

THE INFLUENCE OF ENTREPRENEURIAL KNOWLEDGE AND CREATIVITY ON THE ENTREPRENEURIAL INTEREST OF TWELFTH GRADE STUDENTS AT UPT SMA NEGERI 3 SIDENRENG RAPPANG

HASNADIA RUSDY

Entrepreneurship Study Program, Makassar State University
Correspondensi author email: hasnadiarusdy@gmail.com

MUHAMMAD JUFRI

Entrepreneurship Study Program, Makassar State University
muhammad.jufri@unm.ac.id

ASMAYANTI

Entrepreneurship Study Program, Makassar State University
asmayanti@unm.ac.id

AGUS SYAM

Entrepreneurship Study Program, Makassar State University
agus.syam@unm.ac.id

SUMIATI TAHIR

Entrepreneurship Study Program, Makassar State University
tahir.sumiati@gmail.com

Abstract

The purpose of this study was to determine the effect of entrepreneurial knowledge and creativity on entrepreneurial interest in class XII students of SMA Negeri 3 Sidenreng Rappang. The independent variables in this study are entrepreneurial knowledge and creativity while the dependent variable is entrepreneurial interest. The population in this study were all class XII students of SMA Negeri 3 Sidenreng Rappang for the period of 289 students. While the sample in this study was 75 respondents using random sampling technique. Data collection was carried out by distributing a list of questions (questionnaires) to respondents. The data analysis technique used was multiple linear regression analysis using SPSS software. Based on the results of the analysis and discussion, it can be concluded that: The Entrepreneurial Knowledge variable (X₁) partially influences the dependent variable, namely Entrepreneurial Interest (Y). Furthermore, the Creativity variable has a partial effect on the dependent variable, namely Entrepreneurial Interest (Y). The Entrepreneurial Knowledge variable (X₁) and Creativity (X₂) simultaneously influence the dependent variable, Interest in entrepreneurship (Y).

Keywords : Entrepreneurial Knowledge, Creativity, and Entrepreneurial Interest.

Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh pengetahuan kewirausahaan dan kreativitas terhadap minat berwirausaha pada Siswa kelas XII SMA Negeri 3 Sidenreng Rappang. Variabel bebas pada penelitian ini adalah pengetahuan kewirausahaan dan kreativitas sedangkan variabel terikatnya adalah minat berwirausaha. Populasi dalam

penelitian ini adalah seluruh siswa kelas XII SMA Negeri 3 Sidenreng Rappang periode sebanyak 289 siswa. Sedangkan sampel dalam penelitian ini sebanyak 75 responden menggunakan teknik random sampling. Pengumpulan data dilakukan dengan menyebarkan daftar pertanyaan (kuesioner) kepada responden. Teknik analisis data yang digunakan adalah analisis regresi linier berganda dengan menggunakan perangkat lunak SPSS. Berdasarkan hasil analisis dan pembahasan, maka dapat disimpulkan bahwa: Variabel Pengetahuan Kewirausahaan (X₁) secara parsial berpengaruh terhadap variabel dependen yaitu Minat Berwirausaha (Y). Selanjutnya Variabel Kreativitas berpengaruh parsial terhadap variabel dependen yaitu Minat Berwirausaha (Y). Variabel Pengetahuan Kewirausahaan (X₁) dan Kreativitas (X₂) secara bersama-sama (simultan) berpengaruh terhadap variabel dependen yaitu Minat Berwirausaha (Y).

Kata kunci : Pengetahuan Kewirausahaan, Kreativitas, dan Minat Berwirausaha.

INTRODUCTION

In Indonesia, entrepreneurship is very important for the country's economic growth. The more quality entrepreneurs there are, the greater their contribution to job creation, national income growth, and the enhancement of the nation's reputation on the international stage. Entrepreneurship is a strategic way for Indonesia to develop independent, imaginative, and creative human resources in this era of globalization and intense competition. Because the younger generation will be the future of the country, it is very important for the government and educational institutions to continue promoting their increasing interest in entrepreneurship (Septianti & Putri, 2023).

Based on data from the Central Statistics Agency (BPS), the number of entrepreneurs in Indonesia in mid-2023 was more than 56 million. Meanwhile, the number of established entrepreneurs in Indonesia as of February 2024 is around 5.01 million. Here are some facts related to the number of entrepreneurs in Indonesia:

1. The entrepreneurship ratio in Indonesia is 3.47%
2. The majority of entrepreneurs in Indonesia are elderly, specifically those over 60 years old.
3. The age group of 15-19 years has the fewest entrepreneurs, around 400,000 people.

4. The majority of entrepreneurs are elementary school graduates, around 30.52%.

Data from the Ministry of Cooperatives and SMEs shows that the number of entrepreneurs in Indonesia has currently reached around 3.5% of the total population.

This percentage shows positive growth, but it is still below the standard of developed countries that have an entrepreneurship ratio of 5% or more of their total population. To achieve this target, the government has launched various programs focused on developing entrepreneurship among the younger generation, one of which is through entrepreneurship education at the secondary school level.

