International Journal of Research In Vocational Studies (IJRVOCAS)
VOL. 3, NO. 4, 2024: IJRVOCAS – Special Issues – INCOSTIG – PP. 79~87
Print ISSN 2777-0168 | Online ISSN 2777-0141 | DOI prefix: 10.53893
https://journal.gpp.or.id/index.php/ijrvocas/index

The Influence of Entrepreneurship Learning and the Social Environment on Students' Interest in Entrepreneurship (Case Study of Students at Medan State Polytechnic and Seberang Perai Polytechnic, Malaysia)

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To cite this article:

Nasution, H. P., Safaruddin, Fitri, N., Purnami, S., Yusoff, R. B. M., Omar, N. I. B., & Ahmad, A. B. (2024). The Influence of Entrepreneurship Learning and the Social Environment on Students' Interest in Entrepreneurship (Case Study of Students at Medan State Polytechnic and Seberang Perai Polytechnic, Malaysia). *International Journal of Research in Vocational Studies (IJRVOCAS)*, 3(4), 79–87. https://doi.org/10.53893/ijrvocas.v3i4.246

Received: 09 14, 2023; **Accepted**: 10 20, 2023; **Published**: 01 31, 2024

Abstract: Entrepreneurship learning is a technique prepared through teachers for students on a way to advantage and procedure understanding, capabilities and attitudes. The social surroundings is one of the elements which could influence someone or organization to do so and trade the behavior of every person. This study seeks to gather real-world proof of how much students' interest in entrepreneurship at Medan State Polytechnic and Seberang Perai Polytechnic in Malaysia is affected by the entrepreneurship learning program and the social environment. The descriptive quantitative method was employed for this research, involving a sample of 75 Polmed students and 76 PSP students from Malaysia, making a total of 151 participants. The analysis method utilized multiple linear regressions with SPSS version 25 to process the data statistically. The findings indicate that both entrepreneurial learning and the social environment significantly impact students' interest in entrepreneurship among Polmed and PSP students in Malaysia. The adjusted R Square test revealed a coefficient of determination of 0.776, suggesting that 77.6% of the entrepreneurial interest at Medan State Polytechnic and Malaysian State Polytechnic could be attributed to entrepreneurial learning and the social environment, while 22.4% might be influenced by unexamined variables in this research.

Keywords: Entrepreneurship Learning, Social Environment, Interest in Entrepreneurship

1. Introduction

Indonesia, boasting a substantial population and plentiful natural resources (SDA), faces challenges when this large populace lacks sufficient knowledge and skills. This situation can lead to various issues such as unemployment and crime. According to figures provided by the Central Statistics Agency (BPS), Indonesia's population is estimated to reach

approximately 276 million people by 2022. From the population mentioned above, the number of workers in August 2022 will reach 135.61 million people, and the number of unemployed people in August 2022 will be 8.43 million people.

Tabel 1. Jumlah dan Persentase Penduduk Bekerja dan Pengangguran

Penduduk Bekerja dan Pengangguran	Penduduk Bekerja						Pengangguran					
	2021			2022			2021			2022		
	Februari	Agustus	Tahunan	Februari	Agustus	Tahunan	Februari	Agustus	Tahunan	Februari	Agustus	Tahunan
Persentase (%)	93.74	93.51	-	94.17	94.14	-	6.26	6.49	-	5.83	5.86	-
Jumlah (Ribu orang)	131,064.31	131,050.52	-	135,611.90	135,296.71	-	8,746.01	9,102.05	-	8,402.15	8,425.93	-

Source Url: https://www.bps.go.id

Access Time: May 7, 2023, 9:53 am

BPS data shows that the unemployment rate has decreased for 2022 to 0.63 percent or a decrease of 676 thousand people over the past year. If we look at all levels of education from elementary school to undergraduate level, according to BPS data, the greatest unemployment rate has occurred at the undergraduate and diploma levels. This condition can be caused by various factors, including that a person's competence does not match industry needs, or on the other hand, someone who has a diploma or bachelor's degree hopes to earn a large salary, while the company's capabilities are relatively limited.

Enhancing competence in managing businesses by fostering creativity and innovation among individuals is the key solution to combatting unemployment. The Indonesian and Malaysian governments have undertaken diverse initiatives aiming to decrease the unemployment rate. The Indonesian and Malaysian governments are thinking about the future of the nation in improving human quality to overcome unemployment by motivating human resources from learner of age by providing entrepreneurship lesson material. The state's role in overcoming this problem is by providing entrepreneurship education to students which is included in the learning curriculum. As aspiring contributors to their nation's progress, students must contemplate and decide whether, upon completing their college education, they will seek employment or embark on creating job opportunities.

