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The effect of Teaching Factory Learning and Parental Support on Entrepreneurial Interest of Culinary Program Students

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ABSTRACT

Entrepreneurial interest among students of the Culinary Program at SMK Negeri 3 Payakumbuh remains low, as vocational high school graduates still tend to be oriented toward seeking employment rather than creating jobs. This study aimed to analyze (1) the effect of Teaching Factory learning on entrepreneurial interest, (2) the effect of parental support on entrepreneurial interest, and (3) the simultaneous effect of Teaching Factory learning and parental support on the entrepreneurial interest of eleventh-grade Culinary students. A quantitative descriptive-correlational approach was employed. The population consisted of 127 eleventh-grade culinary students, all of whom were included as the sample through saturated sampling. Data were collected with a Likert-scale questionnaire and analyzed using descriptive statistics, normality and linearity tests, multiple linear regression, t-test, F-test, and the coefficient of determination with SPSS. The results showed that Teaching Factory learning, parental support, and entrepreneurial interest were all in the moderate category. The regression equation obtained was Y = 15.746 + 0.322X1 + 0.444X2. Teaching Factory learning had a positive and significant effect on entrepreneurial interest (t = 3.571; p = 0.001), and so did parental support (t = 5.486; p < 0.001). Simultaneously, both variables had a significant effect (F = 45.019; p < 0.001) and explained 42.1% of the variance in entrepreneurial interest. In conclusion, learning experiences at school and support from the family jointly contribute to shaping students' entrepreneurial interest.

Minat berwirausaha siswa Program Keahlian Kuliner SMK Negeri 3 Payakumbuh masih rendah, karena lulusan sekolah menengah kejuruan (SMK) masih cenderung berorientasi sebagai pencari kerja dibandingkan pencipta lapangan kerja. Penelitian ini bertujuan menganalisis (1) pengaruh pembelajaran Teaching Factory terhadap minat berwirausaha, (2) pengaruh dukungan orang tua terhadap minat berwirausaha, dan (3) pengaruh pembelajaran Teaching Factory dan dukungan orang tua secara bersama-sama terhadap minat berwirausaha siswa kelas XI Program Keahlian Kuliner. Penelitian menggunakan pendekatan kuantitatif deskriptif korelasional. Populasi penelitian adalah 127 siswa kelas XI program keahlian Kuliner yang seluruhnya dijadikan sampel melalui teknik sampling jenuh. Data dikumpulkan dengan angket skala Likert dan dianalisis menggunakan statistik deskriptif, uji normalitas, uji linearitas, regresi linear berganda, uji t, uji F, dan koefisien determinasi dengan bantuan SPSS. Hasil penelitian menunjukkan bahwa pembelajaran Teaching Factory, dukungan orang tua, dan minat berwirausaha berada pada kategori sedang. Persamaan regresi yang diperoleh adalah Y = 15,746 + 0,322X1 + 0,444X2. Pembelajaran Teaching Factory berpengaruh positif dan signifikan terhadap minat berwirausaha (t = 3,571; p = 0,001), demikian pula dukungan orang tua (t = 5,486; p < 0,001). Secara simultan, kedua variabel berpengaruh signifikan (F = 45,019; p < 0,001) dengan kontribusi sebesar 42,1% terhadap variasi minat berwirausaha. Simpulannya, pengalaman belajar di sekolah dan dukungan keluarga bersama-sama berperan dalam membentuk minat berwirausaha siswa.

Kata kunci: teaching factory; dukungan orang tua; minat berwirausaha; pendidikan kejuruan; kuliner

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Introduction

Vocational education plays a central role in preparing a skilled workforce that is ready to enter both employment and enterprise. Vocational high schools (*Sekolah Menengah Kejuruan*, SMK) are expected not only to produce graduates who are ready to work, but also to equip them to create jobs through entrepreneurship (Apriana, 2019; Wibowo, 2020). In the culinary field this expectation is especially pressing, because the food industry is growing quickly and competition is intense, so entrepreneurial interest has become an important non-technical competency for culinary students. Developing that interest requires synergy between the formal education environment and support from the family (Arfandi & Nurfauziah, 2025).

