

# **Antecedents of Entrepreneurial Interest among Vocational High School Students in Kediri, East Java, Indonesia**

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## **Abstract**

This research aimed to know the effect of need for achievement and internal locus of control on entrepreneurial interest mediated by entrepreneurial attitude. This research employed correlational research design. Population consisted of 210 students of Vocational High Schools in Marketing Expertise Program throughout city of Kediri, East Java Province, Indonesia. Sample of research were 131 students taken by using proportionate random sampling. Research findings revealed that all of variables influenced positively and significantly, except internal locus of control which gave negatively significant effect on entrepreneurial interest. The effect of entrepreneurial attitude on entrepreneurial interest was found to be the strongest one.

**Keywords:** Need for achievement, Internal Locus of Control, Entrepreneurial Attitude, Entrepreneurial Interest.

## **1. Introduction**

The number of population in Indonesia that reach 255,461,700 citizens should be bring some benefits, such as the availability of human resources for productive sectors. In fact, the data from Indonesia Central Bureau of Statistics recorded that the total of Indonesian educated unemployment on February 2016 are 7,024,172 people (<https://www.bps.go.id/linkTabelStatis/view/id/972>). One of city which contributes educated unemployment in Indonesia is Kediri, East Java Province through open unemployment level

percentage in 7.66% (Adakitaneews, 2015). This unemployment comes from Vocational High School students. A famous sociologist McClelland (2007) stated that a country can be called as prosperous ones when there are at least 2% entrepreneurs from the total of all the citizens. However, in reality the ratio of entrepreneur in Indonesia just around 1.67% per August 2016 (Dipta in Al-Hafiz, 2016). Thus, entrepreneur is one of a good alternative carrier to the most students who graduated from Vocational High School. So, it can help Kediri's city government to decrease the rate of unemployment by growing entrepreneurial interest to them. There are four Vocational High Schools which have Marketing Expertise Program with accreditation level A used as location of research to find out students entrepreneurial interest.

The problem is that how entrepreneurial interest can be developed among students, so enable them to be self-employed after graduated. According to review of literature, there are two antecedent variables that are predicted affect the entrepreneurial interest. These are students' need for achievement and internal locus of control. Consequently, in this research it will be explored to what extent these two antecedents affect the entrepreneurial interest. Moreover, from psychological perspective, the role of attitude takes action as an essential part for individual behavior foundation. In this research, it will be examined to what extent the role of students' entrepreneurial attitude mediated the effect of the antecedents on the entrepreneurial interest.

## **2. Literature Review**

### *2.1. Entrepreneurial Interest*

Entrepreneurial interest is student's attention and feeling to create an effort with his/her own ability and brave to take risks. One of someone entrepreneurial interest shaper is attitude. Wijaya (2008) asserted that attitude is the basic formation for intention. It is supported by the Theory of Planned Behavior (TPB) that explained entrepreneurial interest predicts its behavior and intention that predicted by attitude towards entrepreneurship decision to starting new business as mentioned by Ajen (1991). The entrepreneurial attitude is an inclination to interact affectively to perceive the risk that faced in business world and built someone interest to be an entrepreneur in the future. The result of research (Schward et al., 2009) discovered that there is positive relationship between entrepreneurial attitude and entrepreneurial interest. Furthermore, the research findings by Luthje and Franke (2003) revealed that entrepreneurship is really related with the intention to begin new business. So, it can be called that if the student's entrepreneurial attitude is higher, the student's intention to be an entrepreneur will be stronger too (Souitaris et al., 2007).

### *2.2. Need for Achievement*

Every Vocational High School students have different entrepreneurial interest. This differentiation can happen because there are many factors, and some of them are need for achievement and locus of control to be an entrepreneur. The research finding that has been done by Sesen (2013) stated that need achievement and locus of control was correlated toward entrepreneurship interest. If the factors is higher in the students self, it will increase the possibility of the students to become an entrepreneur. Need for achievement is an effort to obtain the success in a competition within a certain circumstances (Srimulyani, 2013). The students with higher need for achievement have strong desire to get the success and as the consequence they will have entrepreneurial attitude that will create their interest to be an entrepreneur. The study that has been done by Elali and Al-Yacoub (2016) revealed that need for achievement is the most important factor that influences a desire or interest the youth of Kuwait for having their own business or not. In addition, Uddin and Bose (2012) research stated that need for achievement was giving positive and significance correlation toward

entrepreneurial interest. Another research from Tong et al. (2011) uttered that need for achievement and family business background also gave positive and significance correlation toward entrepreneurship interest.