Entrepreneurship education represents a purposeful endeavor by educators to impart comprehensive knowledge of entrepreneurial strategies, equipping students with the competencies required to identify and pursue business prospects effectively. It is hoped that the entrepreneurship education provided can change a person's attitude and mindset so that they are interested in becoming an entrepreneur. Apart from entrepreneurship education, entrepreneurship training or practice is needed, such as entrepreneurship seminars and entrepreneurship practice because these seminars, which invite successful entrepreneurs, will provide motivation for someone to start a business so that interest in entrepreneurship arises, while entrepreneurship practice will provide experience and can be a driving force for running a business. or entrepreneurship.

The success of students in managing a business will have a positive impact on creating jobs for these students and jobs and business opportunities for other people. Specifically, the objectives of Entrepreneurship Learning are: (1) increasing entrepreneurial competence among students so that they have the ability to think creatively and innovatively and have far-sighted and broad insight based on their knowledge and technology, (2) understand various kinds of business activities including the fields of production, finance , Human Resources (HR) and marketing as well as (3) how to access information and markets and technology, how to form business partnerships, business strategy and ethics, as well as making a business plan or feasibility study that students need to be better prepared in managing efforts that are being implemented.

The social environment holds the potential to sway individuals or groups towards actions that alter behaviors. Serving as a platform for student interaction, shaping personalities, and impacting individual conduct, the social environment is anticipated to elevate students' enthusiasm for entrepreneurship. This interest isn't solely shaped by educational elements but also by external influences, where environmental factors play a significant role. An entrepreneurial-minded social setting will undoubtedly bolster students' inclination toward entrepreneurship. It's envisioned that fostering an entrepreneurial spirit among students within their social environment can effectively shift their mindsets towards greater post-college interest and engagement in entrepreneurship. Entrepreneurial interest is a state in which a person focuses his attention and actions on a business/entrepreneurship with feelings of joy because it brings benefits to himInterest fundamentally embodies the

acknowledgment of a connection between oneself and external elements. The intensity or proximity of this connection determines the depth of interest. An individual intrigued by an activity consistently invests attention and finds enjoyment in it. Interest extends beyond mere verbal declaration and can manifest through active involvement and participation in the said activity. Entrepreneurial interest emerges from acquiring knowledge and information about entrepreneurship, followed by active engagement to gain firsthand experience. Eventually, this experience fosters a desire to attentively consider and learn from the acquired knowledge. As well as having a feeling of joy and having the desire to be involved in risk-taking activities, to run your own business or business by taking advantage of existing business opportunities, and creating new businesses with innovative approaches. The interest in entrepreneurship is not simply possessed, but can be nurtured and developed.

Broadly, each study program at the Medan State Polytechnic and Seberang Perai Polytechnic in Malaysia includes an entrepreneurship course. Nevertheless, in its execution, there exists a disparity in the students' competencies pertaining to entrepreneurship, which is attributed to various influencing factors. The reasons include the lack of coordination between groups of lecturers in the field of entrepreneurship expertise in delivering competencies and the absence of standardized entrepreneurship learning materials. This situation causes the level of students' understanding of entrepreneurship to vary greatly so that the target number of students who are entrepreneurs are achieved.

2. Literature review

2.1 An entrepreneurship

There are still many people who think that people who work alone are called entrepreneurs. People who are called entrepreneurs have special characteristics, including having a strong personality, high self-confidence, initiative and creativity and other characters. We cannot say that people who have opened businesses such as coffee shops, rice stalls for several years and have not shown any changes for the better are entrepreneurs. As per Suryana (2014: 13), an entrepreneur is someone with the capacity to oversee resources, effectively utilizing and amalgamating them with raw materials, labor, capital, skills, and information. Entrepreneurs harness available opportunities by making bold decisions, often embracing risks that might be substantial.

2.2 Understanding Entrepreneurship

In simple terms, entrepreneurship can be defined as the ability to identify business opportunities, as well as how to set up a creative and innovative business, so that it can create valuable goods and services through empowering existing resources and obtaining rewards in the form of profits (profit) and personal satisfaction.

