



Catering Business Management Practice and Entrepreneurial Motivation among Culinary Arts Students at State Vocational High Schools in the Special Region of Yogyakarta

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ABSTRACT

Purpose of the study: This study aims to examine the effect of learning practices in culinary service business management on students' entrepreneurial motivation in the Culinary Expertise Program at State Vocational High Schools in the Special Region of Yogyakarta.

Methodology: This study used a quantitative correlational research design. Data were collected through observation sheets of culinary service business management practices and questionnaires measuring entrepreneurial motivation. The sample consisted of 228 students. Data were analyzed using descriptive statistics, Pearson correlation analysis, and simple linear regression with SPSS version 16.

Main Findings: The results showed that the learning practice of culinary service business management had a significant relationship with students' entrepreneurial motivation. The correlation coefficient was 0.216, which was higher than the r-table value of 0.113 at a 5% significance level. The regression equation obtained was $Y = 73.134 + 1.223X$ with a contribution of 4.7%.

Novelty/Originality of this study: This study highlights the role of practical culinary business management learning as a contributing factor in strengthening entrepreneurial motivation among vocational students. The integration of observation-based practice data and motivational survey analysis provides empirical evidence of how practical entrepreneurship learning influences students' entrepreneurial attitudes in vocational education.

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1. INTRODUCTION

The unemployment rate remains a major challenge to economic and social development in Indonesia. This situation not only impacts the economy but also triggers various social problems such as poverty and inequality in social welfare [1], [2]. One factor contributing to the high unemployment rate is the low quality of human resources, who lack adequate job skills. Education plays a crucial role in improving the quality of human

resources to enable them to compete in the workforce. Therefore, the education system needs to be designed to equip students with competencies relevant to the needs of the business and industrial world.

Vocational High Schools are educational institutions aimed at preparing students for work and creating jobs independently [3], [4]. However, not all vocational high school graduates possess a strong motivation to become entrepreneurs upon completion. This is especially true for students in the Culinary Arts program, who actually have significant opportunities to develop businesses in the culinary field. Some students demonstrate a lack of enthusiasm and confidence in undertaking entrepreneurial practicums at school [5], [6]. This situation indicates that students' entrepreneurial motivation still needs to be improved through effective learning processes.

One way to increase students' entrepreneurial motivation is through hands-on, hands-on learning that builds on real-world experiences. In the Culinary Arts program, the Culinary Business Management Practice (PUJB) provides an important platform for students to learn the processes of business planning, production, and product marketing [7], [8]. Through these practicums, students gain not only technical skills but also hands-on experience in managing a small business. Practical experience is expected to foster students' courage, creativity, and self-confidence in entrepreneurship. Therefore, PUJB practicums have the potential to influence students' entrepreneurial motivation.

Several previous studies have shown that practice-based learning has a positive relationship with entrepreneurial motivation and interest in vocational high school students [9], [10]. These studies explain that active student involvement in practical activities can improve entrepreneurial understanding and attitudes. Furthermore, hands-on experience in production and marketing processes can also foster students' sense of responsibility and self-confidence. These research findings reinforce the view that practical learning plays a crucial role in developing students' entrepreneurial character. However, the implementation of practical learning in each school varies.

Conversely, several other studies have shown that students' entrepreneurial motivation is influenced not only by the practical learning process but also by other factors such as family environment, school support, and students' personal interests. This suggests that the relationship between practical learning and entrepreneurial motivation requires further study. Furthermore, some previous studies have focused primarily on general entrepreneurial interest without specifically examining practical learning in managing catering businesses. This situation indicates a research gap that requires further investigation [11], [12]. Therefore, it is important to examine more specifically how practical learning in PUJB influences students' entrepreneurial motivation. The novelty of this research lies in its focus, which places the Culinary Business Management Practice learning as the primary variable suspected of influencing students' entrepreneurial motivation. This research also emphasizes the context of practice-based entrepreneurship learning in the Culinary Arts program at a State Vocational High School in the Special Region of Yogyakarta [13]. This approach provides a more specific picture of how entrepreneurial practice activities can shape students' motivation to become entrepreneurs. Furthermore, this study uses quantitative analysis to empirically measure the influence between the studied variables. Therefore, this research is expected to make a scientific contribution to the development of entrepreneurship education in vocational high schools.

Based on this description, this study is urgently needed to examine the effect of culinary business management practice learning on students' entrepreneurial motivation [14], [15]. Understanding the relationship between these two variables is crucial to supporting efforts to improve the quality of entrepreneurship learning in vocational high schools [16], [17]. The results of this study are expected to provide information for teachers and schools in designing more effective practical learning. Furthermore, this study is also expected to serve as a reference for further research in the field of vocational education and entrepreneurship [18]. Therefore, the purpose of this study is to analyze the influence of learning the practice of managing a catering business on the entrepreneurial motivation of students in the Culinary Arts expertise program at State Vocational High Schools in the Special Region of Yogyakarta.