The situation in the field, however, shows a gap between this expectation and graduates' actual orientation. Data from Badan Pusat Statistik (2023) indicate that vocational high school graduates recorded the highest open unemployment rate of all education levels in Indonesia in 2023, which suggests that many graduates remain job seekers rather than job creators. A similar picture emerges from the tracer study of the Culinary Program at SMK Negeri 3 Payakumbuh, the site of this study. The number of graduates who became entrepreneurs rose from 27 in the 2022 cohort (n = 120) to 48 in 2023 (n = 120) and 61 in 2024 (n = 114). Even so, 60 of the 2022 graduates still chose employment, and every cohort still included graduates who had not found work (13, 14, and 5 graduates in 2022, 2023, and 2024, respectively). Entrepreneurship has therefore not yet become the main career choice of all graduates, and students' entrepreneurial interest needs to be strengthened while they are still at school.

Entrepreneurial interest is a person's inclination to be drawn to creating a business and then organizing it, bearing its risks, and developing it independently (Suryana, 2014). This interest does not arise by itself; it is shaped by learning experiences and by the surrounding environment (Alma, 2021; Hidayatullah, 2022; Rahmawati, 2024). From the perspective of learning theory, new attitudes and tendencies form in learners through meaningful learning experiences and encouragement from their environment (Slameto, 2019; Susanto, 2021), and the motivation students receive, including from the people closest to them, affects their courage to try new things and to make decisions about their future (Djamarah, 2020). In entrepreneurship, the ability to see opportunities, the willingness to bear risk, and creativity are qualities that should be cultivated from the school years onward (Kasmir, 2021). School and family can thus be regarded as two complementary learning environments that jointly shape entrepreneurial interest.

One of the main efforts schools make to raise students' competence and entrepreneurial interest is the Teaching Factory model. Teaching Factory is a production-based learning concept that integrates instruction with real production or service activities that follow industry standards (Direktorat Pembinaan SMK, 2017; Mulyadi, 2019). Through it, students acquire not only theoretical knowledge but also direct experience in production, business management, and customer service. Previous studies link Teaching Factory with richer practical experience, work readiness, and student competence (Cholis et al., 2025; Patria et al., 2024; Pradipta & Hirawan, 2021; Pratama et al., 2021; Suroto et al., 2024). In the culinary field, Adhila et al. (2023) associated Teaching Factory learning outcomes with students' work culture, while Pamungkas and Rusdarti (2024) examined its industry-based implementation in vocational schools. Studies focused on entrepreneurship report that Teaching Factory is related to entrepreneurial competence and entrepreneurial interest among vocational students (Suryati & Yulastri, 2023; Suwito & Sulistyowati, 2025), and that school programs can help develop that interest (Brilianti et al., 2023).

Besides school factors, the family environment also matters. Parental support in the form of motivation, attention, guidance, and facilities can increase children's confidence in making career choices (Hidayat & Santoso, 2020; Sujatmiko et al., 2025). Moral and family support has likewise been associated with student development and with students' courage to start a business (Nugroho & Setiawan, 2023; Putri et al., 2020; Supatminingsih, 2024).

Despite this body of work, studies of family support have generally been conducted separately from studies of school-based learning. To our knowledge, relatively few studies test a school factor and a family factor together in a single model, particularly for culinary students in vocational schools. The two factors are plausibly complementary rather than competing: Teaching Factory supplies experience, whereas parents supply encouragement, attention, and resources. Testing them simultaneously makes it possible to estimate the contribution of each factor while taking the other into account, which separate studies cannot do. The novelty of this study therefore lies in the simultaneous test of Teaching Factory learning and parental support on entrepreneurial interest, using primary data from all eleventh-grade culinary students of one state vocational school.

The study aims (1) to describe the levels of Teaching Factory learning, parental support, and entrepreneurial interest among eleventh-grade culinary students of SMK Negeri 3 Payakumbuh; (2) to analyze the effect of Teaching Factory learning on entrepreneurial interest; (3) to analyze the effect of parental support on entrepreneurial interest; and (4) to analyze the simultaneous effect of both variables. It was hypothesized that Teaching Factory learning (H1) and parental support (H2) each have a positive and significant effect on entrepreneurial interest, and that both together have a positive and significant effect (H3). The findings are expected to provide an empirical basis for schools, teachers, and parents in designing learning and guidance that encourage student entrepreneurship.

