



Effect of Marketplace Use and Learning Entrepreneurship on Interest in Entrepreneurship Social Science Students at Sma Negeri 6 Oku

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ABSTRACT

This research aims to determine the influence of *marketplace* use and entrepreneurship learning on students' entrepreneurial interest. This research uses an ex post facto and survey approach. The population of this study were students of class XI IPS 1, XI IPS 2, XI IPS 3, SMA Negeri 6 OKU, totaling 105 students. The sample used in this research was 83 students using a probability sampling technique using random samples. Data is collected through questionnaires/questionnaires. Hypothesis testing used in this research is the t and F tests which are processed using the SPSS program. The results of this research prove that the variables of *marketplace* use and entrepreneurial learning have a good influence. Based on the results of data processing obtained by a partial test, the use of the *marketplace* on interest obtained a value of 0.124, which proves that every time there is an addition of one unit to the variable of *marketplace* use (X1) will cause an increase in the variables of interest in entrepreneurship and entrepreneurial learning on interest, a value of 0.645 was obtained, which proves that Every time there is an addition of one unit to the entrepreneurial learning variable (X2) will cause an increase in the entrepreneurial interest variable. Then it was strengthened by simultaneously obtaining test result data, a value of 0.632 was obtained with a determination value of 0.400 or 40% and the remaining 60% was influenced by other variables not examined in this research.

INTRODUCTION

In today's modern era, humans are required to work and make efforts so that their efforts bring in material or money, which is usually called income, which can be used as exchange value to meet all life's needs. In order to have income, it is necessary to have a business activity for the individual, either as an employee who receives a salary from where he works, or as someone who has a product or service that can generate income for himself or what is usually called an entrepreneur (Fahmi & Amanda, 2017). Meanwhile, the number of workers who come from high school graduates and do not continue to tertiary level will choose to go straight to work. However, in reality this is a factor preventing them from getting a job. Because the employment sector has a minimum qualification of a Diploma or Bachelor's degree in recruiting workers. So it will increase the amount of poverty which will have an impact on the implementation of national development. Therefore, there needs to be encouragement for high school graduates at every level of education to continue to increase their ability to compete in the world of work, especially through an interest in entrepreneurship.

Entrepreneurial activities can be started by mastering the digital marketing technology that currently exists. As time goes by, society must be able to adapt to the industrial revolution 4.0. Minister of Research, Technology and Higher Education (Menristekdikti) Mohamad Nasir said that all parties must respond to the challenges of Revolution 4.0 quickly and precisely, starting from the government, universities, the industrial world and society. One way to reduce unemployment is through entrepreneurship. Entrepreneurship is the initial basis for increasing economic growth because entrepreneurship is able to change the mindset of entrepreneurs to create their own jobs, aka being able to become independent entrepreneurs. Entrepreneurship is the initial basis for increasing economic growth because entrepreneurship is able to change the mindset of entrepreneurs to create their own jobs, aka being able to become independent entrepreneurs (Hamhij, Sinaga, 2024).

Currently, entrepreneurship has become a trend among young people. Many young people are competing to start their own businesses. As a beginner, of course you need to pay attention to the media in marketing the products you sell, one of which is using the marketplace. Using a marketplace in business or entrepreneurship can make it easier for beginners to introduce their products to a wide audience. Beginners also need to increase their knowledge about digital marketing in entrepreneurship, which in this case can be done in various ways, but the first step that must be taken is to increase public knowledge and awareness about the interest in entrepreneurship through the marketplace (Richard Oliver (in Zeithml., 2021).

Marketplace is an internet-based (web-based) online media where business activities and transactions between buyers and sellers are carried out. Buyers can search for as many suppliers as possible with the desired criteria, so as to obtain market prices. Meanwhile, suppliers/sellers can find out which companies need their products/services (Ahsyar et al., 2020). Meanwhile, place itself in the English dictionary means place. So, the meaning of Marketplace is a place or forum for marketing products or services through or using internet media (Wahyu et al., 2022).

According to (Chusumastuti, 2020), the use of a marketplace can influence a person's interest in entrepreneurship. Through knowledge related to the use of the marketplace, it is considered important to know and learn in the cognitive realm of students. Knowledge about using marketplaces can be gained through entrepreneurship lessons taught in schools.