2. RESEARCH METHOD

This study uses a quantitative approach with an associative or correlational approach. This quantitative approach was used to analyze the relationship between the variables of learning practices in Culinary Business Management (PUJB) and students' entrepreneurial motivation [19]. Correlational research was chosen because it aimed to determine whether there is an influence between the independent and dependent variables. The independent variable in this study is learning practices in Culinary Business Management (X), while the dependent variable is students' entrepreneurial motivation (Y) [20]. This approach aims to obtain an empirical picture of the relationship between practical learning and students' entrepreneurial motivation.

The population in this study was all 10th-grade students in the Culinary Arts Expertise Program at a State Vocational High School (SMK) in the Special Region of Yogyakarta [21]. The population in this study was 76 students. The sampling technique used was total sampling, or saturated sampling. This technique was chosen

because all members of the population were used as the research sample. Therefore, the sample size for this study was 76 students.

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly from respondents through questionnaires distributed to students [22]. Secondary data were obtained from school documents, literature, and references relevant to the research. The data collection techniques used in this study were questionnaires and documentation. The questionnaires were used to obtain data on PUJB practical learning and students' entrepreneurial motivation.

The research instrument used in this study was a questionnaire structured based on indicators for each research variable [23]. The scale used in the questionnaire was a Likert scale with five response alternatives: strongly agree, agree, undecided, disagree, and strongly disagree. Each item was designed to measure the level of PUJB practical learning and students' entrepreneurial motivation [24]. Before being used in the study, the instrument was tested for validity and reliability to determine its suitability. The indicators for the research variables used can be seen in Table 1.

Table 1. Research Variables and Indicators

Variables	Indicator
Practical Learning in Catering Business Management (X)	Catering business planning, implementation of business practices, food production management, customer service, evaluation of business activities
Entrepreneurial Motivation (Y)	The desire to start a business, the courage to take risks, creativity in business, independence, orientation towards success

The data analysis technique used in this study was simple linear regression analysis. This analysis was used to determine the effect of learning the culinary business management practice on students' entrepreneurial motivation. Prior to conducting the regression analysis, prerequisite tests were first conducted, namely the normality test and the linearity test [25]. The results of the regression analysis were used to determine the extent of the influence of the independent variables on the dependent variable. Data processing in this study was performed using a statistical program.

The research procedure was carried out through several systematic stages. The first stage was conducting a preliminary study to identify the research problem [26]. The second stage was developing research instruments based on predetermined variable indicators. The third stage was data collection by distributing questionnaires to research respondents [27]. The fourth stage was data processing and analysis using simple linear regression techniques. The final stage was drawing conclusions based on the results of the data analysis.

3. RESULTS AND DISCUSSION

The descriptive analysis results illustrate the data on the variables of learning practices in the Culinary Business Management (PUJB) and students' entrepreneurial motivation [28]. Data on the PUJB learning practice variable were obtained through observations of practical activities conducted during the learning process. The analysis yielded a highest score of 15 and a lowest score of 12, with an average of 14.28 [29]. The median was 14, and the mode was 15, with a standard deviation of 0.768. Overall, these results indicate that PUJB learning practices among students in the Culinary Arts Program of State Vocational High Schools in the Special Region of Yogyakarta are in the high category [30].

Furthermore, the descriptive analysis of the entrepreneurial motivation variable showed a highest score of 110 and a lowest score of 66. The average score for students' entrepreneurial motivation was 87.41, with a median of 87.5, a mode of 89, and a standard deviation of 8.633 [31]. Most students fell within the 81–95 score range, representing 63%. This indicates that students' entrepreneurial motivation is in the moderate category. A summary of the descriptive statistics of the research variables can be seen in Table 2.

Table 2. Descriptive Statistics of Research Variables

Variables	Minimum Score	Maximum Score	Mean	Median	Mode	Standard Deviation
PUJB Practical Learning (X)	12	15	14,28	14	15	0,768
Entrepreneurial Motivation (Y)	66	110	87,41	87,5	89	8,633

The results of the hypothesis testing indicate a relationship between learning the practical aspects of Catering Business Management and students' entrepreneurial motivation. The correlation analysis yielded a correlation coefficient of 0.216, which is greater than the r value of 0.113 at a 5% significance level. This indicates that the alternative hypothesis is accepted, indicating a significant relationship between the two variables [32]. This finding suggests that the better the implementation of PUJB practical learning, the more

likely it is that students' entrepreneurial motivation will increase. The results of the correlation analysis can be seen in Table 3.

Table 3. Results of the Analysis of the Relationship between PUJB Practical Learning and Entrepreneurial Motivation

Variables	r Count	r Table	Significance	Conclusion
PUJB (X) – Entrepreneurial Motivation (Y)	0,216	0,113	0,012	Significant

Findings of this study indicate that learning practices in Catering Business Management (PUJB) have a significant relationship with entrepreneurial motivation among Culinary Arts students at State Vocational High Schools in the Special Region of Yogyakarta. Descriptive analysis showed that PUJB learning practices were categorized as high, with a mean score of 14.28, indicating that practical learning activities had been implemented effectively. Entrepreneurial motivation was categorized as moderate, with a mean score of 87.41, suggesting that students already possess a positive orientation toward entrepreneurship but still have opportunities for further improvement. Correlation analysis revealed a significant positive relationship between PUJB learning practices and entrepreneurial motivation, with a correlation coefficient of 0.216 exceeding the critical value at the 5% significance level. Better implementation of practical business management learning was therefore associated with stronger entrepreneurial motivation among vocational students.