On the other hand, the development of digital technology has created new opportunities in the field of entrepreneurship. With the high level of internet penetration, more and more young people are interested in starting technology-based businesses, such as e-commerce, fintech, edutech, and healthtech. The startup ecosystem in Indonesia is

becoming stronger thanks to the support of investors, business incubators, and large companies that collaborate with startups. Until now, Indonesia has had several unicorns such as Gojek, Tokopedia, and Traveloka that have successfully proven the great potential of technology-based entrepreneurship in the country.

However, despite the positive development of entrepreneurship in Indonesia, there are still various challenges that must be faced. Limited access to capital, lack of managerial knowledge, inadequate supportive regulations, and limited digital skills are some of the main obstacles for young entrepreneurs. In addition, the increasingly fierce market competition forces entrepreneurs to continuously innovate and enhance the competitiveness of their products.

Table 1.1 Open Unemployment Data by Highest Completed Education (People)

Highest Education Completed + Total	Open Unemployment According to Highest Completed Education (People)	
	2024	
	February	August
Never/has not yet attended school	13.598	12.651
Not/Still haven't finished SD	394.364	361.769
SD	857.486	853.738
SLTP	1.154.255	1.091.015
SLTA General /SMU	2.107.781	2.293.359
SLTA Vocational /SMK	1.621.672	1.840.162
Academy/Diploma	173.846	170.527
University	871.860	842.378
Total	7.194.862	7.465.599

Data Source: bps.go.id

Based on data from the Central Statistics Agency (BPS) covering the periods of February and August 2024. From the table, it can be seen that the overall number of open unemployment is quite high, reaching more than 7 million people in both periods. The high rate of open unemployment, especially among the general high school/SMU education group, as shown in Table 1.1, indicates that high school graduates are a significant contributor to the open unemployment figures. This condition indicates a significant challenge for high school graduates to immediately find employment after finishing school. Therefore, this data provides a strong reason why research on entrepreneurial interest among high school students is very important. By encouraging interest and entrepreneurial skills, it is hoped that students can create job opportunities for themselves or others, thereby helping to reduce the unemployment problem in this country.

Entrepreneurship education has become one of the approaches that can address this challenge. Education that introduces the concept of entrepreneurship to high school students can provide the basic skills that are highly needed in the business world.

Entrepreneurial knowledge helps students understand the process of business planning, risk management, and how to manage finances well. In addition, entrepreneurship education also fosters students' interest and motivation to become entrepreneurs, preparing them to take further steps in the business world (S. A. Pratama et al., 2020).

Not only entrepreneurship knowledge, but creativity also plays an important role in encouraging students to become entrepreneurs. Creativity allows students to generate new ideas and innovative solutions in facing challenges. In the world of entrepreneurship, creativity is necessary for entrepreneurs to quickly adapt to market changes, create unique products, and attract consumer interest. Therefore, it is important to nurture students' creativity from an early age so that they have an advantage in creating innovations that can be accepted by the market (Junus et al., 2023).

With the increasingly tight competition in the job market, the ability to create one's own job has become even more important. The development of entrepreneurial interest from an early age can provide strong preparation for students to face future challenges.

SMA Negeri 3 Sidenreng Rappang, although entrepreneurship subjects have been integrated into the curriculum, the interest in entrepreneurship among students is still relatively low. The results of the initial survey interviewing 10 students showed that only 3 of them have an interest in entrepreneurship. Based on this information, only 30% of the students have an interest in entrepreneurship. This data indicates that the interest in entrepreneurship among students is still low. This low interest has the potential to hinder the emergence of young entrepreneurs in this area, whereas entrepreneurial knowledge and creativity are important capital for running a business. Therefore, this study aims to examine the influence of entrepreneurial knowledge and creativity on entrepreneurial interest among students of SMA Negeri 3 Sidenreng Rappang, in order to gain a deeper understanding of the factors affecting entrepreneurial interest among students.

Entrepreneurship education has become a relevant topic for study. The interest in entrepreneurship among students at SMA Negeri 3 Sidrap needs to be enhanced through the provision of knowledge and the development of creativity. This is important so that students are not only oriented towards formal jobs but also consider entrepreneurship opportunities as a career choice. Therefore, this research will examine the influence of entrepreneurial knowledge and creativity on the entrepreneurial interest of students at SMA Negeri 3 Sidrap.

This research is based on the Theory of Planned Behavior. This theory states that entrepreneurial interest is depicted by a person's effort or attempt to always try to do something. A person's interest is influenced by attitudes towards subjective norms, behavior, and perceived control over behavior. Ajzen (2005) argues that in terms of perceived control, interest is influenced by individual backgrounds, including self-confidence. Furthermore, Ajzen also states that the varying levels of self-confidence possessed by an individual affect their entrepreneurial interest (Rahmatullah et al., 2023). This theory provides a strong conceptual framework for analyzing how entrepreneurial knowledge and creativity, as two factors that are strongly suspected to influence

entrepreneurial interest, interact and predict the interest of students from SMA Negeri 3 Sidrap to venture into the world of entrepreneurship.