Entrepreneurship learning is studied by SMA/SMK in the entrepreneurship material which is classified as transscience-knowledge, namely developing knowledge and training life skills based on art, technology and economics. Various skills are presented. Entrepreneurship learning in high school aims to get to know the concept of entrepreneurship, initial training in developing a business, gain practical experience in entrepreneurship, foster interest in entrepreneurship and develop entrepreneurial potential. The entrepreneurship program is oriented towards changing the mindset and behavior of students, namely High Level Thinking Skills which are able to see local potential (analyzing and evaluating), turning it into opportunities and the ability to utilize them to meet the needs of the surrounding community (problem solving) so as to form innovative behavior that is environmentally friendly surroundings. However, in reality, students' lack of entrepreneurial knowledge and understanding of learning material about entrepreneurship provided at school can have an impact on students' low interest in entrepreneurship (Jailani et al., 2017).

Interest in entrepreneurship can grow by seeing someone who is successful in entrepreneurship, thus giving rise to an interest in oneself to start a business. Another factor that influences interest in entrepreneurship is children's self-concept. Self-concept is not innate, but the result of learning. Since humans have known their environment, they have learned many things about life. The formation of self-concept, through the learning process from childhood to adulthood and the interactions that occur at that time will shape the child's self-concept. The environment, experiences and parenting patterns of parents will color the child's personality, including his self-concept. The attitudes or responses of parents and the environment will become information for children to assess who they are. Without forming a correct self-concept, students will have difficulty understanding themselves, including their strengths, weaknesses, interests and talents (Andrian et al., 2021).

Entrepreneurial interest is a person's strong desire for entrepreneurial activity, whether based on or not satisfied through certain behavior. Providing learning about entrepreneurship to students at school is very important. Learning about entrepreneurship in schools, including learning materials, training about entrepreneurship and field work practices, is expected to make students more familiar with the overall knowledge of entrepreneurship, so that it is hoped that it can foster interest in entrepreneurship. The development of entrepreneurship education is carried out in a systematic program through a curriculum and learning that is held in an open, exploratory manner and maximizes simulation learning. In practice, entrepreneurship learning is included in the economic learning group, where economic learning is included in the social studies learning group. Social Sciences is a combination of knowledge and social sciences such as Geography, History, Sociology,

Economics in an integrated manner into integrated learning regarding social elements and phenomena for educational purposes, especially at the primary and secondary education levels. In the definition of IPS, it is clearly seen that Economics (entrepreneurship and other aspects) is an inseparable part of IPS because Economics is an absolute part of social science. Thus, the link between social studies and entrepreneurship learning is reflected in the economics material that students must study in social studies learning. Entrepreneurship learning is one of the mandatory subjects at high school or high school level.

Entrepreneurship learning provided at the high school level should be able to provide students with the skills to become entrepreneurs after they graduate. Existing entrepreneurship learning discusses mastery of digital marketing and product promotion. One way of mastering digital marketing in entrepreneurship learning in high school is knowing the use of the marketplace. However, in reality, there is still a lot of entrepreneurship learning that is given that does not meet the standards in increasing students' interest in entrepreneurship, even though the entrepreneurship learning that has been given should have an influence on students being able to become entrepreneurs before or after they graduate. This problem also occurs in entrepreneurship learning at SMA NEGERI 6 OKU.

The following is data from the results of a preliminary research questionnaire on the use of the SMA NEGERI 6 OKU Marketplace on students' entrepreneurial interests.

Table 1. Results Of The Marketplace Use Questionnaire

	Question	Answer		Percentage	
		Yes	No	Yes	No
	Do you know about marketplaces	16	19	45%	54%
2	Have you ever carried out business activities and transactions using the marketplace	8	27	22%	77%
3	Do you know the features available in the marketplace	24	11	68%	31%
4	Does the existence of a marketplace make you interested in becoming an entrepreneur	13	22	37%	62%
5	Do you compare with other marketplaces before deciding to purchase	25	10	71%	28%

Source: 2023 Pre-Research Questionnaire Results.

Based on the results of the pre-research questionnaire above, it can be seen that 45% (16 students) already know about the marketplace and 54% (19 students) do not know about the marketplace, 22% (8 students) have carried out business activities and transactions using the marketplace and 77% (27 students) have never carried out business activities and transactions using the marketplace, 68% (24 students) already know about using the marketplace feature and 31% (11 students) do not know about using the marketplace feature. Furthermore, it was discovered that 68% (13 students) in the marketplace were interested in becoming an entrepreneur and the remaining 62% (22 students) in the marketplace were interested in becoming an entrepreneur.

