



The Influence of Cross-Interest Learning in Economics Subjects on the Growth Of Students' Entrepreneurial Interest at SMAN 11 Pangkep

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ABSTRACT

In the current era, learners must have the ability to be able to adapt to changes that occur in the education component. One of these demolitions is in the 2013 curriculum in which there are specialization subjects. This study aims to find out how the influence of cross-interest learning in economics students on the growth of entrepreneurial interest of SMAN 11 Pangkep students. This research is a type of descriptive quantitative research. The population and sample of this study are grade XI science students totaling 26 students for the 2021/2022 academic year. Data collection techniques are carried out by distributing questionnaires and documentation. Analysis techniques use descriptive statistics and inferential statistical analysis. The results showed that there was a significant influence of cross-interest learning (X) on the growth of entrepreneurial interest (Y) in grade VI IPA students of SMA Negeri 11 Pangkep, where a probability value of $0.04 < 0.05$ was obtained and a calculated t value of $2.122 > 1.714$. Thus, it is concluded that cross-interest learning of economics subjects needs efforts made by principals and teachers so as to be able to increase the growth of students' entrepreneurial interest after graduation considering the importance of entrepreneurial spirit in this country.

Keywords: *cross-interest learning, growth of entrepreneurial interest*

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INTRODUCTION

In the current era, learners must be able to have the ability in various communities in order to adapt to changes that occur in the education component. After these students have the ability, they will dare to do and also dare to be responsible for the learning activities obtained optimally (Safitri et al., 2018). This aspect is important to grow in students, because they will easily, quickly, and practically face the changes that occur in the world of education in Indonesia today (Adhari et al., 2022). The change in question is a change in the 2013 curriculum.

K13 is a new breakthrough that provides opportunities for students to develop abilities, talents, and interests broadly and openly in accordance with the principle of individual differences. In addition, students will develop well and have a level of mastery above the maximum in accordance with what is expected both in terms of knowledge, attitudes, and skills (Dzulhija, 2019). It doesn't stop there, K13 provides various cross-interest subjects that allow learners to choose and follow them so that their interest in the subjects they like is stronger and able to develop this knowledge (Lesi Ayu et al., 2019).

Cross-interest learning of subjects across economic interests is the basis for learners to better understand the needs they need in their lives. This subject is needed by students because they will be more enthusiastic in various activities at school such as making an effort to earn their own income (Tamara et al., 2020). On the other hand, learners will have a creative and innovative mindset so that their entrepreneurial interest will develop and want to do it in the real world (Anggraini, 2022).

In reality, the picture and benefits of learning across interests in economics subjects have not provided maximum success for the growth of entrepreneurial interest in student participants. This is due to the facilities and infrastructure that are not enough to support so that the interest in entrepreneurship of student participants

is low (Nugroho & Prishardoyo, 2017). On the other hand, because the personal efficacy of learners in making a decision is still shrouded in fear so that it results in less growth in entrepreneurial interest (Putri, 2017).

Research conducted by Wahyudi & Ulfah (2018) informed that cross-interest learning of economics subjects has difficulties, where learners are not used to choosing subjects that they are not interested in, so economics teachers must do an effort to overcome these problems. The difference between previous research and this study is on variables and population, where the previous research variable was the implementation of cross-interest learning in economics science subjects, while this research is the influence of cross-interest learning of economics subjects on the growth of entrepreneurial interest. The previous study population was students of SMA Negeri 1 Sungai Ambawang, while the population of this study was students of SMA Negeri 11 Pangkep.

The observations of researchers who also serve as subject teachers at SMA Negeri 11 Pangkep, it is known that there are still many students who lack growth in entrepreneurial interest, this is evidenced that graduates in 2018 are interested in entrepreneurship by (8%), while in 2021 the interest in entrepreneurship is (12%) with the total number of graduates who are interested in entrepreneurship by (20%). On the other hand, information obtained from the vice principal at SMA Negeri 11 Pangkep stated that in addition to financial problems, mental problems and character of students after graduation were also obstacles. The mindset of students should be such that they aspire to be job producers rather than workers.

This kind of research is very important to be carried out in the world of education because it provides insight and knowledge to principals and teachers about how to deal with K 13 which provides various specialization subjects. The results can be a basis for students to prepare themselves before choosing or participating in cross-interest learning. Therefore, the purpose of this study is to find out how the influence of cross-interest learning in economics subjects on the growth of entrepreneurial interest of grade XI science students at SMAN 11 Pangkep.