Previous research by (Haryanti, 2023) stated that entrepreneurial knowledge influences students' entrepreneurial interest. Subsequently, research conducted by (Agustin, 2023) found that creativity has an impact on students' entrepreneurial interest. However, both studies only focused on university students. Therefore, this research was conducted to fill that gap by conducting a study at the Senior High School (SMA) level.

Although there have been many studies discussing entrepreneurship, knowledge, and creativity, there is still a gap in research that directly links these three variables, especially at the high school level. Most previous studies have focused on only one aspect, such as entrepreneurial knowledge or creativity, without considering the interaction between the two. Therefore, this study aims to fill that gap by analyzing the influence of entrepreneurial knowledge and creativity on students' entrepreneurial interest at SMA Negeri 3 Sidrap.

The objective of this research is to determine the extent to which entrepreneurial knowledge and creativity contribute to students' interest in entrepreneurship. By understanding this relationship, it is hoped that new insights can be provided to educators, policymakers, and the community in developing more effective entrepreneurship education programs. Additionally, this research is also expected to offer recommendations for schools to enhance students' interest in entrepreneurship through the development of more relevant curricula.

The benefits of this research are not only limited to the development of knowledge but also to practical applications in society. By enhancing students' knowledge and creativity, it is hoped that a generation of entrepreneurs will emerge who can contribute to the local and national economy. In addition, this research can also serve as a reference for future studies that wish to explore entrepreneurship among students in greater depth.

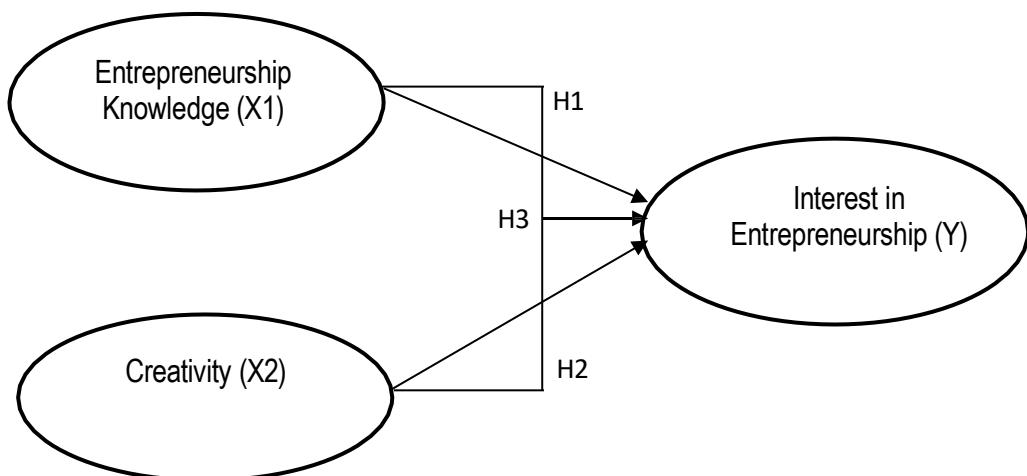
Thus, this research is expected to contribute to the development of entrepreneurship education strategies at the secondary school level. By understanding the influence of entrepreneurial knowledge and creativity on entrepreneurial interest, the results of this study are expected to serve as a basis for schools and the government in designing more effective programs to produce competent, creative, and highly competitive young entrepreneurs in the future.

RESEARCH METHOD

This research will use a quantitative approach. According to Sugiono in (J. Q. Pratama et al., 2024), it is called a quantitative approach because the research data consists of numbers and the analysis uses statistics. This approach was chosen because it aims to measure the relationship between the predetermined variables, namely entrepreneurial knowledge, creativity, and entrepreneurial interest among students of SMA Negeri 3 Sidrap.

Arikunto (2013:90) states that research design is a plan or blueprint created by the researcher, serving as a guideline for the activities to be carried out. The research design is a research plan that encompasses the entire process of thinking and determining the actions that the researcher will undertake. Essentially, the research design is the entire process of thinking and determining the actions that will be carried out.

The analytical tool in this research uses multiple regression analysis aimed at determining the influence of two independent variables on the dependent variable, where this study seeks to find the influence of the independent variables entrepreneurial knowledge (X1) and creativity (X2) on the dependent variable entrepreneurial interest (Y).



This research began by identifying the problem regarding the influence of entrepreneurial knowledge and creativity on the entrepreneurial interest of 12th-grade students at SMA Negeri 3 Sidenreng Rappang. After identifying the problem, it was structured with supporting theories and hypotheses were formulated. To determine the empirical conditions, the hypothesis was then formulated that entrepreneurial knowledge influences entrepreneurial interest and creativity influences entrepreneurial interest. The final hypothesis is whether there is an influence of entrepreneurial knowledge and creativity on the entrepreneurial interest of XII grade students at SMA Negeri 3 Sidenreng Rappang. And the data obtained are then processed to determine the final results of the research. So it will show whether the hypothesis is accepted or rejected, and then produce a conclusion.

