

Analysis of The Implementation of The Double Track Program in Improving Entrepreneurial Interests of Grade XI Students at SMAN 1 Berbek

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Article Information		Abstract
Submission date	4 January 2025	<p>Research aim: This study aims to test the influence of the Double Track Culinary Arts and Double Track Make-up Programs on increasing the interest in entrepreneurship of class XI students at SMAN 1 Berbek.</p> <p>Method: This study's population consisted of 60 Double-Track participants. The saturated sampling technique was used for sampling. The data collection methods used were observation and questionnaires, and the data analysis technique used was multiple linear regression.</p> <p>Research Finding: The study's results show that the Double Track Culinary Arts and Double Track Make-up Arts variables have a positive effect on increasing the interest in entrepreneurship of class XI students at SMAN 1 Berbek.</p> <p>Originality: This research provides a more detailed picture of the Double Track program's influence on increasing students' interest in entrepreneurship.</p> <p>Keywords: Double Track Culinary Arts, Make-up, Entrepreneurial Interest, Quantitative.</p>
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1. Introduction

According to data from the East Java Provincial Education Office in 2018, out of a total of 172,063 high school graduates, only around 32.16% or around 55,341 students continued their education to college. While the rest, around 67.84% or 116,722 individuals, chose not to continue their education to college. Therefore, to provide skills to those who have the potential not to continue to college, the East Java Education Office and the Sepuluh Nopember Institute of Technology held a Double Track program.

Based on Governor Regulation No. 139 of 2018 concerning the Double Track Program in High Schools. Double Track is a term given to schools that organize two educational programs, namely formal education and entrepreneurship education programs, it is expected that graduates of the double Track program have knowledge and competence which is in accordance with their field of expertise, and have the skills to start a business independently in accordance with the field of expertise they have studied and a strong entrepreneurial spirit.

One of the objectives of the Double Track program is to improve the competence and ability of high school students who plan not to continue to college in mastering a particular skill field

by utilizing local wisdom. Evaluation of learning outcomes through the Double Track program can be an alternative solution to overcome the problem of the lack of productive workers and the high unemployment rate caused by the lack of employment opportunities (Putra et al., 2020.).

This study aims to analyze the implementation of the Double Track program in increasing the interest in entrepreneurship of class XI students at SMAN 1 Berbek. In addition, this study is expected to provide additional literature.

1.1. The Influence of the Double Track Culinary Arts Program on Increasing Interest in Entrepreneurship

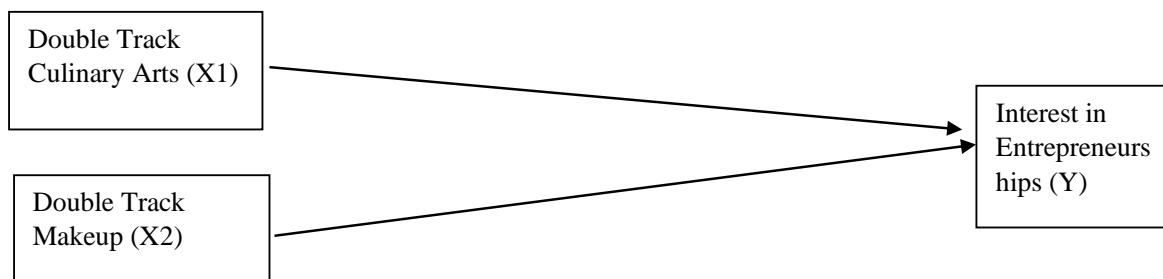
Culinary arts can be interpreted as culinary arts as a technique for processing and providing food. And it can be concluded that culinary arts training is an activity carried out by students to obtain and improve their knowledge, attitudes and skills in the techniques of processing and providing and serving food with methods that prioritize organized practice outside the school education system. This is in line with the research of Selvi Setya Cahyani (2023) which states that the implementation of the Double Track program has a significant impact on increasing students' interest in entrepreneurship. Therefore, based on previous research and the formulation of the problem that has been presented, the following hypothesis can be formulated:

1.1.1. H1: The Double Track Culinary Arts Program has a positive effect on increasing interest in entrepreneurship.

The Double Track Makeup Program plays an important role in improving students' skills in the beauty field. This program not only provides a theoretical understanding of the concept of makeup, but also emphasizes practical applications in the real world. Students can develop Makeup skills by implementing them in everyday life. A similar thing was also conveyed by Atysha Pramesty Diastara (2020) that Student development activities in the Double Track Program have the spirit to encourage the growth of high school graduates who are ready to work and become new entrepreneurs who contribute to realizing a good life. based on previous research and the formulation of the problems that have been presented, the following hypothesis can be formulated:

1.1.1.2. H2: The influence of the Double Track Makeup Program has a positive effect on increasing interest in entrepreneurship

Based on the theoretical framework and hypothesis, the research model is as shown in the following image :



2. RESEARCH METHODS

A quantitative approach with a questionnaire survey was used in this study. The sampling technique used was Saturated Sample. The research sample consisted of 60 students participating in Double Track. The data analysis technique was carried out by multiple regression analysis using SPSS ver.26 software. The study was conducted in 2024 for 6 months. Data analysis was carried out by conducting validity tests, reliability tests, normality tests, multicollinearity tests, heteroscedasticity tests, linearity tests, statistical t tests.

This study uses independent variables in the form of Double Track Culinary Arts and Double Track Makeup. While the dependent variable in this study is Student Entrepreneurial Interest. Entrepreneurial interest is an interest in something or an activity that creates a feeling of desire, alertness, attention, and concentration to have your own business or be interested in creating your own business. Silvia et al. (2020)

3. RESULTS AND DISCUSSION

Based on the results of data collection in Table 1, the number of respondents of Double Track Students of SMAN 1 Berbek was 60. When viewed from gender, respondents were dominated by women at 95%. While seen from age, respondents were dominated by 17 years old at 55%.

Table 1 Respondent Demographics

Respondent Characteristics	Indicator	Number of Respondents	%
Gender	Total	60	100%
	Man	3	5%
	Woman	57	95%
Age	Total	60	100%
	16 years	13	21.7%
	17 years	33	55%
	18 years	14	23.3%

Validity testing aims to determine whether the questionnaire used in the study is valid or not. Sugiyono (2022). To measure validity, it can be done by comparing the calculated r with the table r according to Sugiono's opinion (2022), namely that it must meet the criteria of calculated $r \geq$ table r , then the statement items from the questionnaire are valid. The significance value used in this study is 0.05 with a total of 60 data, so that the R_{table} is 0.254. Based on Table 2, each indicator has a calculated R value $> R_{table}$. So all indicators are declared valid.

Reliability concerns the degree of data consistency and stability of data or findings. To see the reliability of each instrument used, the researcher used the cornbach alpha coefficient (α) with the help of SPSS version 26, which is considered reliable "if the cornbach alpha value (α) \geq 0.60". This means that all variables are declared reliable.

Table 2 Results of Validity and Reliability Tests

Variables	Indicator	Rcount	Cronbach's Alpha
Double Track Culinary Arts	Statement 1	0.658	0.642
	Statement 2	0.577	
	Statement 3	0.633	
	Statement 4	0.701	
	Statement 5	0.649	
Double Track Makeup	Statement 1	0.696	0.640

	Statement 2	0.806	
	Statement 3	0.657	
	Statement 4	0.596	
	Statement 5	0.394	
	Statement 2	0.806	
Interest in Entrepreneurship	Statement 1	0.662	0.691
	Statement 2	0.790	
	Statement 3	0.719	
	Statement 4	0.709	
	Statement 5	0.428	

Classical Assumption Test

Table 3 Normality Test Result

Model	Asymp.Sig
1	.018c

The data has a normal distribution if the Asymp.Sig value $>$ alpha 0.05. Based on Table 3, the Asymp.Sig value 0.018 $>$ alpha 0.50. So the research data is started to be normally distributed.

Table 4 Multicollinearity Test Results

Variables	Tolerance	VIF
Double Track Culinary Arts	.733	1,364
Double Track Makeup	.733	1,364

Data is free from multicollinearity if the tolerance value is $>$ 0.10 and the VIF value is $<$ 10. Based on Table 4, it can be seen that each variable has a tolerance value $>$ 0.10 and a VIF value $<$ 10. So it can be concluded that all variables are free from multicollinearity.

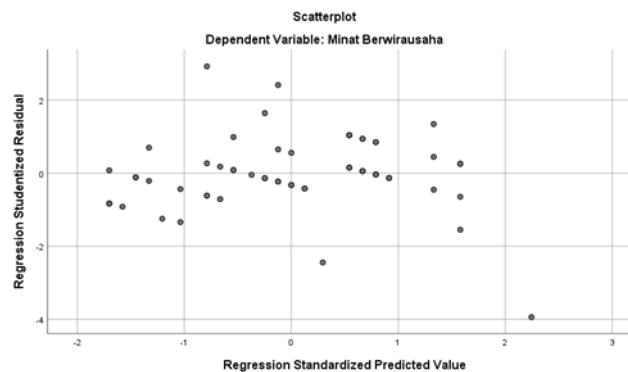


Figure 1: Heteroscedasticity Test Results

From the results of the heteroscedasticity test on the scatterplot above, it can be seen that the points resulting from data processing between ZPRED and SRESID are spread below and above the origin point (number 0) on the Y axis and do not have a regular pattern, so it can be concluded that there is no heteroscedasticity in this study.