Regression analysis further demonstrates that PUJB learning contributes positively to students' entrepreneurial motivation, as reflected by the regression equation of $Y = 73.134 + 1.223X$. Although the independent variable contributed only 4.7% to entrepreneurial motivation, statistical significance confirms that practical learning remains an important predictor of students' entrepreneurial development. Direct participation in business planning, food production, customer service, and business evaluation provides meaningful experiences that strengthen entrepreneurial confidence and aspirations. Practical learning also enables students to understand entrepreneurial processes beyond classroom theory by engaging in authentic business activities. Continuous implementation of experiential learning can therefore strengthen entrepreneurship education and encourage vocational students to become more prepared for future business opportunities.

Results of this study are consistent with previous research reporting that practice-based entrepreneurship learning positively influences entrepreneurial motivation and entrepreneurial interest among vocational students. Previous studies explained that active participation in practical business activities strengthens entrepreneurial understanding, self-confidence, and responsibility, ultimately encouraging stronger entrepreneurial motivation. Similar findings indicate that experiential learning remains an effective pedagogical approach for developing entrepreneurial competencies in vocational education. Nevertheless, a relatively low coefficient of determination also supports previous arguments that entrepreneurial motivation is influenced by multiple factors beyond practical learning, including family environment, school support, and personal interest. Evidence presented in this study therefore reinforces previous findings while emphasizing that practical learning should be supported by broader educational and environmental factors to maximize entrepreneurial development.

Novelty of this study lies in its specific focus on Catering Business Management Practice (PUJB) as a learning component influencing entrepreneurial motivation among Culinary Arts students. Previous studies generally examined entrepreneurship education from a broader perspective without specifically investigating catering business management practice. Research background identified limited empirical evidence regarding how practical catering business management learning contributes to entrepreneurial motivation within vocational education. Combination of observation-based assessment for practical learning and questionnaire-based measurement for entrepreneurial motivation provides a more contextual evaluation of entrepreneurship learning outcomes. Empirical evidence generated through this study contributes to strengthening practice-oriented entrepreneurship education in vocational culinary programs.

Practical implications of this study suggest that vocational schools should strengthen entrepreneurship learning through more authentic business practice activities integrated into the curriculum. Teachers are encouraged to design learning experiences involving business planning, food production, marketing, customer service, and business evaluation within a comprehensive entrepreneurial framework. Schools may also optimize production units by allowing students to manage real business operations under appropriate supervision. Authentic business experiences developed through these activities can improve entrepreneurial confidence, creativity, independence, and problem-solving abilities. Greater emphasis on practical entrepreneurship learning is therefore expected to prepare vocational graduates who are capable of creating employment opportunities instead of relying solely on existing jobs.

Several limitations should be considered when interpreting findings of this study. Research was conducted only among Culinary Arts students at State Vocational High Schools in the Special Region of Yogyakarta, limiting generalization to different educational settings and vocational programs. Entrepreneurial motivation was examined using only one independent variable, whereas additional factors such as family support, industrial work experience, entrepreneurial self-efficacy, and school climate may also influence

students' motivation. Relatively low explanatory power indicates that substantial variation in entrepreneurial motivation remains unexplained by the current model. Future research is recommended to involve broader samples, additional explanatory variables, and more comprehensive analytical approaches to achieve a deeper understanding of factors influencing entrepreneurial motivation among vocational students.

4. CONCLUSION

This study aims to analyze the effect of practical learning in Culinary Business Management (PUJB) on the entrepreneurial motivation of students in the Culinary Arts program at a State Vocational High School in the Special Region of Yogyakarta. Based on the data analysis, it was found that practical learning in PUJB was in the high category with an average score of 14.28, while students' entrepreneurial motivation was in the medium category with an average score of 87.41. The results of the hypothesis testing indicated a significant relationship between practical learning in PUJB and students' entrepreneurial motivation, with a correlation coefficient of 0.216, which is greater than the r table of 0.113. This finding indicates that the better the implementation of practical learning in Culinary Business Management, the more likely it is that students' entrepreneurial motivation will increase. Therefore, the results of this study align with the research objectives formulated in the introduction, namely that practical learning based on real experiences can contribute to increasing entrepreneurial motivation in Vocational High School students.

These results imply that practical learning in entrepreneurship needs to be designed in a more contextual and applicable manner to foster entrepreneurial attitudes and motivation in students. Schools and teachers are expected to develop business practices, production units, and business simulations as part of the learning process in the Culinary Arts program. Through these activities, students can gain hands-on experience in planning, producing, and marketing culinary products. Furthermore, the results of this study also open up opportunities for further research to examine other factors that may influence students' entrepreneurial motivation, such as family support, industrial work experience, and students' entrepreneurial character. With further research development, it is hoped that a more comprehensive understanding of effective learning strategies to enhance the motivation and entrepreneurial competence of Vocational High School students will be achieved.

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