According to Scarborough and Zimmerer (2008: 14), entrepreneurship involves the utilization of creativity and innovation to address daily challenges and capitalize on existing opportunities. It's the practical application of creative thinking and innovative solutions to solve problems and seize daily opportunities. Carol Moore in Suryana (2008:63) said The entrepreneurial journey initiates with innovation, a process shaped by a multitude of factors that encompass both internal and external influences within an individual's realm, including education, sociology, organizational dynamics, culture, and environment. These elements collectively shape the locus of control, fostering creativity, innovation, implementation, and subsequent growth, culminating in the evolution of a successful entrepreneur. Within an individual, innovation is internally affected by factors like locus of control, tolerance, personal values, education, and experience. Simultaneously, external environmental factors influencing innovation encompass role models, activities, and available opportunities.

2.3 Definition of Entrepreneurship Learning Program

The entrepreneurial learning program is a form of application of educational institutions' concern for the progress of their nation, making their nation have the power of creativity and innovation so that they are able to create jobs for themselves and others. That the ability to develop entrepreneurship is influenced by the individual's ability to manage it. This means that the level of education and experience influences the development of a business in addition to capital and work motivation.

2.3.1 Definition of Learning Program

According to Eka Nur'aini (2012:11), a learning program refers to the structured design or organization of individual or sequential activities within the learning process. It involves a

collective effort of individuals, including teachers and students, aimed at accomplishing predetermined objectives. These objectives primarily focus on attaining learning outcomes aligned with established competency standards.

Based on Swinburne University of Technology (2011:1), learning programs encompass the strategy employed for both learning and assessing a unit of competency or a grouping of units. These programs serve as comprehensive documentation outlining an integrated process for learners. They incorporate learning objectives, derived from competency standards, detailing the content, sequence, structure of learning, and the methods for both delivery and assessment. The definition of a learning program is a learning and assessment strategy used to deliver and assess competency units. The scope of the learning program is the learning outcomes or learning objectives (derived from competency standards) and an outline of the content, sequence, learning structure and delivery and assessment methods that will be used.

This entrepreneurship learning covers two things, namely providing theory and practice. In this way, students are expected to be able to develop various creative ideas so that students are not always obsessed with becoming employees but begin to develop a mindset about creating jobs.

2.3.2 Indicators of entrepreneurial learning

The elements of learning play a crucial role in achieving success in learning endeavors. These elements form an interconnected system integral to learning activities and cannot be isolated. This perspective on learning components is presented by Rusman.(2017:12), are:

1. Learning Objectives

The learning objectives are general objectives which include competency standards and basic competencies, while the specific learning objectives are in the form of learning indicators. The purpose of this learning is intended to improve abilities, intelligence, knowledge, personality, noble character and skills to live independently and pursue education to a higher level.

2. Learning Resources

Learning resources are everything that exists outside of the individual student, complete material that can be used to create or facilitate the learning process, whatever the form, whatever the object, as long as it can be used to facilitate the learning process, then the object can be said to be a learning resource. Learning resources can be in the form of books, environments, newspapers, digital content and other sources of information.

3. Learning Strategy

Learning strategies are a method used by educators to convey information or learning materials and activities that support the completion of learning objectives and are easy to understand. Learning strategies are essentially the application of educational psychology principles for student development.

4. Learning Media

Learning media is in the form of software and hardware to assist the process of interaction between educators and students, student interaction with the learning environment and as a tool for educators to support the use of learning methods used by educators that can attract student attention.

5. Evaluation of Learning

The assessment of learning serves as a tool to measure the attainment of set objectives and to evaluate the overall process of implementing learning. Evaluation isn't merely a spontaneous or incidental assessment of an activity; rather, it's a deliberate, systematic, and purposeful activity aimed at assessing something based on explicit goals in a planned manner.

So entrepreneurship courses can function to guide and shape the entrepreneurial spirit and foster entrepreneurial attitudes and behavior so that students' interest in becoming an entrepreneur arises.

2.4 Social Environment

The environment is something that exists in the natural surroundings that has a certain meaning or influence on individuals." The connection between the environment and humans is mutually influential; the environment shapes humans, and humans, in turn, impact the environment. Similarly, within the realm of education, the environment serves as a learning asset that influences both the learning process and the development of children (Hamalik, 2009: 195).

The social environment represents a communal setting where interaction takes place among individuals, between individuals and groups, or among different groups themselves. Two types of social environments exist: primary

and secondary. The primary environment is characterized by close-knit relationships among individuals who know each other well, such as within a family, significantly impacting individual development. Conversely, the secondary environment involves individuals with mutual connections to others, yet the influence of this environment tends to be comparatively less profound.