Hypothesis Testing

Table 6 T-Test

Result

Variables	t	Sig.
Double Track Culinary Arts	3.230	.002
Double Track Makeup	5,650	.000

The statistical t-test aims to determine the relationship between independent and dependent variables. The statistical results of the t-test for the Double Track Culinary Arts variable (X_1) obtained a t-count value of 3.230, greater than the t-table ($3.230 > 1.672$) with a significance value of 0.002, less than 0.05 ($0.002 < 0.05$). This indicates that the first hypothesis is accepted, meaning that Double Track Culinary Arts partially affects entrepreneurial interest and can be accepted. The statistical results of the t-test for the Double Track Cosmetology variable (X_2) obtained a t-count value of 5.650, greater than the t-table ($5.650 > 1.672$) with a significance value of 0.000, less than 0.05 ($0.000 < 0.05$). This indicates that the second hypothesis is accepted, meaning that Double Track Cosmetology partially affects entrepreneurial interest and can be accepted.

Table 7 F Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42,965	2	21,483	16,334	.000b
	Residual	74,968	57	1.315		
	Total	117,933	59			

a. Dependent Variable: Interest in Entrepreneurship

b. Predictors: (Constant), Double Track Makeup, Double Track Culinary

From the test results, the calculated F value is 16.334 with a significance of 0.000. Because the calculated F value is greater than the F table ($16.334 > 3.16$) with a significance of less than 0.05 ($0.000 < 0.05$), it can be concluded that this study is able to prove the influence of Double Track Culinary Arts and Double Track Makeup simultaneously on entrepreneurial interest. This shows that the third hypothesis is accepted, meaning that Double Track Culinary Arts and Double Track Makeup simultaneously have an effect on entrepreneurial interest and can be accepted.

Discussion

The Influence of Double Track Culinary Arts on Entrepreneurial Interests

The results of the study showed that in the Double Track Culinary Arts variable, the t-value was 3.230 with a significance value of 0.002 which is less than 0.05. It can be concluded that the Double Track Culinary Arts has a positive effect on increasing students' interest in entrepreneurship. This study is also in line with Rohmat Dwi Cahyono et al (2020) which shows that the Double Track Program has a significant effect on students' interest in entrepreneurship.

The Influence of Double Track Culinary Arts and Double Track Make-up Arts on Entrepreneurial Interest

Fines have a positive effect on tax compliance. Taxpayers tend to comply with taxation if the fines imposed are considered detrimental to taxpayers. The more fines that taxpayers must pay, the more taxpayers' compliance. A similar thing was also conveyed by Fuadi and Mangoting

(2013), that taxpayers will comply with paying taxes if the fines given are quite burdensome. Fitrianiingsih et al. (2018) also stated that fines have a positive effect on tax compliance.

The Influence of Double Track Culinary Arts and Double Track Make-up Arts on Entrepreneurial Interest

The coefficient on the Double Track Culinary variable of 0.106 indicates that every additional 1 level of the Double Track Culinary variable will increase the interest in entrepreneurship. Conversely, if the Double Track Culinary variable decreases by 1 level, the interest in entrepreneurship variable will decrease by 0.106.

The coefficient on the Double Track Make-up variable of 0.568 shows that every additional 1 level of the Double Track Culinary variable will increase the interest in entrepreneurship. Conversely, if the Double Track Make-up variable decreases by 1 level, the interest in entrepreneurship variable will decrease by 0.568.

CONCLUSION

In this study, the following conclusions can be drawn:

There is a positive influence of the Double Track Culinary Arts program on Entrepreneurial Interest, Double Track Culinary Arts has a significant influence on increasing entrepreneurial interest

There is a positive influence of the Double Track Make-up program on Entrepreneurial Interest, Double Track Make-up has a significant influence on increasing entrepreneurial interest.

There is a simultaneous influence of the Double Track Culinary Arts and Double Track Cosmetology programs on Entrepreneurial Interest, Double Track Culinary Arts and Double Track Cosmetology have a significant influence on increasing entrepreneurial interest.

