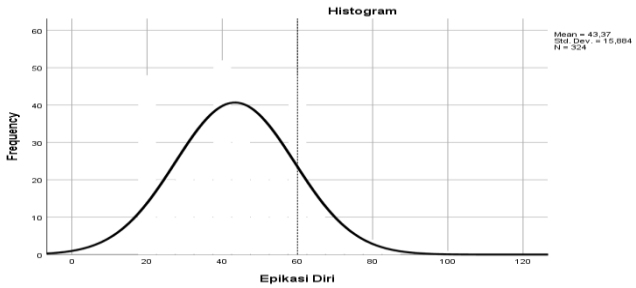

Figure 4 - Normal Curve Distribution in Descriptive Statistics of Self-Efficacy

Based on Figure 4 shows that the normal distribution curve of the data. From the curve, it can be seen that the distribution is close to normal, with a peak around the score of 43.37. This shows that most respondents have self-efficacy around the average. The standard deviation of 15.884 shows that most individuals have self-efficacy that is not far from the average.

Description of Online Business Variable Data

Online business is an X5 variable that has 25 statements. Respondents choose 1 of 5 scales for the statements provided in the questionnaire. The summary of the answers can be seen in the following table:

Table 5. Descriptive Statistics of Online Business

Valid	324
Missing	0
Mean	51,34
Median	50,00
Mode	25
Std. Deviation	19,176
Minimum	25
Maximum	125

Source: Processed data, 2024

Based on table 5, of the 324 respondents studied, online business generally has a minimum value of 25, which means that of all respondents who gave the lowest assessment of the answer to online business was 1 or strongly disagree. The maximum value is 125, which means that all respondents who gave the highest assessment of the answer to online business were 5 or strongly agree. The average value of online business is 51.34, meaning that all respondents gave answers to online business on average giving an assessment of 2.05. While the standard deviation of 19.176 means that the size of the data distribution of the income expectation variable is 0.97 out of 324 respondents.

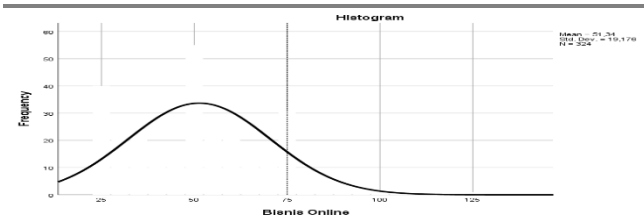

Figure 5 - Normal Curve Distribution in Descriptive Statistics of Online Business

Based on Figure 5 shows that the normal distribution curve of the data. From the curve, it can be seen that the distribution is close to normal, with a peak around the score of 51.34. This shows that most respondents want to have an online business around the average. The standard deviation of 19.176 shows that most individuals want to have an online business that is not far from the average. This curve shows that although most individuals want to have an online business with the hope of a much higher income.

Deskripsi Data Variabel Teaching Factory

This research instrument is used to obtain information from respondents about Teaching Factory in their field of expertise. This research instrument is a questionnaire in the form of questions derived from the development of factors and indicators of Teaching Factory. The question indicators of this instrument include the concept of teaching factory, the process of implementing teaching factory, elements of teaching factory, benefits of production units, objectives of production units, principles of production units. This questionnaire consists of 30 questions answered by respondents with a Likert scale.

Teaching factory is an X6 variable that has 30 statements. Respondents choose 1 of 5 scales for the statements provided in the questionnaire. The summary of the answers can be seen in the following table:

Table 6. Descriptive Statistics of Teaching Factory

	Valid	324
	Missing	0
Mean		65,02
Median		62,00
Mode		30
Std. Deviation		24,180
Minimum		30
Maximum		150

Source: Processed data, 2024

Based on table 6, of the 324 respondents studied, in general, teaching factory has a minimum value of 30, which means that of all respondents who gave the lowest assessment, the answer to teaching factory was 1 or strongly disagree. The maximum value is 150, which means that all respondents who gave the highest assessment of the answer to teaching factory were 5 or strongly agree. The average value of teaching factory is 65.02, meaning that all respondents who gave answers to teaching factory gave an average assessment of 2.17. While the standard deviation of 24.180 means that the size of the data distribution of the income expectation variable is 0.96 out of 324 respondents.