### 2.3. *Internal Locus of Control*

Internal locus of control is an individual level to believe that they are the destiny decision maker (Robbins and Judge 2008). Furthermore, an entrepreneur should have strong internal locus of control. If someone has internal locus control in their self, they will get high achievement or performance. So, their own potential skill can be really used more creative and productive. For instance, internal locus of control can surely increase their entrepreneurial interest. The research findings from Hermawan et al. (2016) explained that the high and low of entrepreneurial interest from someone was influenced by their internal locus of control. Furthermore, the research findings by Goksel and Aydintan (2011) stated that entrepreneurial interest was more influenced by internal locus of control than another factors. Another research by Dinnis et al. (2013) revealed that locus of control (LC) have significance relation toward entrepreneurship interest. Moreover, a complete model of factors related to entrepreneurial intention is done by Fereira et al. (2012).

### 2.4. *Entrepreneurial Attitude*

Attitude is an essential foundation of individual behavior reflected to his or her actions. Improving the quality of attitude is considered as critical mainly for educational institutions that have a responsibility to contribute enhancing good characters for students to be able to well-behaved. One mission for business and management vocational senior high schools is to develop entrepreneurial attitude for students, since it is relevant with learning outcomes of course content materials delivered. From previous research study, it is found that entrepreneurial attitude is related to entrepreneurial training or education, achievement motivation, and confidence (Fani, et al., 2013; Yacub, et al., 2015). It is also found that entrepreneurial attitude will affect the consideration of taking risk (Wisniewska, et al., 2015), and it is related to entrepreneurial intentions (Fitzsimmons and Douglas, 2005). The students' attitude towards entrepreneurship can be induced during the process of learning both in class and entrepreneurship practicum activities. As mentioned by Kusmintarti et al. (2014), there is a relationship between entrepreneurial attitude and entrepreneurial intention, as supported by Theory of Planned Behavior (Ajzen, 1991).

Based on previous study above, there are seven hypotheses as presented in Table 1.

Table 1. Research Hypotheses

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1. There is the effect of need for achievement on entrepreneurial attitude
  2. There is the effect of internal locus of control on entrepreneurial attitude
  3. There is the effect of need for achievement on entrepreneurial interest
  4. There is the effect of internal locus of control on entrepreneurial interest
  5. There is the effect of entrepreneurial attitude on entrepreneurial interest
  6. There is the effect of need for achievement on entrepreneurial interest mediated by entrepreneurial attitude
  7. There is the effect of internal locus of control on entrepreneurial interest mediated by entrepreneurial attitude
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### 3. **Research Method**

This research employed quantitative correlational research design. The main characteristic is to explain the relationships among variables as displayed in Figure 1.