Research Limitations

In the process of conducting research there are limitations that may affect the research results, including:

In the data collection process, the information provided by respondents through questionnaires sometimes does not show the actual answers.

The limitations of previous research literature that researchers have not yet obtained.

The author's limited knowledge in compiling this article means that its validity needs to be tested in the future.

AUTHORS' CONTRIBUTIONS

In the research titled Analysis of the Implementation of the Double Track Program in Improving Entrepreneurial Interests of Grade XI Students at SMAN 1 Berbek, each author made distinct and significant contributions throughout the study. Their collaborative efforts were essential in achieving the research objectives and ensuring a thorough investigation of the program's effectiveness. Below is a detailed overview of the specific contributions made by each author at various stages of the research process.

Author 1 :

Author 1 served as the principal investigator and played a pivotal role in designing the overall study. This author was responsible for formulating the primary research questions and hypotheses, ensuring they were aligned with the research objectives focused on enhancing entrepreneurial interests among students. Author 1 coordinated communications with the administration of SMAN 1 Berbek to obtain necessary ethical approvals and permissions for data collection, ensuring compliance with ethical research standards.

In the preparatory phase, Author 1 designed the survey instruments utilized for data collection. These instruments were tailored to measure the effectiveness of the Double Track Program and assess students' entrepreneurial interests comprehensively. During the data collection phase, Author 1 actively engaged with students and teachers, facilitating the smooth administration of surveys and interviews while ensuring that ethical guidelines were followed.

Furthermore, Author 1 contributed significantly to data coding and analysis, ensuring that the findings were accurately interpreted and contextualized within the study's theoretical framework. This author also played a critical role in drafting the introductory and methodology sections of the manuscript, providing a solid background for the research and articulating the rationale for the chosen methods.

Author 2 :

Author 2 took the lead in statistical analysis and validation of the data collected from the surveys. After the completion of data collection, this author organized and meticulously analyzed the quantitative data using advanced statistical software. Author 2 applied various statistical methods to assess the impact of the Double Track Program on students' entrepreneurial interests, ensuring the rigor and reliability of the results.

In addition, Author 2 was responsible for drafting the results section of the manuscript, presenting the data clearly through tables and graphs to facilitate reader understanding. This author contributed significantly to the discussion section, where they linked the findings to existing literature on entrepreneurship education, thereby providing insights into the study's implications. Author 2 was actively involved in the revision process, addressing feedback from peers and ensuring that the statistical analyses were articulated clearly and accurately in the manuscript.

Author 3 :

Author 3 played an essential role in the literature review and assisted in the initial stages of data processing. This author was responsible for gathering and synthesizing relevant literature, identifying key themes, and pinpointing gaps in existing research related to dual-track education and entrepreneurial skill development. The insights derived from this literature review were instrumental in informing the study's theoretical framework.

Moreover, Author 3 contributed to the design of the survey instruments, ensuring that the questions were comprehensive and aligned with the research objectives. This author also assisted in preliminary data processing, including coding and organizing the data for subsequent analysis. Author 3 played a crucial role in drafting the literature review section of the manuscript, which provided a solid foundation for the study. Additionally, this author reviewed various manuscript sections, offering feedback to enhance clarity and coherence.

Author 4

Author 4 contributed significantly to the qualitative aspects of the research by conducting in-depth interviews with students and teachers involved in the Double Track Program. This author developed the interview protocols and ensured the questions were designed to elicit meaningful responses that complement the quantitative data collected. Author 4 transcribes the interviews and analyzes the qualitative data to extract themes related to students' entrepreneurial interests and experiences with the program.

Furthermore, Author 4 worked closely with the other authors to integrate qualitative findings with quantitative results, enhancing the overall richness of the study. This author also contributed to the drafting of the discussion section, where the qualitative insights were linked to the quantitative data, providing a comprehensive view of the program's impact.

This detailed account of contributions highlights the distinct roles played by each author in bringing the research to fruition. Their collaborative efforts not only enhanced the study's overall quality but also provided valuable insights and recommendations for improving entrepreneurial programs within educational settings.

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We are incredibly grateful to our academic advisors for their patient guidance, constructive feedback, and encouragement throughout the research process. Our gratitude also goes to our fellow students, who continually provided moral support and shared valuable ideas that greatly contributed to the completion of this study.

Finally, we wish to thank our families and friends, who have provided us with emotional support, encouragement, and unwavering motivation throughout this journey. Without their support and sacrifices, we would not have overcome the challenges faced in conducting this research.

We hope this study will contribute positively to developing the Double Track Program in other schools and serve as a valuable reference for future research.

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