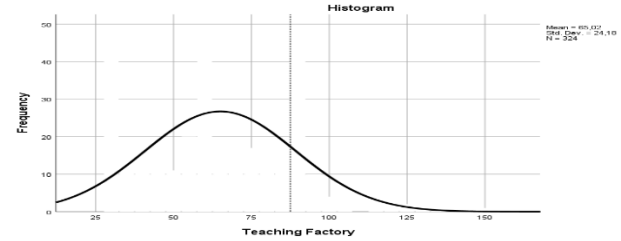

Figure 6 - Normal Curve Distribution in Teaching Factory Descriptive Statistics

Based on Figure 6 shows that the normal distribution curve of the data. From the curve, it can be seen that the distribution is close to normal, with a peak around the score of 65.02. This shows that most respondents do

teaching factory learning around the average. The standard deviation of 24.18 shows that most students do teaching factory learning which is not far from the average.

Description of Entrepreneurial Interest Variable Data

Entrepreneurial interest is a Y variable that has 30 statements. Respondents choose 1 of 5 scales for the statements provided in the questionnaire. A summary of the answers can be seen in the following table:

Table 7. Descriptive Statistics of Interest in Entrepreneurship

Valid	324
Missing	0
Mean	116,41
Median	119,00
Mode	150
Std. Deviation	21,721
Minimum	30
Maximum	150

Source: Processed data, 2024

Based on table 7, of the 324 respondents studied, in general, entrepreneurial interest has a minimum value of 30, which means that of all respondents who gave the lowest assessment of the answer to entrepreneurial interest was 1 or strongly disagree. The maximum value is 150, which means that all respondents who gave the highest assessment of the answer to entrepreneurial interest were 5 or strongly agree. The average value of entrepreneurial interest is 116.41, meaning that all respondents who gave answers to entrepreneurial interest gave an average assessment of 3.87. While the standard deviation of 21.721 means that the size of the data distribution of the income expectation variable is 1.07 out of 324 respondents.

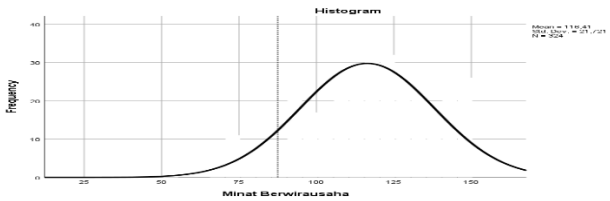

Figure 7 - Normal Curve Distribution in Descriptive Statistics of Entrepreneurial Interest

Based on Figure 7 shows that the normal distribution curve of the data. From the curve, it can be seen that the distribution is normal, with a peak around the score of 116.41. This shows that most respondents have an interest in entrepreneurship above the average. The standard deviation of 21.721 shows that most students do have an interest in entrepreneurship.

Analysis Prerequisite Test

Normality Test

Data normality test can be done using One Sample Kolmogorov Smirnov. namely with the provision that if the significant value is above 0.05 then the data is normally distributed. The results are seen in the following table:

Table 8. Normality Test with Kolmogorov Smirnov

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		525
Normal Parameters[a,b]	*Mean*	,0000000
	Std. Deviation	12,27771368
Most Extreme Differences	*Absolute*	,052
	Positive	,052
	Negative	-,043

Test Statistic	,052
Asymp. Sig. (2-tailed)	,010[c]
a. Test distribution is Normal.	
b. Calculated from data.	
c. Lilliefors Significance Correction.	