Then 28% (10 students) did not make comparisons with other marketplaces before deciding to purchase and only 71% (25 students) made comparisons with other marketplaces before deciding to purchase. Based on the information above, it can be seen that the use of the marketplace is still not able to provide a tendency towards entrepreneurial interest in the students of the Social Sciences Class at SMA NEGERI 6 OKU.

Another variable that is thought to influence students' interest in entrepreneurship is Entrepreneurship Learning. Entrepreneurship learning should be well provided by teachers to students. Learning that directly has a positive impact on students is an interest in entrepreneurship. The following are the results of pre-research that was carried out using a questionnaire distributed randomly to 35 Class XI IPS students regarding the entrepreneurial interest of SMA Negeri 6 OKU students as an indicator of entrepreneurial learning.

Table 2. Results of the Entrepreneurship Learning Indicator Questionnaire

No	Question	Answer		Percentage	
		Yes	No		Yes
1	Do you understand the entrepreneurship learning material that you have studied at school	12	23	34%	65%
2	Do you think that entrepreneurship learning materials are provided well at school	10	25	28%	71%
3	Can the existence of entrepreneurship learning materials at school increase your interest in entrepreneurship	15	20	42%	57%
4	Are there any obstacles for you in studying entrepreneurship learning material at school	22	13	62%	37%
5	In your opinion, does entrepreneurship learning in schools need innovation such as using media to increase interest in entrepreneurship	28	7	80%	20%

Source: 2023 Pre-Research Questionnaire Results.

Based on the results of the pre-research questionnaire above, it can be seen that as many as 34% (12 students) already understand the entrepreneurship learning material and as many as 65% (23 students) do not understand the entrepreneurship learning material. Then it was discovered that 28% (10 students) of entrepreneurship learning material had been provided well at school and as many as 71% (25 students) of entrepreneurship learning material had not been provided well at school. Furthermore, 42% (15 students) had entrepreneurship learning material at school which created interest in entrepreneurship and 57% (20 students) had entrepreneurship learning material in school did not create interest in entrepreneurship, 62% (22 students) had obstacles in learning the material. entrepreneurship learning at school and 37% (13 students) have no obstacles in learning entrepreneurship learning materials at school and finally, 80% (28 students) entrepreneurship learning at school needs innovation such as using media to increase interest in entrepreneurship and 20% (7 students) entrepreneurship learning in schools does not need innovation such as using media to increase interest in entrepreneurship. Based on these data, it can be seen that entrepreneurship learning still does not provide a tendency towards entrepreneurial interest in Class XI IPS students at SMA Negeri 6 OKU.

METHODOLOGY

This research uses quantitative research methods. A quantitative approach can be interpreted as a research method used to examine certain populations and samples, data collection using research instruments, quantitative/statistical data analysis with the aim of testing predetermined hypotheses (Sugiyono, 2013). This type of research is descriptive with a survey approach method. Descriptive research is research carried out to determine the value of each variable, whether one or more variables are independent without making relationships or comparisons with other variables (Sujarweni 2015). Descriptive research is research that aims to collect information regarding the status of an existing symptom, namely the symptoms that existed at the time the research was conducted. The survey approach is an approach used to obtain data from certain natural (not artificial) places, but researchers carry out treatments in collecting data, for example by using questionnaires, tests, structured interviews and so on (Sugiyono, 2013). The population in this study were students in class XI IPS I, XI IPS II, IPS III, totaling 105 students. Samples are separate parts of a larger research topic. According to Sugiyono (2013), a sample is a description of the entire population and the characteristics that make up that population. Probability Sampling with a sampling technique, namely Simple Random Sampling. The sample numbered 83.

RESEARCH RESULT

The normality test is a test intended to test whether the standardized residual values in the regression model are normally distributed or not. Based on the results of normality test calculations using the SPSS 25 application, the following data results were obtained:

Table 21. Normality Test Results Kolmogorov-Smirnov Test Method

Variable	Sig.	Condition	Decision	Conclusion
Marketplace Usage (X1)	0,077	0,077 > 0,05	H ₀ Accepted	Normal
Entrepreneurship Learning (X2)	0,072	0,072 > 0,05	H ₀ Accepted	Normal
Interest in Entrepreneurship (Y)	0,189	0,189 > 0,05	H ₀ Accepted	Normal

Source: Research Data Processing Results, 2024

Based on the table data from the normality test calculation results in the SPSS 25 application, it is known that the Sig value data obtained. for all variables in the Kolmogorov-Smirnov Test method > 0.05 so it can be concluded that the research data for all variables is normally distributed. Homogeneity test is a test carried out to find out whether data has the same or different characteristics. The homogeneity test is used to determine whether several population variants are the same or not. In this study, researchers tested homogeneity using the Levene Statistics method.