LITERATURE REVIEW

Cross-Interest Learning

Cross-interest learning is a curricular program provided to accommodate the expansion of the choice of interests, talents and / or academic abilities of students with an orientation towards mastering groups of scientific subjects outside the choice of interest and are also required to choose subjects that are not included in the chosen specialization subject. This aims to provide opportunities for students to be able to learn subjects that are of interest but are not contained in the specialization subject group (Ministry of Education and Culture, 2013).

Growth of Interest in Entrepreneurship

The growth of entrepreneurial interest is the ability to dare to meet the needs of life and solve life problems, advancing efforts to create new businesses with the strength that exists in oneself (Suryana, 2014). It does not stop there, the growth of entrepreneurial interest will create someone who becomes an entrepreneur who has an innovator attitude, as an individual who has the instinct to see opportunities, has the spirit, ability, and mind to conquer slow and lazy ways of thinking (Buchari & Alma, 2011).

METHOD

This research was conducted in Field Experience 2 in class VIII in Mathematics in one of the schools in Tomohon, North Sulawesi. The time used was six weeks. The research method that the author used was descriptive qualitative. The qualitative descriptive method is a type of research method that pours writing in the form of narration (Anggito & Setiawan, 2018).

The procedures used during field experience practice are observation, implementation of learning and then evaluation. Data from the portfolio became the source of instruments in the form of lesson plans, observation sheets, mentor feedback sheets, and reflections. The data was analyzed descriptively.

RESULTS AND DISCUSSION

Based on instrument tests and reliability tests that have been carried out on cross-interest learning variables and interest growth (X) and student entrepreneurial growth (Y), it was obtained that this research data was declared valid and reliable so that subsequent analysis was carried out, resulting in the following data:

Table 1. Achievement of Cross-Interest Learning Indicators

Indicators	Score Acquisition	Score Maximum	Percentage (%)
Student delights	792	1040	76,15 %
Student willingness	1115	1300	85,76 %
Student awareness	748	910	82,19 %
Sum	2655	3250	81,69 %

Table 1 above shows that the highest percentage of achievement with a value of 85.76% is on the indicator of student will, while the lowest percentage of achievement with a value of 76.15% is on the indicator of student pleasure. This directs that students who participate in cross-interest learning are driven by student discovery, not because they are based on student pleasure.

Table 2. Cross-interest learning frequency distribution

No	Class Interval	Frequency (F)	Percentage (%)	Category
1	68 < Skor ≤ 85	13	50	Very High
2	51 < Skor ≤ 68	13	50	Tall
3	34 < Skor ≤ 51	-	-	Keep
4	17 < Skor ≤ 34	-	-	Low
5	≤ 17	-	-	Very Low
	Sum	26	100	

Table 2 above shows that there were 13 respondents in the very high category with an interval of 68 < a score of ≤ 85 and a percentage gain of 50%, then there were 13 respondents in the high category with an interval of 51 < a score of ≤ 68 and a percentage gain of 50%. This directs that respondents' answers about the independent variable of cross-interest learning (X) at SMA 11 Pangkep are more likely to be in the very high and high categories, which means that respondents have interpreted these subjects well.

Table 3. Achievement of Growth Indicators of Entrepreneurial Interest

Indicators	Score Acquisition	Score Maximum	Percentage (%)
Student encouragement	711	874	81,35 %
Student attention	628	764	82,19 %
Student personality	634	655	96,78 %
Sum	1973	2293	86,44 %

Table 3 above shows that the highest percentage of achievement of 96.78% is in the student achievement indicator, then the lowest achievement indicator of 81.35% verada in the student encouragement indicator. This directs that the growth of students' entrepreneurial interest is more on their leadership in an object of business even though the level of encouragement is owned but not the main factor.

Table 4. Frequency Distribution of Growth in Entrepreneurial Interest

No	Class Interval	Frequency (F)	Percentage (%)	Category
1	68 < Skor ≤ 85	10	38	Very High
2	51 < Skor ≤ 68	13	50	Tall
3	34 < Skor ≤ 51	3	12	Keep
4	17 < Skor ≤ 34	-	-	Low
5	≤ 17	-	-	Very Low
Sum		26	100	

Table 4 above shows that there were 10 respondents in the very high category with an interval of 68 < a score of ≤ 85 and a percentage of 38%, then there were 13 respondents in the high category with an interval of 51 < a score of ≤ 68 and a percentage of 50%, and there were 3 respondents in the medium category with an interval of 34 < a score of ≤ 51 and a percentage of 12%. This directs that respondents' answers about variables related to the growth of entrepreneurial interest (Y) at SMA Negeri 11 Pangkep are more likely to be in the high category, which means that they have been well studied and able to apply in the real world.