Research variables are anything that becomes the focus or object of observation in a study because they have varying or different values (Merline & Widjaja, 2022). Variables can be characteristics, attributes, values, or measurements that can change or vary between the subjects and objects being studied.

In this study, two independent variables and one dependent variable are used. The dependent variable (Y) in this study is entrepreneurial interest (Y) and the independent variables (X) in this study are entrepreneurial knowledge (X1) and creativity (X2).

Population is the entire set of individuals, groups, or objects that are the subjects of research and possess certain characteristics defined by the researcher. The population in this study is all 12th-grade students at SMA Negeri 3 Sidrap, totaling 289 students for the year 2025.

In this study, the population is focused on 12th-grade students because they have been receiving entrepreneurship lessons for approximately three years and will soon graduate from school, thus they have a better understanding of entrepreneurship and are more relevant to be studied in the context of entrepreneurial interest.

Because the sample size must be a whole number, it is rounded to 75. Therefore, the sample size required for this study is 75 respondents. The sample in this study will be taken randomly, known as the random sampling technique. This technique was chosen because it is assumed that 12th-grade students have an equal chance of being selected as samples, so the data obtained can be expected to represent the overall characteristics of the population (Haryanti, 2023).

The source of data in research is the origin or place from which the data used to answer the research question is obtained. These data sources can come from individuals, documents, or specific measurements that are relevant to the research being conducted (Sahir, 2022). The data sources in this research are:

1. Primary Data, which is data obtained directly from respondents or research subjects without intermediaries. The data referred to in this research includes direct interviews with school officials such as teachers and students, as well as the distribution of questionnaires to students.
2. Secondary Data, which is data that has already been collected or published by other parties and is reused in the research. The data referred to in this research are statistical data from BPS or the ministry and journal articles or academic books.

Multiple linear regression analysis is a statistical technique used to understand the relationship between one dependent variable and two or more independent variables. The purpose of this analysis is to model and predict the value of the dependent variable based on the values of the independent variables (Ramadhania, 2018). Multiple Linear Regression Analysis is used to determine the influence between the independent variables of entrepreneurial knowledge and creativity on the interest in entrepreneurship among the 12th-grade students of SMA Negeri 3 Sidenreng Rappang. The regression equation used in this study is:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Explanation:

Y : Interest in Entrepreneurship

a : constant

X₁X₂ : Entrepreneurship Knowledge and Creativity

$b_1 b_2$: Predictor coefficient 1 and predictor coefficient 2
e : error (mistake or disruption)

Meaning:

1. The value of the constant is positive, thus if X_1 and X_2 are both 0, then $Y=a$.
2. The coefficient value (X_1) is positive, meaning if X_1 increases by one unit and X_2 remains constant, then Y increases by b_1 units.
3. The coefficient value (X_2) is positive, meaning if X_2 increases by one unit and X_1 remains constant, then Y increases by b_2 units.

Hypothesis Testing

Hypothesis testing will be conducted to examine the significance of the influence of independent variables on the dependent variable, namely:

a. t-test

The testing of the proposed hypothesis is conducted using a t-test. The t-test is an individual test between the independent variable and the dependent variable. In this study, the t-test is used to determine whether there is a positive and significant influence between entrepreneurial knowledge and creativity on the entrepreneurial interest of 12th-grade students at SMA Negeri 3 Sidrap. To facilitate data analysis, the SPSS for Windows computer program is used, where a significance value of ≤ 0.05 indicates a significant influence between entrepreneurial knowledge and creativity on the 12th-grade students at SMA Negeri 3 Sidrap. A significance value of > 0.05 indicates no significant influence between entrepreneurial knowledge and creativity on the 12th-grade students at SMA Negeri 3 Sidrap.

b. Uji f

The F test is used to determine whether entrepreneurial knowledge and creativity together have a significant effect on the entrepreneurial interest of 12th-grade students at SMA Negeri 3 SIDRAP. To facilitate data analysis, SPSS software is used, and if the significance value is ≤ 0.05 , it indicates a significant effect of entrepreneurial knowledge and creativity on the entrepreneurial interest of 12th-grade students at SMA Negeri 3 SIDRAP.

RESULTS AND DISCUSSION

1. The Influence of Entrepreneurial Knowledge on Entrepreneurial Interest Among 12th Grade Students at UPT SMA Negeri 3 Sidenreng Rappang.