Based on the results of homogeneity test calculations using the SPSS 25 application, the following data results were obtained:

Table 22. Homogeneity Test Results

Variable	g.	Condition	Decision	Conclusion
Marketplace Usage (X1)	0,285	0,285 > 0,05	Accepted	homogeneous
Entrepreneurship Learning (X2)	0,182	0,182 > 0,05	Accepted	homogeneous

Source: Research Data Processing Results, 2024

Based on the calculation results in the table above, it can be seen that all independent variables in the research have a significance value of > 0.05. The homogeneity test results show that the marketplace usage variable (X1) has a significance value (0.285>0.05) and the Entrepreneurship Learning variable (X2) has a significance value (0.182>0.05), so it can be concluded that H₀ accepted, which means that all samples from this study came from a homogeneous population.

The linearity test is a test to find out whether the model is linear or not. The test is designed to determine whether the relationship between the independent and dependent variables in the study is linear. Based on the results of linearity test calculations using the SPSS 25 application, the following data results were obtained:

Table 23. Regression Linearity Test Results

Variable	Sig.	Condition	Decision	Conclusion
Marketplace Usage (X1)	0,055	0,055 > 0,05	H ₀ Diterima	Linier
Entrepreneurship Learning (X2)	0,135	0,135 > 0,05	H ₀ Diterima	Linier

Source: Research Data Processing Results, 2024

Based on the results of testing the linear test using SPSS 25, it can be seen that all independent variables in the research have Sig values. from Deviation From Linearity > 0.05, where for variable X1 (0.055>0.05), and for variable X2 (0.135>0.05) so it can be concluded that accepting H₀ means the regression is linear.

The multicollinearity test is a test to detect whether symptoms of multicollinearity occur or not, namely by looking at the VIF (VarianceInflation Factor) and TOL (Tolerance) values in the research results.

Based on the results of the multicollinearity test calculations using the SPSS 25 application, the following data results were obtained:

Table 24. Regression Linearity Test Results

Variable	Tolerance	VIF	Condition	Conclusion
Marketplace Usage (X1)	0,947	1,056	0,947 > 0,10 1,056 < 10	no symptoms of multicollinearity occurred
Entrepreneurship Learning (X2)	0,947	1,056	0,947 > 0,10 1,056 < 10	no symptoms of multicollinearity occurred

Source: Research Data Processing Results, 2024

Based on the test results of the multicollinearity test with the SPSS 25 application, the results obtained were that each independent variable had a Tolerance value > 0.10, with variables X1 (0.947 > 0.10) and X2 (0.947 > 0.10) and a VIF value < 10, so it can be concluded that the research data does not experience symptoms of multicollinearity. The Autocorrelation Test is used to find out and test whether in the linear regression model there is a correlation between confounding errors in period t-1 (previous). The formula used is Durbin Waston Statistics and to find residual values using Ordinary Least Square (OLS).

Based on the results of the multicollinearity test calculations using the SPSS 25 application, the following data results were obtained:

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,632 ^a	,400	,385	6,304	2,086
a. Predictors: (Constant), Pembelajaran Kewirausahaan , Penggunaan Marketplace					
b. Dependent Variable: Minat Berwirausaha					

Based on data from the autocorrelation test using the SPSS 25 application, a Durbin-Watson value of 2.086 was obtained. Meanwhile, the values are from the Durbin-Watson table with $k = 2$ and $n = 83$ the values obtained are $dL = 1.5942$ and $dU = 1.6928$. So the value $4 - dU = 4 - 1.6928 = 2.3072$ and the value $4 - dL = 4 - 1.5942 = 2.4058$. So the Durbin-Watson value lies between $dU < DW < 4 - dU$, or $1.6928 < 2.086 < 2.3072$, which means that the research data does not experience symptoms of autocorrelation.

The heteroscedasticity test is to see whether there is an inequality of variance from one residual to another observation. Based on the results of the heteroscedasticity test calculation using the SPSS 25 application, the following data results were obtained:

Table 26. Heteroscedasticity Test Results

Variable	Sig.	A	Condition	Conclusion
Marketplace Usage (X1)	0,116	0,05	$0,116 > 0,05$	H_0 Accepted
Entrepreneurs hip Learning (X2)	0,268	0,05	$0,268 > 0,05$	H_0 Accepted

Source: Research Data Processing Results, 2024

Based on the results of data testing from the heteroscedasticity test, it was found that all Sig. (2-tailed) values for each independent variable were > 0.05 , where for variable X1 ($0.116 > 0.05$) and variable H_0 is accepted and H_1 is rejected, so it can be concluded that the research data does not contain symptoms of heteroscedasticity.