From the results of the hypothesis test or test (t), it is known that the calculated t value is greater than the table t value, which is $2.122 > 1.714$ and the significant value is smaller than the probability value of $0.04 < 0.05$, which means that there is an influence between the independent variable of cross-interest learning (X) on the variable tied to the growth of entrepreneurial interest (Y) in grade XI science students of SMA Negeri 11 Pangkep. While the results of the coefficient of determination test obtained the value of the R Square coefficient of determination, which is 0.158. This directs that the number of coefficients of determination concludes the contribution of the influence of the independent variable of cross-interest learning (X) on the variable tied to the growth of entrepreneurial interest (Y) by 15% and the remaining 85% illustrates that it is influenced by other factors so that researchers cannot explain it in detail in this study.

Overview of Cross-Interest Learning

Based on the results of the descriptive analysis that has been described, a percentage of all indicators of the independent variable is cross-interest learning (X), where the overall average is at the highest theory with a percentage of 85.76%. This directs that the tendency to achieve variable indicators lies in the willingness of students which is meaningful in the implementation of existing cross-interest learning activities carried out by students because of the willingness to obtain more knowledge so that the insight of knowledge is broader. This is in line with Safitri et al., (2018)informing that subject teachers have implemented cross-interest learning well because it is based on student will. Both the way of learning and learning tools needed to exist are supported by facilities and teachers and good interaction between teachers and students so that student learning objectives across interests can be achieved with the subjects that have been given. Panjaitan, (2014)reported that cross-interest students of grade X II SMA Negeri 5 Jambi City have high probability in attending biology lessons, where in the indicator of willpower of 77.76% is in the high category, interest of 73.53% is in the high category, attention of 75.54% is in the high category and involvement of 71.33% is in the high category.

Overview of Growth in Entrepreneurial Interest

Based on the results of the descriptive analysis that has been stated, the percentage of all indicators of the dependent variable, namely cross-interest learning (X) includes student encouragement, student attention,

and student personality, where the highest indicator achievement is in the student personality indicator with a percentage of 96.78% with very high criteria. Then the lowest percentage is in the student encouragement indicator with a percentage of 81.35%. This directs that the growth of entrepreneurial interest in class VI science students of SMA Negeri 11 Pangkep is well owned and able to implement. This is the same as Muhazir et al., (2021) stated that entrepreneurship education and entrepreneurial characteristics have a positive influence on students' entrepreneurial motivation, therefore this motivation is very suitable for school-age children. Helena, (2017) also informed that the entrepreneurial interest of Pasundan Majalaya High School students is on average in the high category, because students have obtained crafts and entrepreneurship subjects that can motivate students to become entrepreneurs and the school should provide supporting facilities to realize entrepreneurial activities for students so that theory and practice in entrepreneurship education can run in balance so that entrepreneurial experience and education are Getting it from school can be useful as a provision if students have graduated.

The Influence of Cross-Interest Learning on the Growth of Entrepreneurial Interest

From the results of the hypothesis that has been done, the contribution of the influence of cross-interest learning (X) is 15% and the side is 85% influenced by other things that are not studied. This directs that the influence of cross-interest learning (X) is only able to make a smaller contribution to the growth of entrepreneurial interest (Y), where a considerable influence is influenced by other variables that certainly affect the growth of student entrepreneurial interest. This is similar to Nastiti et al., (2010) informing that the difference in factors affecting entrepreneurial interest in Indonesian and Chinese students, where the entrepreneurial interest of Chinese students is influenced by the need for achievement, locus of control, personal efficacy, and instrument readiness while Indonesian students by personal efficacy. Wulandari & Sholihin, (2020) also reported that entrepreneurship lessons also help students in introducing things as a means of doing business. This entrepreneurship course requires students to process materials around them so that they have more value and can be sold to the market.

CONCLUSIONS AND RECOMMENDATION

Based on the results of research and discussion, it was concluded that cross-interest learning of economics subjects had a significant effect on the growth of entrepreneurial interest of grade XI science students at SMA Negeri 11 Pangkep, where the contribution was 15% and the remaining 85% was influenced by other aspects that were not studied.

Based on the conclusions above, the researcher's recommendation that principals and teachers should provide a strong foundation for students before directing them to take part in specialization learning, especially economics subjects so that the results are obtained well.

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