The results of the analysis using SPSS 25 on the multiple linear regression test showed that entrepreneurial knowledge has a significant effect on entrepreneurial interest. From the results of the partial test, a t-value of 2.876 was obtained > t-table 1.993 and a significance value of $0.005 < 0.05$, this indicates that hypothesis (1) is accepted. Thus, it can be concluded that entrepreneurial knowledge has a significant influence. Based on the research results obtained, it can answer the first problem formulation, which is "Does entrepreneurial knowledge significantly affect the interest in entrepreneurship among 12th-grade students at SMA Negeri 3 Sidenreng Rappang?" The results of the descriptive analysis show that the entrepreneurial knowledge variable has an average value of 3.00 and an interest in entrepreneurship of 2.98. Both values indicate that the level of knowledge and interest among students falls into the "fairly good" category. However, these average scores are still relatively low, meaning that the entrepreneurial knowledge of the twelfth-grade students at SMA Negeri 3 Sidrap is still low, which affects their interest in entrepreneurship. As stated by Sulistyowati R in (Dewi et al., 2020), to improve students' entrepreneurial knowledge, it can be done by deepening the theory through intensive learning about entrepreneurship. Additionally, students are advised to practice by organizing bazaars or starting small businesses. Next, students participate in entrepreneurship training, utilize online learning resources, and join communities. In this case, teachers also play an important role in the learning process by providing more in-depth material delivery and direct practice opportunities, such as involving students in simple business projects or visits to successful entrepreneurs, so that they gain real understanding and experience. Thus, students can truly understand and become more interested in entrepreneurship.

Theoretically, these findings align with the Theory of Planned Behavior (TPB) proposed by Ajzen (1991), which states that a person's intention to perform an action (including entrepreneurship) is influenced by three main factors, namely:

1. Attitude toward the behavior
2. Subjective norms
3. Perceived behavioral control (persepsi kontrol perilaku)

In this context, entrepreneurial knowledge can influence these three components, especially perceived behavioral control, because adequate knowledge will enhance students' confidence in managing risks and facing the challenges of the business world.

In addition, according to Zimmerer, Scarborough, and Wilson (2008), entrepreneurial knowledge is a collection of information and skills related to the development, management, and execution of a business, which includes business planning, financial management, marketing, and operational management. Students who possess this knowledge tend to have a better understanding of the opportunities and challenges in entrepreneurship, making them feel more prepared and motivated to attempt starting their own business. This research is also supported by findings from (J. Q. Pratama et al., 2024) which state that entrepreneurship education and knowledge can enhance self-efficacy and entrepreneurial interest, as students feel more capable of developing business ideas and solving problems that may arise in entrepreneurial activities.

The results of this study are in line with the findings of research conducted by (Fajar et al., 2020), which stated that entrepreneurial knowledge has a significant impact on the entrepreneurial interest of students in the Faculty of Economics at Makassar State University in 2020. Furthermore, this study is also consistent with the research by Dwi Putri Al Vina Damayanti, M. Agus Salim, and Milaningtyas (2024), which stated that entrepreneurial knowledge has a significant impact on the entrepreneurial interest of students in Kota Malang.

Thus, it can be concluded that the enhancement of entrepreneurial knowledge not only provides theoretical and practical understanding of the business world but also shapes an entrepreneurial mindset, which is the foundation for the growth of entrepreneurial interest. Therefore, it is very important for educational institutions to continuously develop entrepreneurial curricula and programs that are applicable and based on direct experience in order to stimulate entrepreneurial interest among students.

2. The Influence of Creativity on Entrepreneurial Interest Among 12th Grade Students at UPT SMA Negeri 3 Sidenreng Rappang

The analysis results using SPSS 25 on the multiple linear regression test showed that creativity has a significant influence on entrepreneurial interest. From the partial test results, the calculated t-value was $2.886 < t\text{-table } 1.9930$ and the significance value was $0.005 > 0.05$, thus the hypothesis was accepted. It can be concluded that creativity has a significant influence on entrepreneurial interest. Based on the research results obtained, it can answer the second problem formulation, namely "Does creativity have a significant effect on entrepreneurial interest among 12th-grade students at UPT SMA Negeri 3 Sidenreng Rappang?"

The results of the descriptive analysis show that the creativity variable has an average score of 2.93 and entrepreneurial interest of 2.98. Both values indicate that the level of creativity and students' interest are in the "fairly good" category. However, it is

important to note that these average scores are still relatively low, proving that the creativity of the twelfth-grade students at SMA Negeri 3 Sidrap is still low, which affects their interest in entrepreneurship. As stated in the research (Nurulitha et al., 2025), to enhance students' creativity, students need to actively seek inspiration from various sources, such as books, films, music, art, and nature. Students are also advised to frequently practice critical thinking and problem-solving in innovative ways. Participating in art activities, writing, or other creative endeavors can also help hone creativity. In addition, discussing and exchanging ideas with peers and teachers can stimulate the emergence of new ideas and creative solutions. By consistently training and honing creativity, students will have a better ability to generate innovative and appealing business ideas, thereby increasing their interest in entrepreneurship.

This means that the higher the level of creativity among students, the greater their interest in entrepreneurship. Creativity in late adolescence, such as 12th-grade high school students, plays an important role in the decision-making process, including in planning future careers. At this stage, students begin to form a more concrete career orientation, and involvement in creative activities often encourages them to consider entrepreneurship as a realistic and attractive option.

A similar study was conducted by (Vini Vizi Br Ginting et al., 2025) which stated that creativity has a significant impact on entrepreneurial interest among high school students. They explained that the ability to think outside the box and create new solutions is highly correlated with the tendency to try new things, including starting one's own business. Creativity fosters confidence in creating products or services that are different from what already exists, as well as enhancing the courage to take risks — two important characteristics in the world of entrepreneurship. These results reinforce the finding that students with high creativity tend to have a stronger interest in becoming entrepreneurs.