Methods

This study used a quantitative approach with a descriptive-correlational design. A quantitative approach was chosen because the data were numerical and were analyzed statistically to test hypotheses (Sugiyono, 2022). The design is descriptive because it portrays the condition of the variables, and correlational because it examines the relationships between them. The independent variables were Teaching Factory learning (X1) and parental support (X2), and the dependent variable was entrepreneurial interest (Y). The study was conducted in the Culinary Program of SMK Negeri 3 Payakumbuh, West Sumatra, Indonesia, during the even semester of the 2025/2026 academic year.

The population comprised all 127 eleventh-grade students of the Culinary Program, spread across four classes of 33, 30, 30, and 34 students. Because the population was small, saturated sampling was used, so all 127 students became respondents (Sugiyono, 2022). The data were primary quantitative data collected through a closed questionnaire; documentation (student numbers and school profile) served as supporting data.

The instrument was a questionnaire with five response options on a Likert scale (scores 1–5) developed from the indicators of each variable. Teaching Factory learning was measured through five indicators: production-based learning, real work experience, application of industry standards, improvement of competence, and formation of an entrepreneurial spirit (21 items) (Direktorat Pembinaan SMK, 2017; Patria et al., 2024). Parental support was measured through motivation, moral support, facilities, attention, and guidance (19 items). Entrepreneurial interest was measured through interest in business, the desire to become an

entrepreneur, willingness to take risks, creativity in seeking business opportunities, and the desire to develop a business (19 items) (Suryana, 2014). Item validity was tested with the Pearson product-moment correlation at the 5% significance level (Arikunto, 2020; Azwar, 2018). A pilot test of 75 items with 30 respondents (*r* table = 0.361) retained 59 valid items, and 16 invalid items were dropped. Reliability was tested with Cronbach's alpha; the instrument was reliable (α = 0.890, above the 0.60 criterion).

Data were analyzed with SPSS. Descriptive statistics (mean, median, mode, standard deviation, minimum, and maximum) were computed, and scores were classified as low, moderate, or high using the mean ± one standard deviation as cut-offs. The prerequisite tests were a one-sample Kolmogorov–Smirnov test on the unstandardized residuals for normality and a deviation-from-linearity test for linearity. Hypotheses were tested with multiple linear regression (Y = a + b1X1 + b2X2), using the *t*-test for partial effects, the *F*-test for the simultaneous effect, and the coefficient of determination (R^2) for the explanatory power of the model. Simple linear regressions for each predictor were also run for comparison. All decisions used a significance level of 0.05.

Result and Discussion

Descriptive results

Data were obtained from 127 eleventh-grade culinary students. Table 1 summarizes the descriptive statistics of the three variables. The mean scores were 90.34 for Teaching Factory learning, 83.85 for parental support, and 81.99 for entrepreneurial interest.

Table 1. Descriptive statistics of the research variables.

Statistic	Teaching Factory (X1)	Parental support (X2)	Entrepreneurial interest (Y)
Number of items	21	19	19
N	127	127	127
Mean	90.34	83.85	81.99
Median	90.00	85.00	81.00
Mode	84.00	76.00	76.00
Standard deviation	7.16	7.96	7.94
Minimum	77.00	48.00	60.00
Maximum	105.00	95.00	95.00

Source: Research data (SPSS output, 2026).

Classification using the mean ± one standard deviation showed that most respondents fell in the moderate category on all three variables: 62.99% (80 students) for Teaching Factory learning, 73.23% (93 students) for parental support, and 66.93% (85 students) for entrepreneurial interest (Figure 1). The high category accounted for 18.11%, 18.90%, and 20.47% of respondents, respectively, and the low category for 18.90%, 7.87%, and 12.60%.