Based on Table 8, it shows that the research is normally distributed with a Sig value of 0.10, meaning the Sig value is greater than 0.05. This means that the data can be analyzed using parametric statistical methods, such as t-test, ANOVA, or linear regression, because the normality assumption that underlies the method has been met.

Linearity Test

The Linearity Test is carried out with the criteria that the relationship between the independent variable and the dependent variable is said to be linear if the significance value of F is greater than <0.05.

Table 9. Linearity Test Of Family Support with Entrepreneurial Interest

ANOVA Table

			Sum of Squares	*Df*	*Mean Square*	*F*	*Sig.*
Interest in Entrepreneurship* Family Support	*Between Groups*	*(Combined)*	123858,071	65	1905,509	7,590	,000
		Linearity	107021,946	1	107021,946	426,281	,000
		Deviation from Linearity	16836,125	64	263,064	1,048	,384
	Within Groups		115236,500	459	251,060		
	Total		239094,571	524			

Based on Table 9, it shows that the Sig value is 0.000 (<0.05) meaning that the relationship between the family support variable and entrepreneurial interest is statistically significant. This means that the linear relationship between the two variables is proven to exist, so with the assumption that linearity is met, linear regression analysis can be carried out.

Table 10. Peer Linearity Test with Entrepreneurial Interest

ANOVA Table

			Sum of Squares	*Df*	*Mean Square*	*F*	*Sig.*
Interest in Entrepreneurship * Peers	*Between Groups*	*(Combined)*	122511,831	57	2149,330	8,610	,000
		Linearity	95429,376	1	95429,376	382,265	,000
		Deviation from Linearity	27082,455	56	483,615	1,937	,000
	Within Groups		116582,741	467	249,642		
	Total		239094,571	524			

Based on Table 10, it shows that the Sig value is 0.000 (<0.05) meaning that the relationship between peer variables and entrepreneurial interest is statistically significant. This means that the linear relationship between the two variables is proven to exist, so with the assumption that linearity is met, linear regression analysis can be carried out.

Table 11. Linearity Test of Income Expectations with Entrepreneurial Interest

ANOVA Table

			Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
Entrepreneurial Interest * Income Expectations	*Between Groups*	*(Combined)*	142613,147	44	3241,208	16,125	,000
		Linearity	134804,155	1	134804,155	670,658	,000
		Deviation from Linearity	7808,992	43	181,604	,903	,648
	Within Groups		96481,424	480	201,003		
	Total		239094,571	524			

In Table 11, the Sig value of 0.000 (<0.05) means that the relationship between the income expectation variable and entrepreneurial interest is statistically significant. This means that the linear relationship between the two variables is proven to exist, so with the assumption that linearity is met, linear regression analysis can be carried out.

Table 12. Linearity Test of Self-Efficacy with Entrepreneurial Interest

ANOVA Table

			Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
Entrepreneurial Interest * Self-Efficacy	*Between Groups*	*(Combined)*	160894,321	62	2595,070	15,331	,000
		Linearity	143275,973	1	143275,973	846,461	,000
		Deviation from Linearity	17618,348	61	288,825	1,706	,001
	Within Groups		78200,250	462	169,265		
	Total		239094,571	524			

In Table 12, the Sig value of 0.000 (<0.05) means that the relationship between the self-efficacy variable and entrepreneurial interest is statistically significant. This means that the linear relationship between the two variables is proven to exist, so with the assumption that linearity is met, linear regression analysis can be carried out.

Table 13. Linearity Test of Online Business with Entrepreneurial Interest

ANOVA Table

			Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
Interest in Entrepreneurship * Online Business	*Between Groups*	*(Combined)*	127962,058	74	1729,217	7,002	,000
		Linearity	105710,439	1	105710,439	428,045	,000
		Deviation from Linearity	22251,619	73	304,817	1,234	,106
	Within Groups		111132,513	450	246,961		
	Total		239094,571	524			

In Table 13, the Sig value of 0.000 (<0.05) means that the relationship between the online business variable and entrepreneurial interest is statistically significant. This means that the linear relationship between the two variables is proven to exist, so with the assumption that linearity is met, linear regression analysis can be carried out.