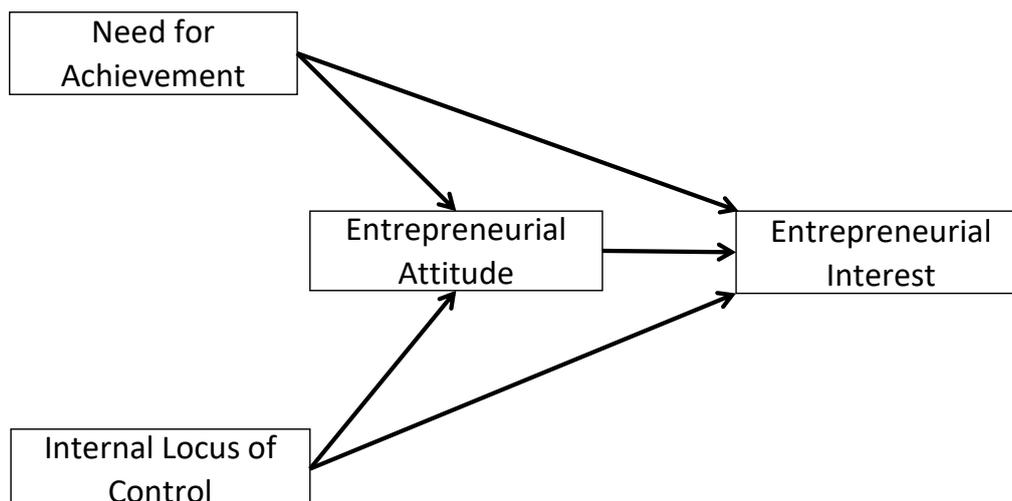


Figure 1

## Relationship among Variables

The populations in this research are 210 students of the 12<sup>th</sup> graders in Marketing Expertise Program from city of Kediri, East Java Province, Indonesia. The reason for choosing the 12<sup>th</sup> graders in Marketing Expertise Program because they have already finished entrepreneurship training and education lesson, and they have learned deeply about entrepreneurship knowledge and developed entrepreneurial skills. The population was from four Vocational High Schools with accreditation level A. Respondents are 131 students counted by using Isaac and Michael formula (in Sukardi, 2004) taken by using proportionate random sampling. Distribution of population and sample from each school can be seen in Table 2.

Table 2. Distribution of Population and Sample

No.	Schools	Population	Sample
1.	SMKN 2 Kediri Indonesia	65 Students	41 Students
2.	SMK PGRI 2 Kediri	72 Students	45 Students
3.	SMK Pawayatan Daha 1 Kediri	58 Students	36 Students
4.	SMK Pawayatan Daha 2 Kediri	15 Students	9 Students
Total		210 Students	131 Students

The instruments used in this research were questionnaires to measure need for achievement, internal locus of control, entrepreneurial attitude, and entrepreneurial interest that employed Likert scale with 5 options ranging from Strongly Disagree (SD) up to Strongly Agree (SA). Measurement of variables employed and adapted instruments that have been widely used in previous research indicated high alpha Cronbach's coefficient. The questionnaire for need for achievement has coefficient of alpha Cronbach 0.76 (Indiarti et al., 2010), and 0.75 (Muthee and Thomas, 2009). The questionnaire for internal locus of control has coefficient of alpha Cronbach 0.79 (Craig et al., 1984), and 0.65 (Dinis et al., 2013), and 0.67 (Lavenson, 1973). The questionnaire for entrepreneurial attitude has coefficient of alpha Cronbach 0.89 (Linan and Chen, 2009), and 0.77 (Robinson et al. 1991). The questionnaire for entrepreneurial interest has coefficient of alpha Cronbach 0.54 (Indarti et al., 2010), and 0.94 (Linan and Chen, 2009), and 0.84 (Laviolette et al., 2012). In this research, based on reliability instrument testing done to 30 respondents found that the coefficient of Cronbach's Alpha consisted of 0.81 for need for achievement, 0.82 for internal locus of control, 0.74 for entrepreneurial attitude, and 0.84 for entrepreneurial interest. Then, path analysis was used to analyze data that employed software of Lisrel Version 8.8 for Windows to examine research hypotheses.

#### 4. Research Findings

Demographic characteristics of respondents are based on schools, age, and gender as presented in Table 3.

Table 3. Demographic Characteristics Data

No.	Demographic Characteristics	No. of Students	Percentage	
1.	Schools	SMKN 2 Kediri	41 Students	31%
		SMK PGRI 2 Kediri	45 Students	34%
		SMK Pawyatan Daha 1 Kediri	36 Students	28%
		SMK Pawyatan Daha 2 Kediri	9 Students	7%
2.	Age	17 years	50 Students	38%
		18 years	73 Students	56%
		19 years	7 Students	5%
		20 years	1 Student	1%
3.	Gender	Male	6 Students	95%
		Female	125 Students	5%

From Table 3 above, it can be seen that the majority of students' demographic characteristics are female since that vocational high schools in the area of marketing expertise were dominated by female, and most of them are at 17 and 18 years of old.

Descriptive results of response given by respondent for each variable are presented in following tables. Table 4 shows mean score for each item for need for achievement variable.