According to Wibowo in Dewi (2017: 112) "the social environment is a community environment where interactions occur between individuals with each other, individuals with groups, or groups with groups".

The family is the first social group in human life where people learn and express themselves as social humans in their interaction with their group. In relation to the social environment, the role of the family and educational institutions is very influential in cultivating the interests and desires of a child/individual.

From the statement above, it can be concluded that the social environment is a place where a person interacts with other people, whether between individuals and each other, individuals with groups or groups with groups which can influence individual development.

2.4.1 Social Environmental Indicators

As per Purnomo's research findings (2015: 22), the criteria utilized for assessing the social environment include:

1. Indicators of the family's social environment

The family social environment is one of the social environmental factors that can influence a person's interest in entrepreneurship. The family social environment consists of several aspects as follows:

a. The method of parental upbringing significantly shapes children's learning and cognitive processes. Parenting styles vary, ranging from authoritarian approaches resembling a military regime to democratic approaches, and even families that display indifference toward individual opinions.

b. Interactions among family members, particularly between parents and children, form the pivotal relationship. To facilitate children's effective learning and achievement, fostering a positive atmosphere within the family is crucial. A supportive environment marked by understanding, affection, and guidance greatly contributes to a child's successful learning journey.

c. Children require support and empathy from their parents, emphasizing the importance of encouragement and understanding in a child's development.. Sometimes children experience weak spirits, so parents are obliged to provide understanding and encourage them, to help as much as possible with the difficulties experienced by children both at school and in society. This is important to continue to grow his self-confidence.

2. School social environment indicators

The school social environment is one of the social environmental factors that can influence a person's interest in entrepreneurship. The school social environment consists of several aspects as follows:

a. Teacher relations with students

In a good teacher-student relationship, students will like the teacher and also like the subjects they teach, so that students will try to learn as well as possible. Apart from that, teachers must also be able to motivate their students to become independent people.

b. Student-to-student relationships

Creating good relationships between students is necessary in order to have a positive influence on students. Students who have behavior or traits that are unpleasant to other friends, have low self-esteem or are experiencing inner stress will usually be ostracized from the group.

3. Indicators of the community's social environment

The social environment of society is one of the social environmental factors that can influence a person's interest in entrepreneurship. The social environment of society consists of several aspects as follows:

a. Student activities in society

In this scope, students are connected with community organizations, social and religious activities. Student activities in this community certainly contribute to these students' entrepreneurial interests.

b. Mass Media

Included in mass media are cinema, radio, TV, newspapers, magazines, books, comics and so on. All of this exists and circulates in society. Information from mass media related to entrepreneurship will certainly increase a person's interest in entrepreneurship students who follow it.

c. Hanging out friends

Influences from students' friends come in more quickly than we thought. Good social friends will have a good influence on students, and vice versa, bad social friends will have a bad influence on students.

Thus, the indicators used in this research are indicators of the family social environment, the school social environment and the community social environment.

2.5 Entrepreneurial Interest

Interest, according to Djamarah (2011: 66), is a feeling of preference and attachment to a thing or activity, without anyone telling you to. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest. Apart from that, according to Evaliana (2015: 62) interest in entrepreneurship is a feeling of interest in creating a business with the abilities you have and the courage to take risks. It can be concluded that interest in entrepreneurship is the desire that exists within a person to work hard to create a business with the abilities they have so that they dare to take risks.

Daryanto (2013:23) defines interest in entrepreneurship as the desire and ability to have the courage to meet life's needs, solve life's problems and advance business or create new businesses with the strengths that exist within oneself. Therefore, it can be concluded that interest in entrepreneurship is the desire, interest and willingness to work hard or have a strong will to be independent or try by doing or doing activities that lead to a choice in the field of entrepreneurial work to fulfill one's life needs without feeling afraid of the risks that will occur. and always learn from the failures experienced.

2.5.1 Entrepreneurial Interest Indicators

According to Safari in Nurhadifah (2018:24), "general interest is a feeling of joy, student interest, attention and involvement." Guided by interest indicators, the indicators of interest in entrepreneurship in this research are described as follows:

1. Feelings of joy

Someone with a genuine passion for the business world will feel naturally inclined to pursue further studies in business without feeling coerced or obligated to do so.