Table 14. Linearity Test of Teaching Factory with Entrepreneurial Interest

ANOVA Table

			Sum of Squares	*Df*	*Mean Square*	*F*	*Sig.*
Entrepreneurial Interest * Teaching Factory	*Between Groups*	*(Combined)*	150216,572	85	1767,254	8,729	,000
		Linearity	128284,443	1	128284,443	633,642	,000
		Deviation from Linearity	21932,129	84	261,097	1,290	,056
	Within Groups		88877,999	439	202,456		
	Total		239094,571	524			

In Table 14, the Sig value of 0.000 (<0.05) means that the relationship between the teaching factory variable and entrepreneurial interest is statistically significant. This meansthat the linear relationship between the two variables is proven to exist, so with the assumption that linearity is met, linear regression analysis can be carried out.

Tabel 15. Multicollinearity Test

Coefficients[a]

Model		*Collinearity Statistics*	
		Tolerance	VIF
1	*(Constant)*		
	Family Support	,348	2,871
	Friends of the same age	,449	2,229
	Income Expectations	,225	4,449
	Self Efficacy	,240	4,171
	Online business	,236	4,243
	Teaching Factory	,210	4,762

Dependent Variable: Minat Berwirausaha

Multicollinearity Test

In table 15, the VIF value is less than 10 and the tolerance value is more than 0.1, meaning that the regression model for the variables of family support, peers, income expectations, self-efficacy, online business and teaching factory does not show symptoms of multicollinearity.

Correlation Analysis

Pearson Product Moment Correlation Analysis

Table 16. Correlation Analysis of the Relationship between Family Support and Interest in Entrepreneurship

Correlations

		Family Support	Interest in Entrepreneurship
Family Support	Pearson Correlation	1	.637**
	Sig. (2-tailed)		.000
	N	324	324
Interest in Entrepreneurship	Pearson Correlation	.637**	1
		.000	
		324	324

**rrelation is significant at the 0.01 level (2-tailed).

In Table 16, it can be seen that the family support variable obtained a significance value of 0.000 (<0.05). So Ha is accepted and Ho is rejected, meaning that family support has a positive and significant relationship to the entrepreneurial interest of SMK Pusat Keunggulan in North Kalimantan Province.

Table 17. Correlation Analysis of Peer Relationships with Interest in Entrepreneurship

Correlations

		Friends of the same age	Interest Entrepreneurship
Friends of the same age	Pearson Correlation	1	.295**
	Sig. (2-tailed)		.000
	N	324	324
Interest in Entrepreneurship	Pearson Correlation	.295**	1
	Sig. (2-tailed)	.000	
	N	324	324

**. Correlation is significant at the 0.01 level (2-tailed).

Based on Table 17 above, it can be seen that the peer variable obtained a significance value of 0.000 (<0.05). So Ha is accepted and Ho is rejected, meaning that peers have a positive and significant relationship with the interest in entrepreneurship at the Center of Excellence Vocational High Schools in North Kalimantan Province.

Table 18. Correlation Analysis of the Relationship between Income Expectations and Interest in Entrepreneurship

Correlations

		Income Expectations	Interest in Entrepreneurship
Income Expectations	Pearson Correlation	1	.666**
	Sig. (2-tailed)		.000
	N	324	324
Interest in Entrepreneurship	Pearson Correlation	.666**	
	Sig. (2-tailed)	.000	
	N	324	324

**. Correlation is significant at the 0.01 level (2-tailed).

Based on Table 18 above, it can be seen that the income expectation variable obtains a significance value of 0.000 (<0.05). So Ha is accepted and Ho is rejected, meaning that income expectations have a positive and significant relationship to the entrepreneurial interest of SMK Pusat Keunggulan in North Kalimantan Province.