Table 4. Mean Score for Need for Achievement

No.	Item	Mean Score
1.	I will do a difficult assignment very well which has something to do with my study and job	4.18
2.	I enjoy finishing my study assignment, though it's difficult and takes time	3.73
3.	I'll be responsible towards my job or assignments	4.47
4.	I like reading all kinds of books	3.51
5.	I'm willing to spend my time to do my assignments	3.63
6.	I enjoy concentrating to my assignments, though it takes most of my time	3.65
7.	I will do my best to fix my previous performance	4.51
8.	When I know other people reach success, I am motivated to do something with a better way	4.63
9.	I like reading incredible people's biography to study how they overcome their problems and achieve great things in life	3.89
10.	I never leave my assignments if it's not finished yet	3.94
11.	I will work hard to do something better than my friends do	4.41
12.	I always work hard to be among my best friends	4.14
Overall Mean Score		4.06

According to Table 4 above, it can be seen that the variable of need for achievement has overall mean in the amount of 4.06 out of 5 points scale. Therefore, we can conclude that students' need for achievement is classified as good.

Table 5 shows mean score for each item for locus of control variable.

Table 5. Mean Score for Internal Locus of Control

No.	Item	Mean Score
1.	I can be a leader depends on skills that I have	4.18
2.	I have belief that working hard will bring success	4.49
3.	I have belief that my wish that I get is the result of hard working	4.44
4.	I prefer to create an opportunity rather than wait for it	4.21
5.	When I make a plan, I believe I can make other people work	3.79
6.	I'm ready to receive positive and negative consequence from decisions and actions that I do	4.20
7.	I have belief that many events in my life have been influenced by myself	4.29
8.	Most of my failure that I get depend on how big my effort	4.27
9.	I am responsible on handling my mistakes	4.33
10.	I believe that I can overcome my problems in the future	4.23
Overall Mean Score		4.24

According to Table 5 above, it can be seen that the variable of internal locus of control has overall mean in the amount of 4.24 out of 5 points scale. Therefore, we can conclude that students' internal locus of control is classified as good.

Table 6 shows mean score for each item for entrepreneurial attitude.

Table 6. Mean Score for Entrepreneurial Attitude

No.	Item	Mean Score
1.	Among so many careers, I prefer to be an entrepreneur	4.23
2.	Being an entrepreneur is a thing that I'm really into	4.24
3.	Being an entrepreneur will bring many satisfactions for me	4.22
4.	I believe that being an entrepreneur will bring many advantages for me	4.27
5.	I feel happy creating business opportunities by myself	4.33
6.	I always work hard to be the best in my field	4.44
7.	I believe that being success, entrepreneur must spend their time to plan their business future	4.19
8.	I believe that one of the key of success on business is not to procrastinate things	4.47
Overall Mean Score		4.30

According to Table 6 above, it can be seen that the variable of entrepreneurship attitude has overall mean in the amount of 4.30 out of 5 points scale. Therefore, we can conclude that students' entrepreneurial attitude is classified as very good.

Table 7 shows mean score for each item for entrepreneurial interest.

Table 7. Mean Score for Entrepreneurial Interest

No.	Item	Mean Score
1.	I will choose a career as an entrepreneur	4.14
2.	I prefer being an entrepreneur rather than as an employee	4.28
3.	I have a strong interest to start my business in the future	4.24
4.	I'm determined to create business in the future	4.29
5.	I'm thinking to start to my business in the future	4.15
6.	I save my money to start my business	3.97

7.	I'm looking for information about how to create my own business	4.09
8.	I'm ready to do everything to be an entrepreneur	3.85
9.	My professional goal is being an entrepreneur	4.11
10.	I will do all efforts to start and run my business	4.17
11.	I spend my time to study how to create my own business	3.96
Overall Mean Score		4.11

According to Table 7 above, it can be seen that the variable of entrepreneurship interest has overall mean in the amount of 4.11 out of 5 points scale. Therefore, we can conclude that students' entrepreneurship interest is classified as good.

Result of path analysis showing the relationship among variables is presented in following Figure 2.

