



# The Impact of Students' Participation in School Cooperatives and Learning Outcomes in Entrepreneurship-Based Economics on Entrepreneurial Interest

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## Abstrak

Penelitian ini bertujuan untuk menganalisis dampak keikutsertaan siswa dalam koperasi sekolah serta hasil belajar ekonomi materi kewirausahaan terhadap minat berwirausaha siswa di SMAN 1 Sidrap. Penelitian ini didasarkan pada pandangan bahwa minat berwirausaha dapat dikembangkan melalui pembelajaran yang bersifat pengalaman langsung (*experiential learning*) dan keterlibatan aktif siswa dalam aktivitas ekonomi di lingkungan sekolah. Penelitian menggunakan pendekatan kuantitatif dengan desain penelitian eksplanatori untuk menjelaskan hubungan antarvariabel yang diteliti. Populasi penelitian ini adalah seluruh siswa kelas XI SMAN 1 Sidrap, dengan sampel yang ditentukan menggunakan teknik *proportional random sampling*. Data dikumpulkan melalui angket terstruktur dan dokumentasi nilai hasil belajar ekonomi, yang sebelumnya telah diuji validitas dan reliabilitasnya. Analisis data dilakukan menggunakan regresi linear berganda untuk mengetahui pengaruh secara parsial maupun simultan dari variabel independen terhadap minat berwirausaha.

Hasil penelitian menunjukkan bahwa keikutsertaan siswa dalam koperasi sekolah berpengaruh positif dan signifikan terhadap minat berwirausaha. Keterlibatan aktif siswa dalam kegiatan koperasi memberikan pengalaman praktis, seperti pengelolaan organisasi, pencatatan keuangan, pelayanan kepada konsumen, serta pengambilan keputusan, yang mampu menumbuhkan sikap dan minat berwirausaha. Selain itu, hasil belajar ekonomi pada materi kewirausahaan juga berpengaruh positif dan signifikan terhadap minat berwirausaha siswa. Siswa dengan hasil belajar yang tinggi cenderung memiliki motivasi, kepercayaan diri, dan kesiapan yang lebih besar untuk terlibat dalam kegiatan kewirausahaan. Secara simultan, keikutsertaan siswa dalam koperasi sekolah dan hasil belajar ekonomi materi kewirausahaan memberikan kontribusi yang signifikan terhadap peningkatan minat berwirausaha siswa.

Temuan penelitian ini menegaskan pentingnya peran sekolah dalam menumbuhkan minat berwirausaha melalui sinergi antara pembelajaran akademik dan kegiatan nonakademik. Penguatan fungsi koperasi sekolah serta peningkatan kualitas pembelajaran ekonomi berbasis kewirausahaan diharapkan mampu menciptakan lingkungan belajar yang kondusif dalam mengembangkan potensi kewirausahaan siswa.

**Kata kunci:** keikutsertaan siswa, koperasi sekolah, hasil belajar ekonomi, kewirausahaan, minat berwirausaha

## Abstract

This study investigates the impact of students' participation in school cooperatives and learning outcomes in entrepreneurship-based economics on students' entrepreneurial interest at SMAN 1 Sidrap. The research is grounded in the theory that entrepreneurial interest can be developed through experiential learning and active involvement in economic activities within the school environment. A quantitative approach with an explanatory research design was employed to examine the relationships among variables. The population of this study consisted of all students in grade XI at

*SMAN 1 Sidrap, from which a sample was selected using proportional random sampling techniques. Data were collected through structured questionnaires and documentation of students' learning outcomes, all of which had previously met validity and reliability requirements. The data were analyzed using multiple linear regression to determine both partial and simultaneous effects of the independent variables on entrepreneurial interest.*