Table 19. Correlation Analysis of the Relationship between Self-Efficacy and Interest in Entrepreneurship

Correlations

		Self Efficacy	Interest in Entrepreneurship
Self Efficacy	Pearson Correlation	1	.539**
	Sig. (2-tailed)		.000
	N	324	324
Interest in Entrepreneurship	Pearson Correlation	.539**	1
	Sig. (2-tailed)	.000	
	N	324	324

**. Correlation is significant at the 0.01 level (2-tailed).

Based on Table 19 above, it can be seen that the self-efficacy variable obtained a significance value of 0.000 (<0.05). So Ha is accepted and Ho is rejected, meaning that self-efficacy has a positive and significant relationship with the interest in entrepreneurship at the Center of Excellence Vocational High Schools in North Kalimantan Province.

Table 20. Correlation Analysis of the Relationship between Online Business and Interest in Entrepreneurship

Correlations

		Online business	Interest in Entrepreneurship
Online business	Pearson Correlation	1	.271**
	Sig. (2-tailed)		.000
	N	324	324
Interest in Entrepreneurship	Pearson Correlation	.271**	1
	Sig. (2-tailed)	.000	
	N	324	324

**. Correlation is significant at the 0.01 level (2-tailed).

Based on Table 20 above, it can be seen that the online business variable obtained a significance value of 0.000 (<0.05). So Ha is accepted and Ho is rejected, meaning that online business has a positive and significant relationship with the interest in entrepreneurship at the Center of Excellence Vocational Schools in North Kalimantan Province.

Table 21. Correlation Analysis of the Relationship between Teaching Factory and Interest in Entrepreneurship

Correlations

		Teaching Factory	Interest in Entrepreneurship
Teaching Factory	Pearson Correlation	1	.260**
	Sig. (2-tailed)		.000
	N	324	324
Interest in Entrepreneurship	Pearson Correlation	.260**	1
	Sig. (2-tailed)	.000	
	N	324	324

**. Correlation is significant at the 0.01 level (2-tailed).

Based on Table 21 above, it can be seen that the Teaching Factory variable obtained a significance value of 0.000 (<0.05). So Ha is accepted and Ho is rejected, meaning that Teaching Factory has a positive and significant relationship with the interest in entrepreneurship of SMK Pusat Keunggulan in North Kalimantan Province.

Multiple Correlation Analysis

Table 22. Multiple Correlation Analysis

Model Summary

					Change Statistics			
	R	R Square	ted R Square	the Estimate	are Change	F Change	df1	df2	ig. F Change
	.742[a]	.551	.542	14.697	.551	64.752	6	317	.000

Constant), Teaching Factory, Family Support, Friends of the same age, Online business, Self Efficacy, Income

Based on Table 22, it can be seen that the multiple correlation test shows that the significance value of F Change is 0.000 <. 0.05. So it can be concluded that family support, peers, income expectations, self-efficacy,

online business and Teaching Factory simultaneously or together have a positive and significant relationship with the interest in entrepreneurship of SMK Pusat Keunggulan in North Kalimantan Province. The relationship between family support, peers, income expectations, self-efficacy, online business and Teaching Factory with the interest in entrepreneurship of SMK Pusat Keunggulan students in North Kalimantan Province shows a correlation figure of 0.742 which means it has a strong relationship. This means that the higher the support of family, peers, income expectations, self-efficacy, online business and Teaching Factory, the higher the interest in entrepreneurship of SMK Pusat Eksport students in North Kalimantan Province.

The value of R square is 0.551 or 55.1%. This shows that the percentage contribution of the relationship between the variables of family support, peers, income expectations, self-efficacy, online business and teaching factory to entrepreneurial interest is 55.1% while the remaining 44.9% is influenced by other variables not included in this research model. This means that there are still other factors related to students' entrepreneurial interest.