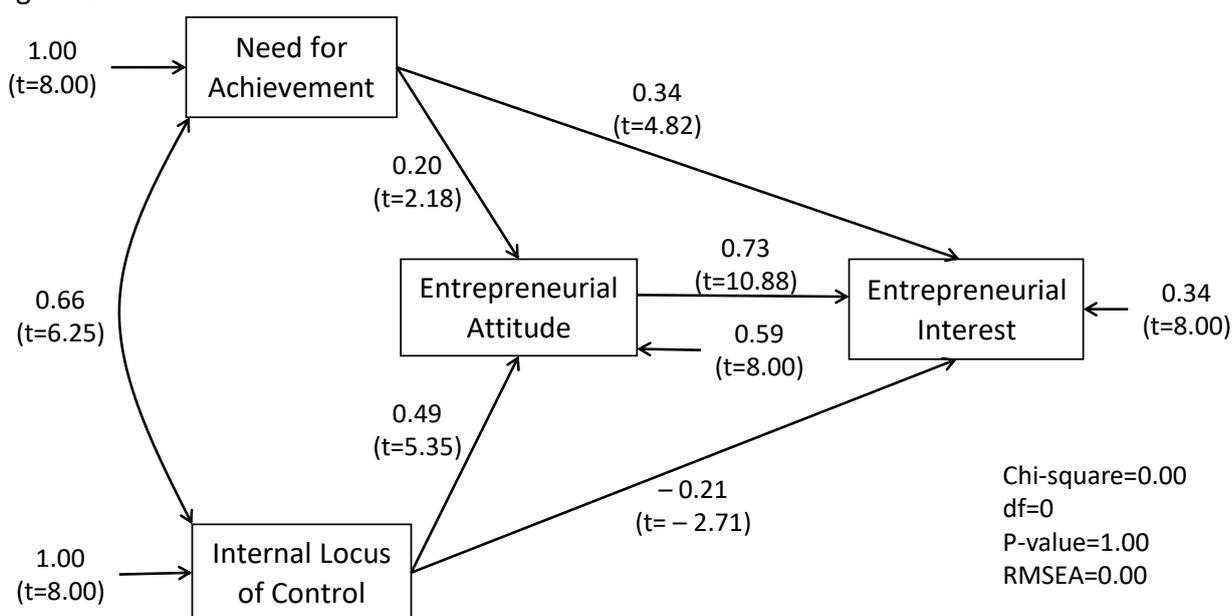


Figure 2

Results of Path Analysis

Based on the Figure 2 above, it can be discovered that all relationships show significant positive relationships, except the relationship between internal locus of control and entrepreneurial interest shows a negative relationship. All of goodness of statistics shows that coefficients meet the criteria, and it means that the results can be used to examine the hypotheses proposed in this research. The result of hypotheses testing is shown in Table 8.

Table 8. Hypotheses Testing

No.	Hypotheses	Empirical Results
1.	The effect of need for achievement on entrepreneurial attitude	Supported, Positive Relationship
2.	The effect of internal locus of control on entrepreneurial attitude	Supported, Positive Relationship
3.	The effect of need for achievement on entrepreneurial interest	Supported, Positive Relationship
4.	The effect of internal locus of control on entrepreneurial interest	Supported, Negative Relationship
5.	The effect of entrepreneurial attitude on entrepreneurial interest	Supported, Positive Relationship

6.	The effect of need for achievement on entrepreneurial interest mediated by entrepreneurial attitude	Supported, Positive Relationship
7.	The effect of internal locus of control on entrepreneurial interest mediated by entrepreneurial attitude	Supported, Positive Relationship

## 5. Discussion

### 5.1 *The Effect of Need for Achievement on Entrepreneurial Attitude*

The result of analysis shows that need for achievement has positive impact on entrepreneurial attitude of students. The result of this research is in line with previous research done by Asmara et al. (2016) presenting that the strongest positive effect is found on the need for achievement effect on entrepreneurial attitude. It is also relevant with the research conducted by Nishantha (2009). Based on the descriptive results, this finding shows that the need for achievement owned by students considerably has good criteria. They really have high need for achievement in doing entrepreneurship activities. Wade and Travis (2008) pointed out that in order to achieve certain necessity standard and excellent personality in a certain field; accordingly students have to have need for achievement that is a motive learnt purposively. Theoretically, a person has a motivation to work because there is a need to produce an achievement. A person who has high need for achievement will always be ready to take responsibility since it is a form of his work consequence. The person is brave to take the risk, always seek for the information to measure his development. The characteristics of the need for achievement discussed above are very important for the people who want to improve themselves, specifically for entrepreneurs. This happens because individuals with high achievement needs tend to target a difficult thing and make a risky decision (Griffin and Moorhead, 2013). Based on the explanation above, if someone seriously wants to be an entrepreneur, so automatically they will have positive attitude toward entrepreneurship.