2. Someone's interest

Acquiring diverse business-related information fosters a person's enthusiasm to apply their knowledge by engaging in entrepreneurial ventures.

3. Someone's involvement

Someone's passion for entrepreneurship leads to their happiness and eagerness to actively participate in entrepreneurial endeavors.

2.6 Conceptual Framework

Based on the description above, the conceptual framework in this study can be described as follows:

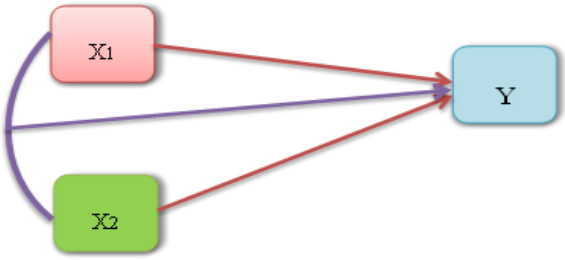

Figure 1. *The Influence of Entrepreneurship Learning and the Social Environment on Students' Entrepreneurial Interests*

Information :

X_1 = Entrepreneurial learning

X_2 = Social environment

Y = Interest in entrepreneurship

3. Research Methods

3.1 Research Data Analysis

Quantitative methods, employing numerical data, were utilized in this research. The chosen data analysis model for this study is multiple linear regression analysis. This analytical approach aims to assess the impact of entrepreneurial learning elements and the social environment on students' entrepreneurial interest.

$$\mathbf{Y = a + b1\ X_1 + b2X_2 + e}$$

Information :

X_1,X_2 = Entrepreneurship Learning and the Social Environment

Y = Interest in entrepreneurship

e = error

3.2 Research Location

This research will be carried out at the Medan State Polytechnic and the Seberang Perai Polytechnic, Malaysia, with respondents taken from 5th semester students.

3.3 Research Population and Sample

3.3.1 Population

As per Sugiyono (2017: 80), a population refers to a broad category encompassing subjects or objects possessing specific qualities and characteristics identified by researchers for study and subsequent drawing of conclusions. The population in this study were 94 students of the Medan State Polytechnic, Business Management study program, semester 5, and 150 students of the Seberang Perai Polytechnic, Malaysia, in the field of Commerce, bringing the total population to 244 people.

3.3.2 Research Sample

As per Sugiyono (2017: 81), a sample represents a portion of the population characterized by its quantity and attributes. Probability sampling is employed as the sampling technique, and the determination of the sample size involves using the Slovin formula through specific calculations as :

$$n = \frac{N}{1 + N(e)2}$$

Information :

n =sample size

N= total population

e= Percentage of error in sampling, e = 5 %

Based on the calculation of the number of samples using the Slovin formula, the number of samples was 151 students. The sample distribution was divided by 2 for each polytechnic, namely: 75 Polmed students were taken and 76 students were taken from the Seberang Perai Polytechnic students.

4. Results and Discussion

4.1 Research result

4.1.1 Classic Assumptions Test

1. Normality Test

In this study the normality test used was the Kolmogorov-Smirnov test. The criteria for this normality test are by looking at the probability value (significance). If the probability value (sig) is > 0.05 then it can be said that the data is normally distributed. Based on table 5.6, it is known that the Exact Sig (2-tailed) value is 0.200, meaning that this value is greater than 0.05 so that this research data can be said to be normally distributed (sig: 200 > 0.005).

2. Multicollinearity Test

To detect whether there are symptoms of multicollinearity between independent variables, it can be seen from the Tolerance and Variance Inflation Factor (VIF) values. The value used for Tolerance is > 0.1 and the VIF value is < 10. So the results of the data analysis show that the Tolerance value is: 0.363 > 0.1 and VIF: 2.758 < 10, so it can be concluded that there is no influence between the independent variables or there is no multicollinearity. between independent variables.

3. Heteroscedasticity Test

To detect symptoms of heteroscedasticity is the Glesjer test. The Glesjer test is carried out by regressing the absolute value of the residual with the independent variable. So that the significance value obtained (0.000) in the results of data processing with SPSS using the Glesjer Test is greater than 0.05. So it can be concluded that the regression model in this study does not have heteroscedasticity.

4.1.2 Partially Significant Test

The results of the partial significant test analysis are as follows,

1. Entrepreneurial learning (X1) has a positive effect on interest in entrepreneurship (Y). This can be seen from the calculated t value (3.359) > t table value (1.655) as well as the significant value (0.001) < 0.05 meaning that the variable Entrepreneurship learning partially influences students' entrepreneurial interest (Case Study of Malaysian Polmed and PSP Students).