*The findings reveal that students' participation in school cooperatives has a positive and significant effect on entrepreneurial interest. Active involvement in cooperative activities provides students with practical experiences such as basic management, financial recording, customer service, and decision-making, which contribute to the development of entrepreneurial attitudes. In addition, learning outcomes in entrepreneurship-based economics also show a positive and significant influence on students' entrepreneurial interest. Students who achieve higher learning outcomes tend to demonstrate stronger motivation, confidence, and readiness to engage in entrepreneurial activities. Furthermore, the simultaneous analysis indicates that students' participation in school cooperatives and learning outcomes in entrepreneurship-based economics collectively contribute significantly to entrepreneurial interest.*

*These results emphasize the strategic role of schools in fostering entrepreneurial interest through both academic learning and non-academic activities. Strengthening the management and attractiveness of school cooperatives, along with improving the quality of entrepreneurship-oriented economics instruction, can effectively support the development of students' entrepreneurial potential. This study is expected to provide practical implications for educators, schools, and policymakers in designing learning environments that encourage entrepreneurship among senior high school students.*

**Keywords:** school cooperative participation, economics learning outcomes, entrepreneurship education, entrepreneurial interest, senior high school students

## Introduction

The increasingly competitive global economic environment demands the availability of human resources who not only possess strong academic abilities but also demonstrate creativity, independence, and the courage to take risks. One of the essential competencies that must be developed from an early stage is entrepreneurial interest. Entrepreneurship is widely recognized as a strategic solution to reduce unemployment, improve social welfare, and stimulate sustainable economic growth. Therefore, educational institutions play a crucial role in fostering entrepreneurial values among students, particularly at the secondary education level.

Schools, as formal educational institutions, are not merely centers for knowledge transmission but also arenas for shaping students' attitudes, skills, and character. In the context of entrepreneurship education, schools are expected to create learning environments that encourage students to

think creatively, act innovatively, and develop self-reliance. Entrepreneurship education should not be limited to theoretical instruction; rather, it must be supported by practical experiences that allow students to engage directly in real economic activities. Through such experiences, students are more likely to develop a deeper and more applicable understanding of entrepreneurship.

Economics as a subject, particularly entrepreneurship-related content, plays a vital role in introducing students to fundamental concepts of business and enterprise. Through economics learning, students are exposed to topics such as business opportunities, simple business planning, basic management, and entrepreneurial attitudes. Strong learning outcomes in entrepreneurship-based economics are expected to reflect students' comprehension of entrepreneurial concepts, which in turn may influence their interest in pursuing entrepreneurial activities. However, in practice, economics instruction

often remains largely theoretical and assessment-oriented, focusing on academic achievement rather than on the development of entrepreneurial interest and practical skills.

In addition to academic learning, schools provide various non-academic activities that can support the development of entrepreneurial spirit. One institutional facility with significant potential to foster entrepreneurial interest is the school cooperative. A school cooperative is an economic organization managed within the school environment, involving students as active participants. It serves not only as a provider of goods and services for the school community but also as a learning platform where students can gain hands-on experience in economic activities. Through participation in school cooperatives, students can learn basic management, financial record-keeping, customer service, teamwork, and decision-making processes.

Students' participation in school cooperatives is a crucial factor influencing entrepreneurial interest. Active involvement enables students to acquire real-world experience in running business-related activities. Such experiences contribute not only to the development of technical skills but also to the formation of self-confidence, responsibility, and resilience in facing challenges. Nevertheless, empirical observations indicate that not all students are interested in participating actively in school cooperatives. Some students perceive school cooperatives as unattractive or irrelevant, resulting in relatively low levels of participation.

Low student participation in school cooperatives may be attributed to several factors, including ineffective cooperative management, limited product variety, and insufficient socialization regarding the benefits of cooperative involvement. Consequently, the function of school cooperatives as a medium for

entrepreneurship learning has not been fully optimized. This situation is concerning, considering that school cooperatives possess substantial potential as contextual learning environments that integrate economic theory with entrepreneurial practice.