Furthermore, according to (Agustin, 2023), in the journal Jurnal Pendidikan Ekonomi, high school students who are active in extracurricular activities that challenge creativity, such as entrepreneurship or technology, show a higher interest in entrepreneurship compared to less involved students. This shows that creativity is not only related to artistic or aesthetic abilities but also includes critical thinking and problem-solving skills that can be honed early through project-based education or experiential learning. Activities like these foster a sense of ownership over their own ideas and encourage students to realize them in a tangible way.

Thus, it can be concluded that creativity is an important factor in fostering entrepreneurial interest among 12th-grade high school students. Considering the transition period towards higher education or the workforce, it is important for schools to create an environment that supports the growth of creativity, through innovative learning

methods and opportunities to directly experience entrepreneurship. By facilitating student creativity, educational institutions can help shape a generation of young people who are not only job-ready but also ready to create job opportunities.

3. The Influence of Entrepreneurial Knowledge and Creativity on Entrepreneurial Interest Among 12th Grade Students at UPT SMA Negeri 3 Sidenreng Rappang.

The results of this analysis were obtained by the researcher through data processing using the SPSS 25 program. Based on the F-test results, an F value of 8.880 and a significance value of 0.000 were obtained. This means the calculated F value of 8.880 > table F value of 3.120 and the significance value of 0.000 < 0.05, thus the hypothesis is accepted. Therefore, it can be stated that the variables of entrepreneurial knowledge and creativity simultaneously have a significant effect on the entrepreneurial interest of 12th-grade students at UPT SMA Negeri 3 Sidrap. Entrepreneurial knowledge plays a crucial role as an important foundation for students. Not only as theoretical material, but also as practical knowledge to understand the processes of business planning, risk management, and marketing strategies. Studies at various educational levels show that the higher the students' understanding of entrepreneurial aspects, the greater their confidence and readiness to try entrepreneurship.

Theoretically, this finding aligns with the research (Indriyani & Suryantara, 2021) which emphasizes the importance of cognitive and affective factors in fostering an entrepreneurial spirit. Entrepreneurial knowledge provides a conceptual and practical foundation for individuals to understand the ins and outs of the business world, from opportunity identification, risk management, to marketing strategies. The stronger the knowledge possessed by students, the greater their confidence and ability to start and develop a business.

On the other hand, creativity plays a role as a driver of innovation and problem-solving in the context of entrepreneurship. Creative individuals tend to be more capable of seeing opportunities amidst challenges, creating unique products or services, and finding new solutions to various business obstacles. The combination of solid knowledge and creative thinking abilities enables students not only to understand the concept of entrepreneurship but also to apply it adaptively and innovatively.

Therefore, the significance of the simultaneous influence of these two variables indicates that entrepreneurship education programs in schools need to comprehensively integrate knowledge development and creativity stimulation. Learning that only focuses on theory without encouraging innovative practices, or vice versa, will not yield optimal results in fostering a strong and sustainable entrepreneurial interest among students. The results of this study are in line with the findings of the research conducted by Fajar et al. (2020), which states that entrepreneurial knowledge and creativity significantly and

simultaneously influence students' entrepreneurial interest. Faculty of Economics, Makassar State University 2020. Furthermore, this research is also in line with the study (Vini Vizi Br Ginting et al., 2025) which states that entrepreneurial knowledge significantly influences the entrepreneurial interest of students in Koata Malang.

These findings underscore the urgency for UPT SMA Negeri 3 Sidrap, and other educational institutions, to design initiatives that not only equip students with theoretical understanding of business but also actively nurture their innovative and creative thinking abilities. For example, through practical projects, problem-solving workshops, or activities that encourage the exploration of new ideas. Only with this holistic approach can we ensure that students not only have the desire to become entrepreneurs but are also equipped with the skills and mindset necessary to succeed in the dynamic world of entrepreneurship.

CONCLUSION

The conclusions based on the research results obtained are as follows:

1. There is a significant influence of entrepreneurial knowledge on the interest in entrepreneurship among twelfth-grade students at SMA Negeri 3 Sidrap, evidenced by the t-test (partial) results showing a t-value of $2.876 > t\text{-table } 1.9930$ and a significance value of $0.005 < 0.05$, thus the hypothesis is accepted.
2. There is a significant influence of creativity on the interest in entrepreneurship among twelfth-grade students at SMA Negeri 3 Sidrap, evidenced by the t-test (partial) results showing a t-value of $2.886 < t\text{-table } 1.9930$ and a significance value of $0.005 > 0.05$, thus the hypothesis is accepted.
3. There is a significant simultaneous influence of entrepreneurial knowledge and creativity on the interest in entrepreneurship among twelfth-grade students at SMA Negeri 3 Sidrap, evidenced by the F-test results showing an F-value of 8.880 and a significance value of 0.000 . This means the F-value of $8.880 > F\text{-table } 3.120$ and the significance value of $0.000 < 0.05$, thus the hypothesis is accepted.