### 5.2 *The Effect of Internal Locus of Control on Entrepreneurial Attitude*

The result of analysis shows that internal locus of control has positive impact on entrepreneurial attitude. Similar previous research has ever been done by Luthje and Franke (2003). They stated that personality traits in terms of risk taking propensity and internal locus of control have a great effect on entrepreneurial attitude. Based on the descriptive results, this research shows that internal locus of control owned by students is considered good. These criteria explained that they have internal locus of control in doing business. Internal locus of control is one of the people's confidence in which everything happens is a result from the effort done by them. Birdthistle, et al. (in Gurol and Atsan, 2006) stated that entrepreneurs have to have internal locus of control. Someone who has internal locus of control looks more diligent and tough, and never gives up in carrying the duty even though it looks so difficult (Birdthistle, 2008). People who have internal aspect believe that their result and attitude is caused by factor within their selves. The internal factor is the confidence toward the ability, the bigger interest and being perseverance. This thing happened because that there is a belief in choosing the career by believing that everything happened in this life is determined by their own effort and attitude. Based on the explanation above, the internal locus of control belongs to the entrepreneur that finally shape entrepreneurial attitude.

### 5.3 *The Effect of Need for Achievement on Entrepreneurial Interest*

The result of analysis shows that need for achievement has positive impact on entrepreneurial interest. The result of this research is in line with previous research conducted by Uddin and Bose (2012) explaining that there is a significant correlation between need for achievement and entrepreneurial interest. Then, finding of research done by Sesen (2013) stating that need

for achievement, locus of control and self-efficacy has positive correlation toward entrepreneurial interest. Based on descriptive result, this research shows that the need for the achievement owned by students is considered in good criteria. These criteria indicate that they have high need for achievement in doing the business. Need for the achievement becomes a strong push to the person who wants to succeed. Students with high need for achievement tend to always work hard so that they are able to gain the achievement with the best score. Sesen (2013) revealed that an individual who has high need for achievement will respect his responsibility more, solve the problem independently, bravely take the risk, and have strong interest toward the result which is gained based on the effort and decision. This statement accordingly suits the characteristics of an entrepreneur. An entrepreneur is a person who is brave to take the risk in creating a business in many opportunities (Kashmir, 2007). A person who has the need for achievement will be motivated to have interest to become an entrepreneur. The research findings from Elali and Al-Yacoub (2016) said that need for achievement is a crucial factor to influence the eagerness or interest to be an entrepreneur.

#### *5.4 The Effect of Internal Locus of Control on Entrepreneurial Interest*

The research finding shows that internal locus of control directly has negative significant effect on entrepreneurial interest for vocational high school students under this study. Dinnis et al. (2013) explained that locus of control has significance relation toward entrepreneurial interest. Furthermore, the research conducted by Goksel and Aydinian (2011) in which they found that the entrepreneurial interest is much more influenced by locus of internal factor rather than the other factor. Based on descriptive analysis, this research shows that the internal locus of control owned by students is considered in good criteria. This criteria show that the students has high internal locus of control in doing entrepreneurship business. However, this internal locus of control has a negative relation or has opposite way with the entrepreneurial interest. The research findings which conducted by Hermawan et al. (2016) revealed that the high or low of entrepreneurial interest within someone is influenced by internal locus of control they have. The finding of this research in terms of the relationship direction between internal locus of control and entrepreneurial interest is found to be contradictory with previous research findings.

Directly, because in the internal locus of control research has negative relation or opposite direction toward entrepreneurial interest, so it can be said that the higher the internal locus of control that the students have, the lower the entrepreneurial interest that the students have when choosing the entrepreneurship career. The negative effect found in this research happened is guessed because of the external factors that influence students' mindset. The factors happen because there is a belief that everything happens because of the luck, destiny, and another external factors (Ivancevich et al., 2006). From that external factor caused the low of student's motivation to increase their own entrepreneurial interest. Additionally, if they get failure in doing business, they will just helpless, easy to give up, and blame the condition. So, someone who has high external locus control in entrepreneurship interest is easily become lower.