SMAN 1 Sidrap, as a senior high school institution, holds a strategic position in preparing students to face future economic and employment challenges. Economics learning with an emphasis on entrepreneurship, combined with the existence of a school cooperative, is expected to serve as an effective means of fostering students' entrepreneurial interest. However, the extent to which students' participation in school cooperatives and their learning outcomes in entrepreneurship-based economics influence entrepreneurial interest remains an empirical question that requires systematic investigation. Differences in student characteristics, school environments, and instructional quality may lead to varying levels of entrepreneurial interest among students.

Research on students' entrepreneurial interest is therefore essential to gain a comprehensive understanding of the factors that shape it. By examining the impact of participation in school cooperatives and learning outcomes in entrepreneurship-based economics, schools and educators can develop more effective strategies to nurture entrepreneurial mindsets among students. The findings of such research are expected to contribute theoretically to the field of entrepreneurship education and practically to school-based policy and instructional improvement.

Based on the foregoing discussion, this study focuses on analyzing the impact of students' participation in school cooperatives and learning outcomes in entrepreneurship-based economics on entrepreneurial interest among students at SMAN 1 Sidrap. This study seeks to provide deeper insights into the importance of

integrating academic learning with practical experience in fostering entrepreneurial interest. Ultimately, it is expected that schools can play a more effective role in developing young individuals who possess entrepreneurial spirit, independence, and readiness to face future economic challenges.

### **Method**

This study employed a quantitative research approach with an explanatory research design aimed at examining the causal relationships between students' participation in school cooperatives, learning outcomes in entrepreneurship-based economics, and entrepreneurial interest. The quantitative approach was selected to allow systematic measurement and statistical analysis of the relationships among variables, while the explanatory design was used to explain the influence of the independent variables on the dependent variable based on empirical data.

The research was conducted at SMAN 1 Sidrap during the academic year in which entrepreneurship-based economics was taught to grade XI students. The population of this study consisted of all students enrolled in grade XI at SMAN 1 Sidrap. Given the relatively large population size, a sample was drawn using proportional random sampling to ensure that each class within the population had an equal opportunity to be represented. This sampling technique was chosen to obtain a representative sample that reflected the characteristics of the population and minimized sampling bias.

Three main variables were examined in this study. The independent variables included students' participation in school cooperatives and learning outcomes in entrepreneurship-based economics. The dependent variable was students' entrepreneurial interest. Students' participation in school cooperatives was defined as the extent to which students were

actively involved in cooperative activities, including organizational involvement, business operations, and financial participation. Learning outcomes in entrepreneurship-based economics referred to students' academic achievement in economics subjects related to entrepreneurship, as indicated by their test scores and documented academic records. Entrepreneurial interest was defined as students' desire, motivation, and intention to engage in entrepreneurial activities in the future.

Data were collected using a combination of questionnaires and documentation techniques. The questionnaire was designed to measure students' participation in school cooperatives and their entrepreneurial interest. It consisted of closed-ended statements developed based on relevant theories of entrepreneurship and cooperative education. Responses were measured using a Likert scale to capture varying levels of agreement. Prior to data collection, the questionnaire was tested for validity and reliability to ensure that it accurately measured the intended constructs and produced consistent results. Content validity was established through expert judgment, while reliability was assessed using internal consistency measures.

Documentation was used to obtain data on students' learning outcomes in entrepreneurship-based economics. These data were collected from official school records, including test scores and semester grades related to entrepreneurship materials in the economics subject. The use of documentation ensured the objectivity and accuracy of learning outcome data, as they were derived from standardized school assessments rather than self-reported measures.

Before conducting hypothesis testing, the collected data were subjected to preliminary analyses, including descriptive statistical analysis and classical assumption tests. Descriptive statistics were used to describe

the distribution, central tendency, and variability of each variable. Classical assumption tests were conducted to ensure that the data met the requirements for multiple linear regression analysis. These tests included normality, multicollinearity, and heteroscedasticity tests. Data normality was examined to determine whether the distribution of residuals approximated a normal distribution. Multicollinearity tests were performed to assess the correlation among independent variables, ensuring that they were not excessively correlated. Heteroscedasticity tests were conducted to verify the homogeneity of variance in the residuals.