BIBLIOGRAPHY

Agustin, C. E. K. (2023). Pengaruh Pendidikan Kewirausahaan, Kepercayaan Diri Dan Kreativitas Terhadap Minat Berwirausaha Pada Mahasiswa Fakultas Ekonomi Dan Bisnis Untag Surabaya. : Journal of Education, Teaching, and ..., 2(2), 483–493.

Aisyah, S., Rahmani, N. A. B., & Hasibuan, S. (2023). Pengaruh Pengetahuan Kewirausahaan, Motivasi, Lingkungan Keluarga dan Media Sosial Terhadap Minat Berwirausaha Mahasiswa Muslim. Journal on Education, 5(4), 11740– 11757. <https://doi.org/10.31004/joe.v5i4.2131>

Athaya, A. N., & Kurniawan, R. Y. (2022). Pengaruh efikasi diri , pengetahuan kewirausahaan dan motivasi berprestasi terhadap minat berwirausaha sebagai mediasi pada siswa Kelas X IPS SMA Negeri 1 Driyorejo. 17(3), 491– 502.

Barata, J., & Steven, S. (2022). Kewirausahaan teori dan konsep.

Chaerdinan Etnanta, Y., & Irhandayaningsih, A. (2022). Pengaruh Penggunaan Smartphone Terhadap Minat Baca Siswa SMA N 1 Semarang. *Jurnal Pendidikan Tambusai*, 6(1), 7932-7940.

Damayanti, D. P. A. V., Salim, M. A., & Millaningtyas, R. (2024). Pengaruh Pengetahuan Kewirausahaan, Kreativitas Dan Penggunaan Media Sosial Terhadap Minat Berwirausaha Mahasiswa di Kota Malang. *E-JRM: Elektronik Jurnal Riset Manajemen*, 13(01), 1256–1262.

Dewi, V. N., Casmudi, C., & Deden, D. (2020). Pengaruh Pembelajaran Kewirausahaan Dan Kreativitas Usaha Terhadap Minat Berwirausaha Siswa Kelas Xi Sma Patra Dharma Balikpapan Tahun Ajaran 2018/2019. *Jurnal Educoco*, 2(2), 36–41. <https://doi.org/10.36277/edueco.v2i2.43>

Elliyana, E., & Sulistiyon, D. (2020). *Kewirausahaan_ Buku Ajar*.

Fajar, A., Syam, A., Rahmatullah, Rakib, M., & Tahir, T. (2020). Pengaruh Pengetahuan dan Kreativitas Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa Pendidikan Ekonomi Fakultas Ekonomi Universitas Negeri Makassar. *Indonesian Journal of Social and Educational Studies*, 1(2), 34–43.

Fithria, L. El, Safitri, D., & Sujarwo, S. (2024). Hubungan Pengetahuan Kewirausahaan Dengan Minat Berwirausaha Di Marketplace Pada Mahasiswa Pendidikan IPS Universitas Negeri Jakarta. *Jurnal Ilmiah Pendidikan IPS*, 2, 149–159.

Haryanti, T. (2023). Pengaruh Pengetahuan Kewirausahaan Terhadap Minat Berwirausaha Pada Mahasiswa di Politeknik Tunas Pemuda. *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, 8(2), 341–345. <https://doi.org/10.24815/jimps.v8i2.24634>

Indriyani, N. D., & Suryantara, M. L. (2021). Pengaruh Pengetahuan Kewirausahaan dan Kreativitas Kewirausahaan Terhadap Minat Berwirausaha Pada Mahasiswa S1 Manajemen Universitas Yos Soedarmo Tahun 2019 – 2020. *Yos Soedarmo Economics Journal (Yej) ? ISSN 2684-9720 Volume 3 Number 3, Desember 2021* <Https://Ojs.Uniyos.Ac.Id/Index.Php/YSEJ>, 3(1),70–77.

Irda. (2019). Pengaruh Pengetahuan Kewirausahaan Dan Lingkungan Keluarga Terhadap Minat Wirausaha Siswa Smk Negeri 1 Makassar.

Jailani, M., Anugrah, P. C., & Supriyadi, A. (2019). Pengaruh Pengetahuan Kewirausahaan Terhadap Sikap Berwirausaha Siswa Sma Muhammadiyah 1 Palangkaraya Melalui Minat Berwirausaha Sebagai Mediator. 14, 71–77.

Jaya, H. M., & Harti. (2021). Pengaruh pengetahuan kewirausahaan dan sikap mandiri terhadap minat berwirausaha pada mahasiswa universitas negeri surabaya. *Jurnal Pendidikan Tata Niaga (JPTN)*, 9(3), 1363–1369.

Junus, N. R., Ismail, Y. L., & Abdussamad, Z. K. (2023). Pengaruh Motivasi Dan Kreativitas Terhadap Minat Wirausaha Mahasiswa Di Universitas Negeri Gorontalo. *Jurnal Ilmiah Manajemen Dan Bisnis*, 5(3), 1218–1228.