Relative and Effective Contributions

Table 23. Summary of Analysis Results

Variabel	Koefisien Regresi (Beta)	Koefisien Korelasi (r)	R Square
X1	0,281	0,637	0,551
X2	0,007	0,295	
X3	0,355	0,665	
X4	0,266	0,539	
X5	-0,105	0,271	
X6	0,071	0,260	

The effective contribution (SE) of the family support variable is 17.89% to students' interest in entrepreneurship. Peers have an effective contribution of 0.21% to students' interest in entrepreneurship. The influence of income expectations provides an effective contribution of 23.60% to students' interest in entrepreneurship. Self-efficacy provides an effective contribution of 14.33% to students' interest in entrepreneurship. Online business provides an effective contribution of -2.84% to students' interest in entrepreneurship. While teaching factory provides an effective contribution of 1.84% to students' interest in entrepreneurship.

The relative contribution (SR) of the family support variable provides a relative contribution of 33.51% to students' interest in entrepreneurship. Peers have a relative contribution of 0.38% to students' interest in entrepreneurship. The influence of income expectations provides a relative contribution of 42.88% to students' interest in entrepreneurship. Self-efficacy provides a relative contribution of 26.04% to students' interest in entrepreneurship. Online business provides a relative contribution of -5.16% to students' interest in entrepreneurship. While teaching factory provides a relative contribution of 3.34% to students' interest in entrepreneurship.

Income expectations provide the highest effective and relative contribution to the entrepreneurial interest of SMK PK students. This indicates that the higher students' expectations of the potential income that can be obtained from entrepreneurship, the greater their interest in entering the business world. Income expectations are a dominant factor compared to other variables such as family support, self-efficacy, or peer influence, online business or teaching factory. This finding shows that the financial aspect is the main motivation for students in considering entrepreneurship as a career choice.

Entrepreneurship education strategies need to highlight profitable business opportunities, provide case studies of successful entrepreneurs, and equip students with solid business skills. In addition, it is important to instill a

realistic understanding of business challenges and processes so that their expectations are not only high, but also accompanied by the right readiness and strategies to achieve success.

CONCLUSION

Based on the results of the study on the Relationship between Family Support, Peers, Income Expectations, Self-Efficacy, Online Business, and Teaching Factory with the Interest in Entrepreneurship of Students at the Center of Excellence Vocational Schools in North Kalimantan Province, the following conclusions can be drawn:

1. Family support has a positive and significant relationship with the entrepreneurial interest of SMK Center of Excellence Students in North Kalimantan Province.
2. Peers have a positive and significant relationship with the entrepreneurial interest of SMK Center of Excellence Students in North Kalimantan Province.
3. Income expectations have a positive and significant relationship with the entrepreneurial interest of SMK Center of Excellence Students in North Kalimantan Province.
4. Self-efficacy has a positive and significant relationship with the entrepreneurial interest of SMK Center of Excellence Students in North Kalimantan Province.
5. Online business has a positive and significant relationship with the entrepreneurial interest of SMK Center of Excellence Students in North Kalimantan Province.
6. Teaching factory has a positive and significant relationship with the entrepreneurial interest of SMK Center of Excellence Students in North Kalimantan Province.
7. Family support, peers, income expectations, self-efficacy, online business and teaching factory together have a positive and significant relationship with the entrepreneurial interest of SMK Center of Excellence Students in North Kalimantan Province.

Based on the overall description in this journal, the author provides suggestions to improve and solve problems in the Relationship between Family Support, Peers, Income Expectations, Self-Efficacy, Online Business, and Teaching Factory on the Interest in Entrepreneurship of Students at the Center of Excellence Vocational High Schools in North Kalimantan Province. The suggestions that the researcher would like to convey are as follows:

1. The Center of Excellence Vocational Schools in North Kalimantan Province should conduct a comprehensive evaluation of the effectiveness of teaching factories in building entrepreneurial skills, especially in relation to self-efficacy and income expectations.
2. Further research can add new variables, such as digital literacy, risk-taking propensity, or government support for entrepreneurship.

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