The primary data analysis technique employed in this study was multiple linear regression analysis. This technique was used to examine the partial and simultaneous effects of students' participation in school cooperatives and learning outcomes in entrepreneurship-based economics on entrepreneurial interest. The regression analysis enabled the researcher to determine the magnitude and direction of the influence of each independent variable on the dependent variable. Hypothesis testing was conducted using t-tests to examine partial effects and an F-test to assess the simultaneous effect of the independent variables. The coefficient of determination was calculated to determine the proportion of variance in entrepreneurial interest explained by the independent variables.

All statistical analyses were performed using appropriate statistical software to ensure accuracy and reliability of results. The level of significance was set at 0.05, indicating that relationships with probability values below this threshold were considered statistically significant. Through these systematic procedures, the study aimed to produce valid and reliable findings that accurately reflected the relationships among the variables under investigation.

## Result and Discussion

The results of this study are based on data obtained from questionnaires and documentation of learning outcomes collected from grade XI students at SMAN 1 Sidrap. Prior to hypothesis testing, descriptive statistical analysis was conducted to provide an overview of students' participation in school cooperatives, learning outcomes in entrepreneurship-based economics, and entrepreneurial interest. The descriptive analysis indicates that, in general, students' participation in school cooperatives was at a moderate level. While a number of students were actively involved in cooperative activities, such as organizational management and business operations, others participated only occasionally. This variation suggests that although the school cooperative exists as a learning facility, its utilization among students has not been fully optimized.

The descriptive results also show that students' learning outcomes in entrepreneurship-based economics were relatively good. Most students achieved scores above the minimum competency standard set by the school. This finding indicates that students generally understood the basic concepts of entrepreneurship taught in economics classes. However, differences in achievement levels were observed, reflecting variations in students' academic abilities and learning engagement. Meanwhile, students' entrepreneurial interest was found to be at a moderate to high level. Many students expressed interest in starting a business or becoming self-employed in the future, although some remained uncertain about pursuing entrepreneurship as a career choice.

Before conducting regression analysis, classical assumption tests were performed to ensure the suitability of the data for multiple linear regression. The normality test showed that the residuals were normally distributed,

indicating that the data met the normality assumption. The multicollinearity test revealed that the variance inflation factor (VIF) values for all independent variables were below the acceptable threshold, suggesting that there was no serious multicollinearity between students' participation in school cooperatives and learning outcomes in entrepreneurship-based economics. In addition, the heteroscedasticity test indicated that the residuals were homoscedastic, meaning that the variance of errors was consistent across levels of the independent variables.

Multiple linear regression analysis was then conducted to test the research hypotheses. The results demonstrate that students' participation in school cooperatives had a positive and significant effect on entrepreneurial interest. This finding indicates that increased involvement in cooperative activities is associated with higher levels of entrepreneurial interest among students. Learning outcomes in entrepreneurship-based economics also showed a positive and significant effect on entrepreneurial interest, suggesting that students who achieved higher academic performance in entrepreneurship-related economics subjects tended to exhibit stronger entrepreneurial interest. Furthermore, the simultaneous test results reveal that students' participation in school cooperatives and learning outcomes in entrepreneurship-based economics jointly had a significant effect on entrepreneurial interest. The coefficient of determination indicates that a substantial proportion of the variance in entrepreneurial interest can be explained by the two independent variables examined in this study.

Overall, the statistical findings confirm that both experiential learning through school cooperative participation and academic learning outcomes in entrepreneurship-based economics play important roles in shaping students' entrepreneurial interest at SMAN 1 Sidrap.