Mardiatmoko, G. (2020). Pentingnya Uji Asumsi Klasik Pada Analisis Regresi Linier Berganda. *Barekeng: Jurnal Ilmu Matematika Dan Terapan*, 14(3), 333–342. <https://doi.org/10.30598/barekengvol14iss3pp333-342>

Marfua, S. (2021). Pengaruh pengetahuan kewirausahaan | issn: 2685-1679 | 1. Jurnal Sinau, 7, 1–12.

Marpaung, R., & Situmorang, H. F. (2023). Pengaruh Pengetahuan Kewirausahaan Dan Self Efficacy Terhadap Minat Berwirausaha Pada Mahasiswa Pendidikan Akuntansi. *Jurnal Review Pendidikan Dan Pengajaran*, 6(4), 1513–1521.

Merline, M., & Widjaja, O. H. (2022). Pengaruh pengetahuan kewirausahaan, orientasi kewirausahaan, dan inovasi terhadap keberhasilan ukm alumni dan mahasiswa universitas tarumanagara. 04(02), 435–443.

Nurulitha, S., Alfifto, A., Meutia, R. F., & Putra, I. (2025). Pengaruh Kreativitas Dan Pengetahuan Kewirausahaan Terhadap Minat Berwirausaha Siswa Siswi SMA Kemala Bhayangkari 1 Medan. *RIGGS: Journal of Artificial Intelligence and Digital Business*, 4(2), 2113–2119. <https://doi.org/10.31004/riggs.v4i2.804>

Nuzulia, A. (2023). Kewirausahaan. In *Angewandte Chemie International Edition*, 6(11), 951–952.

Pratama, J. Q., Aprica Isabella, A., & Loliyani, R. (2024). Pengaruh Pengetahuan Kewirausahaan Dan Motivasi Terhadap Minat Berwirausaha. *Jurnal Enterpreneur Dan Bisnis (JEBI)*, 3(1), 1–11.

Pratama, S. A., Mahsuni, A. W., & Anwar, S. A. (2020). Pengaruh Pengetahuan Kewirausahaan Dan Peluang Kerja Dibidang Akuntansi Terhadap Minat Berwirausaha. *E-Jra*, 09(08), 13–24.

Putra, A. P., & Sakti, N. C. (2023). Pengaruh Pendidikan Kewirausahaan, Adversity Intelligence, dan Kreativitas Terhadap Minat Berwirausaha Mahasiswa Fakultas Ekonomika dan Bisnis UNESA. *Jurnal Pendidikan Ekonomi Undiksha*, 15(1), 122–137. <https://doi.org/10.23887/jjpe.v15i1.64258>

Rahmatullah, R., Hasyim, S. H., & ... (2023). Kepercayaan Diri, Kreativitas dan Motivasi Pengaruhnya Terhadap Minat Berwirausaha Generasi Milenial. *Indonesian Journal of ...*, 5(2), 157–166.

Ramadhania. (2018). Pengaruh Pengetahuan Kewirausahaan dan Praktek Kewirausahaan dalam Membangun Perilaku Kewirausahaan Mahasiswa (Studi Pada Mahasiswa Perguruan Tinggi Swasta di Kota Padang). 9.

S. Permadi, A., Purtina, A., & Jailani, M. (2020). Pengaruh Pemanfaatan Teknologi Informasi Dan Komunikasi Terhadap Motivasi Belajar. *Tunas: Jurnal Pendidikan Guru Sekolah Dasar*, 6(1), 16–21. <https://doi.org/10.33084/tunas.v6i1.2071>

SAHIR, S. H. (2022). Metodologi penelitian. KBM Indonesia.

Septianti, D., & Putri, N. K. (2023). Motivasi Berwirausaha , Self-Confidence dan Kreativitas Terhadap Minat Wirausaha Pendahuluan Kondisi bisnis di Indonesia tergolong salah. *Jurnal Ilmu Manajemen*, 13(1), 107–116. <https://doi.org/10.32502/jimn.v13i1.7057>

Syam, A., Rakib, M., Jufri, M., Utami, N. F., & Sudarmi. (2021). Entrepreneurship Education, Information Literacy, and Entrepreneurial Interests: an Empirical Study. *Academy of Entrepreneurship Journal*, 27(1), 1–11.

Vini Vizi Br Ginting, Alfa Alzahro, Nazwa Alifia Irsyah Putri, Amanda Gledis Br Ginting, & Andi Taufiq Umar. (2025). Pengaruh Kreativitas dan Pengetahuan Kewirausahaan Terhadap Pembentukan Jiwa Wirausaha Muda pada Mahasiswa FE UNIMED. *MENAWAN : Jurnal Riset Dan Publikasi Ilmu Ekonomi*, 3(3), 122–136. <https://doi.org/10.61132/menawan.v3i3.1433>

Wijaya, A., & Nuringsih, K. (2024). Pengetahuan Kewirausahaan, Motivasi Kewirausahaan, dan Kreativitas dapat Memengaruhi Minat Berwirausaha. *Jurnal Manajerial Dan Kewirausahaan*, 6(2), 284–291. <https://doi.org/10.24912/jmk.v6i2.29831>