#### *5.5 The Effect of Entrepreneurial Attitude on Entrepreneurial Interest*

The research finding shows that entrepreneurial attitude has positive effect on entrepreneurial interest. It can be said that the higher the entrepreneurial attitude owned by students, the stronger students' intention to be the entrepreneur is. Previous study done by Pretheeba (2014) revealed that male and female students have the same positive attitude about being entrepreneur. Besides, the finding of the research done by Schwarz et al. (2009),

and Souitaris et al. (2007) revealed that there is a positive effect of entrepreneurial attitude on the entrepreneurial interest. Then, findings of research conducted by Firmansyah et al. (2016) stating that entrepreneurial attitude has positive impact on entrepreneurial intention. Based on descriptive result, this research shows that entrepreneurial attitude owned by students is considered in very good criteria. Lindsay (2005) explained that entrepreneurial attitude is a concept owned by individual in terms of affection, perception, and tendency toward entrepreneurship. The entrepreneurial attitude is seen as a better approach to describe entrepreneurship from personality or demographic characteristics (Robinson et al., 1991). One of attitude and knowledge of certain individual to begin something new is an ability to create a new business. Based on the planned behavior theory, it is stated that attitude toward entrepreneurship is one of factors that shape the intention of an individual and then directly influence to the behavior. Therefore, the understanding of individual's intention to perform as entrepreneur reflects the tendency of the individual to build up the real work (Ajzen, 2005). In line with this, Luthje and Franke (2003) conveyed their research that the attitude toward entrepreneurship is really related to the intention to start a new business.

#### *5.6 The Effect of Need for Achievement on Entrepreneurial Interest mediated by Entrepreneurial Attitude*

Research finding revealed that there is indirect effect of need for achievement on entrepreneurial interest where entrepreneurial attitude take a role as mediating variable of the relationship. It can be said that the higher the need for the achievement that the students have, the better the entrepreneurial attitude the students have, and the higher the students' interest in entrepreneurship is. The constructive value explained that the students have responsibility in every work, learning motivation, brave in taking the risk, and being motivated to always do something in better way. This can give influence toward the students' interest with entrepreneurship, self-confidence, and work enthusiasm that finally will affect the activities and what the students want both in carrying their business or in planning to start a new business.

#### *5.7 The Effect of Internal Locus of Control on Entrepreneurial Interest mediated by Entrepreneurial Attitude*

Research finding revealed that there is indirect effect of internal locus of control on entrepreneurial interest where entrepreneurial attitude take a role as mediating variable of the relationship. It can be said that the higher the internal locus of control owned by the students, the better the students entrepreneurial attitude is, and the higher the students' interest in entrepreneurship is. Although there is a negative effect directly of internal locus of control on entrepreneurial interest, but indirectly there is positive effect if it is mediated by the entrepreneurial attitude. Here, it can be pointed out that the entrepreneurial attitude is a central mediating variable that should be considered essential. The positive value explained that the student has a belief in their ability, the effort, and the hard work. These things affect to the students entrepreneurial interest, confidence, and great work enthusiasm. This finally will influence what the students want and what the students do in entrepreneurship. Also, it influences on how they plan to start new business.

### **6. Conclusion**

Research findings revealed that need for achievement and internal locus of control directly and positively influence toward entrepreneurial attitude and accordingly the higher the need for achievement and internal locus of control owned by the students, the greater entrepreneurial attitude the students have. Furthermore, need for achievement directly gives

positive impact toward the interest for being entrepreneur among students. So, if the need for achievement is higher, the chance for the students to have interest for being entrepreneur is also higher. Interestingly, research finding shown that the internal locus of control directly has negative effect toward the student's interest about being an entrepreneur. So, it can be said that if the internal locus of control owned by the students is higher, the interest of the students to be an entrepreneur may likely decrease. It is suggested for further research to explore more deeply regarding this finding to examine its relationship consistency in different context. It is also revealed that the entrepreneurial attitude take a role as an essential mediation variable to mediate the effect of need for achievement and internal locus of control on entrepreneurial interest. All the effect of both antecedents mediated by entrepreneurial attitude provides positive impact on entrepreneurial interest. It means that if the students have a higher entrepreneurial attitude, the entrepreneurial interest also becomes higher. It is recommended for schools that carry out entrepreneurship education program have to consider developing entrepreneurial attitude among students.

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