## Discussion

The findings of this study provide empirical evidence that students' participation in school cooperatives has a significant positive influence on entrepreneurial interest. This result supports the view that experiential learning plays a crucial role in entrepreneurship education. By participating in school cooperative activities, students are exposed to real-world business practices, such as managing inventory, recording financial transactions, and interacting with customers. These experiences enable students to translate theoretical knowledge into practical skills, thereby enhancing their confidence and interest in entrepreneurial activities. The findings align with experiential learning theory, which emphasizes that learning is most effective when individuals actively engage in meaningful experiences.

The positive effect of learning outcomes in entrepreneurship-based economics on entrepreneurial interest also highlights the importance of academic instruction in fostering entrepreneurial attitudes. Students who demonstrate strong understanding of entrepreneurship concepts are more likely to recognize business opportunities and feel capable of initiating entrepreneurial ventures. This finding is consistent with human capital theory, which suggests that knowledge and skills acquired through education increase individuals' capacity to engage in productive economic activities. In this context, economics learning serves as a foundation that equips students with essential entrepreneurial knowledge, which in turn strengthens their interest in entrepreneurship.

The simultaneous influence of school cooperative participation and learning outcomes in entrepreneurship-based economics suggests a complementary relationship between practical experience and academic learning. While classroom instruction provides conceptual understanding, cooperative participation

offers opportunities to apply these concepts in real situations. This synergy reinforces students' learning and enhances their entrepreneurial interest more effectively than either approach alone. The results indicate that entrepreneurship education should be designed as an integrated process that combines theoretical instruction with hands-on learning experiences.

Despite these positive findings, the moderate level of students' participation in school cooperatives observed in this study indicates that there is room for improvement. Limited student involvement may reduce the potential impact of school cooperatives as a learning medium. Factors such as less attractive cooperative management, limited product variety, and insufficient promotion of cooperative activities may contribute to low participation. Addressing these issues could further strengthen the role of school cooperatives in fostering entrepreneurial interest.

From a practical perspective, the findings suggest that schools should enhance the management and attractiveness of school cooperatives to encourage greater student participation. Providing students with more opportunities to take active roles in cooperative management and decision-making may increase their sense of ownership and motivation. Additionally, improving the quality of entrepreneurship-based economics instruction by incorporating interactive and problem-based learning strategies may further enhance students' learning outcomes and entrepreneurial interest. This study confirms that both students' participation in school cooperatives and learning outcomes in entrepreneurship-based economics significantly influence entrepreneurial interest. The findings underscore the importance of integrating academic learning with practical experience in entrepreneurship education. By strengthening both components, schools can

play a more effective role in nurturing students' entrepreneurial potential and preparing them to face future economic challenges.

## Conclusion

This study concludes that students' participation in school cooperatives has a positive and significant effect on entrepreneurial interest at SMAN 1 Sidrap. Active involvement in cooperative activities provides students with direct experience in managing business-related tasks, such as organization, financial administration, and customer service. These experiences contribute to the development of entrepreneurial attitudes, including self-confidence, responsibility, and willingness to take initiative, which ultimately strengthen students' interest in entrepreneurship.

Furthermore, learning outcomes in entrepreneurship-based economics are found to have a positive and significant influence on students' entrepreneurial interest. Students who achieve higher learning outcomes demonstrate better understanding of entrepreneurial concepts, greater motivation, and stronger readiness to engage in entrepreneurial activities. This finding indicates that academic mastery of entrepreneurship-related material plays an essential role in shaping students' intentions and attitudes toward entrepreneurship.

Overall, the study confirms that the integration of academic learning and practical experience significantly enhances students' entrepreneurial interest. The simultaneous effect of participation in school cooperatives and learning outcomes in entrepreneurship-based economics highlights the importance of synergy between theoretical instruction and experiential learning. Strengthening both components can help schools more effectively cultivate entrepreneurial mindsets and prepare students to become

independent, innovative, and economically

productive individuals in the future.

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