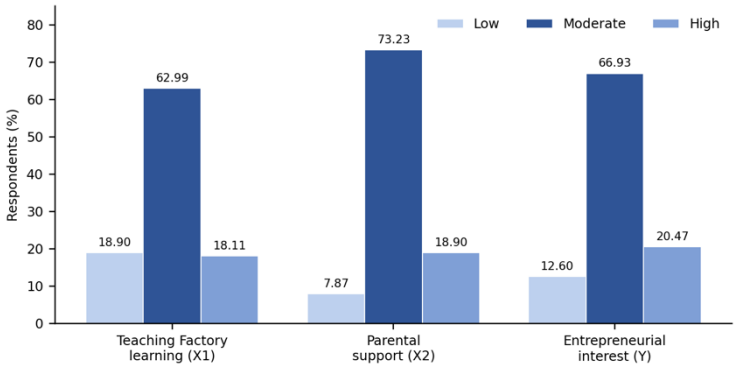


Figure 1. Distribution of respondents across low, moderate, and high categories for Teaching Factory learning, parental support, and entrepreneurial interest (*N* = 127). Cut-off scores (low / moderate / high): X1 < 83.18 / 83.18–97.49 / > 97.49; X2 < 75.89 / 75.89–91.81 / > 91.81; Y < 74.05 / 74.05–89.93 / >

Prerequisite tests and regression results

The assumptions of regression analysis were met (Table 2). The Kolmogorov–Smirnov test on the unstandardized residuals gave $Z = 1.096$ with a significance of 0.181 (> 0.05), so the residuals were normally distributed. The deviation-from-linearity tests were not significant for the X1–Y relationship (Sig. = 0.137) or the X2–Y relationship (Sig. = 0.238), so both relationships were linear.

Table 2. Results of the prerequisite tests.

Test	Statistic	Sig.	Criterion	Decision
Normality (Kolmogorov–Smirnov, residuals)	$Z = 1.096$	0.181	> 0.05	Normal
Linearity X1–Y (deviation from linearity)	$F = 1.369$	0.137	> 0.05	Linear
Linearity X2–Y (deviation from linearity)	$F = 1.213$	0.238	> 0.05	Linear

Source: Research data (SPSS output, 2026).

Multiple linear regression produced the equation Y = 15.746 + 0.322X1 + 0.444X2 (Table 3). Both coefficients are positive: a higher Teaching Factory score and a higher parental support score are each accompanied by higher entrepreneurial interest when the other predictor is held constant. Teaching Factory learning had a significant partial effect on entrepreneurial interest ($t = 3.571$, $p = 0.001$), as did parental support ($t = 5.486$, $p < 0.001$), so H1 and H2 were supported. The *F*-test showed that the two predictors together also had a significant effect ($F = 45.019$, $p < 0.001$), supporting H3. The multiple correlation was $R = 0.649$, and $R^2 = 0.421$ indicates that the two variables explain 42.1% of the variance in entrepreneurial interest, while 57.9% is attributable to factors outside the model.

Table 3. Multiple linear regression of entrepreneurial interest on Teaching Factory learning and parental support.

Variable	*B*	Std. error	*t*	Sig.	Decision
Constant	15.746	7.283	2.162	0.033	Significant
Teaching Factory learning (X1)	0.322	0.090	3.571	0.001	Significant
Parental support (X2)	0.444	0.081	5.486	< 0.001	Significant

Note. Dependent variable: entrepreneurial interest (Y). $R = 0.649$; $R^2 = 0.421$; adjusted $R^2 = 0.411$; $F(2, 124) = 45.019$, $p < 0.001$; $N = 127$. Source: Research data (SPSS output, 2026).

When each predictor was regressed on entrepreneurial interest separately, the slopes were larger: 0.587 for Teaching Factory learning ($t = 6.973$, $p < 0.001$) and 0.599 for parental support ($t = 8.405$, $p < 0.001$). This is expected when the two predictors overlap, because each separate slope also absorbs part of the effect shared with the other predictor.

Teaching Factory learning and entrepreneurial interest

The moderate level of Teaching Factory learning indicates that most students have had learning experiences close to real working conditions, but that these experiences are not yet evenly distributed or optimal; 18.90% of students still fell in the low category. In the culinary field such experiences include taking part in food production, serving customers, applying work standards, and managing products. This leaves room to bring implementation closer to industry standards, as set out in the implementation guidelines (Direktorat Pembinaan SMK, 2017).