2. Social environmental variables (X2) have a positive effect on interest in entrepreneurship (Y). This can be seen from the calculated t value (10.923) > t table value (1.655) and the significant value (0.000) < 0.05, meaning that social environmental variables partially influence interest. student entrepreneurship (Case Study of Malaysian Polmed and PSP Students).

4.1.3 Simultaneous Significant Test

The results of the simultaneous significant test showed that by using the limit □ = 0.05, the Ftable value was 3.06. Therefore, F count > F table with a significance level of 0.000 < 0.05, it is concluded that the independent variables (entrepreneurship learning and social environment) simultaneously and

significantly influence the dependent variable (entrepreneurial interest of Polmed and PSP students).

4.1.4 Coefficient of Determination

The coefficient of determination R2 obtained is R2 = 0.776. This value means that all independent variables (entrepreneurship learning and social environment) have influenced interest in entrepreneurship by 77.6% and the remaining 22.4% is influenced by other factors not examined in the research and this can be used as further research for these variables. other variables.

4.2 Discussion

This is shown from the results of testing research variables which show that:

1. Entrepreneurial learning (X1) has a positive and significant influence where the value of Tcount is 3.359 > Ttable 1.655 on interest in entrepreneurship with a significance level of 0.001 < 0.05. The results of descriptive analysis of entrepreneurship learning variables show that students agree with the learning sequence with objectives, sources, strategies, media, and learning evaluation in entrepreneurship learning. Entrepreneurship learning is a deliberate effort made by educators to educate students about entrepreneurship so that students have the knowledge and skills needed to carry out entrepreneurship.
2. The social environment (X2) has a positive influence of 10.923 > 1.655 and is significant on interest in entrepreneurship with a significance level of 0.000 < 0.05 so that the one that has the greatest influence is the Social Environment. The results of descriptive analysis of social environmental variables show that the majority of students are in a social environment that can foster interest in entrepreneurship. The social environment is a place where each student interacts and influences each other, be it between individuals and each other, individuals and groups or groups and groups which will influence individual development. The different social environments of family, school and society will have a certain influence on students. So the social environment plays an important role.
3. Based on the F test results obtained from this research, it is known that the calculated F value is 200.004. So the calculated F value (260,873) > F table (3.06) so that Ha is accepted and H0 is rejected. It can be concluded that the hypothesis states that the independent variables (entrepreneurial learning and social environment) simultaneously and significantly influence the dependent variable (entrepreneurial interest).
4. Based on the results of the coefficient of determination test (R2) which aims to see the magnitude of the relationship between the two independent variables, namely entrepreneurial learning (X1) and the social environment (X2), on the dependent variable, namely interest in entrepreneurship (Y), shown by the value of the determinant coefficient (R2) of 0.776. This value means that all independent variables, namely entrepreneurial learning and the social environment, simultaneously influence interest in entrepreneurship by 74.5%, the remaining 25.5% is influenced by other variables.
5. Of the two variables that influence the decision regarding interest in entrepreneurship, the most dominant variable is the social environment variable at 0.853 or (85%) and the entrepreneurial learning variable at 0.244 or (24.4%).

4. Conclusion

Based on the processing of research data, it can be concluded that the variable (X1) Entrepreneurship Learning partially has a significant effect on students' entrepreneurial interest in students at the Medan State Polytechnic, Indonesia and the Seberang Perai Polytechnic, Malaysia when looking at the indicators for learning objectives, learning resources, learning strategies , learning media, and learning evaluation. Meanwhile, variable (X2) Social Environment partially has a significant effect on students' interest in entrepreneurship. Students at Medan State Polytechnic, Indonesia and Seberang Perai Polytechnic, Malaysia, look at the indicators for the family social environment, school social environment and community social environment. Meanwhile, entrepreneurial learning and the social environment simultaneously have a significant effect on students' interest in entrepreneurship. Students at the Medan State Polytechnic, Indonesia and Seberang Perai Polytechnic, Malaysia are seen from their interest in the world of entrepreneurship and involvement in entrepreneurship.

Acknowledgements

We would like to express our gratitude to the various parties who have been involved and participated in completing this research. We would also like to express our thanks to the research team and the Seberang Perai Polytechnic, Malaysia as well as the entire academic community at the Medan State Polytechnic who have provided financial assistance to complete this research.

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