The positive and significant effect of Teaching Factory learning ($B = 0.322$) can be explained by the direct experience students gain. In real production and service activities,

students become familiar with work flows, product standards, quality, responsibility, discipline, and teamwork, all of which are valuable preparation for running a business. This agrees with views that practice-based and production-based learning develops student competence (Pratama et al., 2021; Suroto et al., 2024) and that Teaching Factory fosters creativity, responsibility, and independence, which are components of an entrepreneurial spirit (Patria et al., 2024). It also aligns with studies that connect Teaching Factory to entrepreneurial competence and interest in vocational schools (Suryati & Yulastri, 2023; Suwito & Sulistyowati, 2025) and with evidence from culinary programs that Teaching Factory outcomes are associated with students' work culture (Adhila et al., 2023). Within a learning-theory frame, meaningful experience shapes new attitudes and tendencies in learners (Slameto, 2019; Susanto, 2021), so it is reasonable that experience of production and service activities at school prompts interest in business. Because the coefficient is moderate, however, Teaching Factory alone does not guarantee entrepreneurial interest; making its entrepreneurial elements, such as selling and business management, more explicit may strengthen the effect.

Parental support and entrepreneurial interest

Parental support had a larger unstandardized coefficient (0.444) and a larger *t*-value (5.486) than Teaching Factory learning, so in this model family support appears as the stronger predictor. The standardized coefficients from the separate regressions point the same way (β = 0.601 for parental support and β = 0.529 for Teaching Factory learning). The comparison remains indicative, because it rests on a single sample and on predictors measured with different numbers of items.

The result is consistent with the view that motivation, attention, guidance, and facilities from parents raise children's confidence in choosing a career (Hidayat & Santoso, 2020; Sujatmiko et al., 2025) and that family support is related to students' courage to start a business (Arfandi & Nurfauziah, 2025; Nugroho & Setiawan, 2023; Supatminingsih, 2024). Moral support and motivation also influence learning spirit and the willingness to try new things (Djamarah, 2020; Putri et al., 2020), which in turn can foster interest in entrepreneurship as conceptualized by Suryana (2014) and Kasmir (2021). Parental support was moderate for most students (73.23%), which suggests that there is room for families to become more involved in guiding their children's career plans.

Joint effect, implications, and limitations

The significant simultaneous effect (F = 45.019) shows that school and family factors work side by side. Through Teaching Factory, students gain practical experience; through parental support, they receive encouragement, attention, and facilities. Together these create conditions that favor the growth of entrepreneurial interest. The explained variance of 42.1% is moderate: more than half of the variation (57.9%) relates to factors that were not examined. Suryana (2014) and Alma (2021) list personality and self-motivation, entrepreneurship education, the social environment, business experience, and the motivation to succeed as other influences, and Rahmawati (2024) adds the school environment and students' self-confidence. The present study cannot say which of these account for the remaining variance.

Practically, schools can strengthen Teaching Factory in culinary programs by involving students more actively in production, sales, and business management, while improving communication with parents so that family support is aligned with the entrepreneurial direction of learning. Theoretically, the findings support treating school and family as joint learning environments for entrepreneurial interest. Several limitations should be noted: the correlational

design in one school, the use of students' self-reported perceptions through a questionnaire, and the limited generalizability to other schools. The word "effect" therefore refers to a statistical effect and not to proven causation.

Conclusion

This study found that Teaching Factory learning, parental support, and entrepreneurial interest among eleventh-grade culinary students at SMK Negeri 3 Payakumbuh were all at a moderate level, that each predictor had a positive and significant partial effect on entrepreneurial interest, and that together they explained 42.1% of its variance. Parental support appeared to be the stronger predictor, although this comparison is indicative. The study contributes empirical evidence that school-based production learning and family support operate as complementary conditions rather than competing explanations, extending earlier work that examined the two separately, and it offers schools a basis for aligning Teaching Factory with parent engagement. The main limitations are the single-school, correlational design, the reliance on self-reported questionnaire data, and the 57.9% of variance left unexplained. Future research should add variables such as entrepreneurial self-efficacy, prior business experience, and peer influence; involve several schools or regions; and use mixed-methods or longitudinal designs to examine how interest develops and whether it turns into actual business start-ups, for example by following graduates through tracer studies.

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