Simple Linear Regression

Test This test was carried out with the aim of testing the linear relationship and to estimate whether there is a positive relationship between the independent variable and the dependent variable. a. The Effect of Using the Marketplace (X1) on Entrepreneurial Interest (Y) in Class XI IPS Students at SMA Negeri 6 OKU.

Based on the results of simple linear regression test calculations using the SPSS 25 application, the following data results were obtained:

Table 27. Calculation Results of Simple Linear Regression Test X1 against Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,409 ^a	,167	,157	7,381
a. Predictors: (Constant), Penggunaan Marketplace				

Source: SPSS Data Processing Results, 2024

Table 28. Regression Coefficient for Marketplace Use (X1) on Entrepreneurial Interest (Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18,718	3,469		5,395	,000
	Penggunaan Marketplace	,124	,031	,409	4,030	,000

a. Dependent Variable: Minat Berwirausaha

Based on the results of the data analysis that has been carried out, the tcount value is 4.030 and the ttable value is 1.9897 or $4.030 > 1.9897$ with a significance level of $0.000 < 0.05$, so it can be concluded that H0 is rejected and H1 is accepted. Based on this, it can be concluded that the variable Marketplace Use (X1) has a partial effect on Entrepreneurial Interest (Y) in Class XI IPS Students at SMA Negeri 6 OKU.

b. The Effect of Entrepreneurship Learning (X2) on Entrepreneurial Interest (Y) in Class XI IPS Students at SMA Negeri 6 OKU.

Table 29. Calculation Results of Simple Linear Regression Test X2 against Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,564 ^a	,318	,309	6,681

a. Predictors: (Constant), Pembelajaran Kewirausahaan

Source: SPSS Data Processing Results, 2024

Table 30. Regression Coefficient of Entrepreneurship Learning (X2) on Entrepreneurial Interest (Y)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12,741	3,270		3,896	,000
	Pembelajaran Kewirausahaan	,645	,105	,564	6,141	,000

a. Dependent Variable: Minat Berwirausaha

Source: SPSS Data Processing Results, 2024

Multiple regression testing criteria will use test criteria if the value of $F_{count} < F_{table}$, with dk in the numerator = 2 and dk in the denominator = $83-2-1 = 80$ and $\alpha = 0.05$, then accepting H_0 and rejecting H_1 .

Table 31. Test Results of the Effect of Simultaneous Use of Marketplace (X1) and Entrepreneurship Learning (X2) on Interest in Entrepreneurship (Y) in Class XI IPS Students at SMA Negeri 6 OKU

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,632 ^a	,400	,385	6,304
a. Predictors: (Constant), Pembelajaran Kewirausahaan , Penggunaan Marketplace				

Source: SPSS Data Processing Results, 2024

Table 32. Coefficient of Marketplace Use (X1) and Entrepreneurship Learning (X2) on Entrepreneurial Interest (Y) in Class XI IPS Students at SMA Negeri 6 OKU.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,292	3,819		1,386	,170
	Penggunaan Marketplace	,089	,027	,295	3,311	,001
	Pembelajaran Kewirausahaan	,568	,102	,496	5,572	,000

a. Dependent Variable: Minat Berwirausaha

Source: SPSS Data Processing Results, 2024

Table 33. ANOVA table for Hypothesis Testing Variables Marketplace Use (X1) and Entrepreneurship Learning (X2) simultaneously on Entrepreneurship Interest (Y) in Class XI IPS Students at SMA Negeri 6 OKU.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2118,614	2	1059,307	26,656	,000 ^b
	Residual	3179,241	80	39,741		
	Total	5297,855	82			
a. Dependent Variable: Minat Berwirausaha						

DISCUSSION

Based on the results of the tests that have been carried out through the SPSS Version 25 program, it is known that the variables resulting from the data analysis that have been carried out obtained a tcount value of 4.030 and a ttable value of 1.9897 or $4.030 > 1.9897$ with a significance level of $0.000 < 0.05$, so it can be concluded that H_0 is rejected and accepts H_1 . Based on this, it can be concluded that the variable Marketplace Use (X1) has a partial effect on Entrepreneurial Interest (Y) in Class XI IPS Students at SMA Negeri 6 OKU.

In testing the questionnaire for the marketplace usage variable (X1) which was given to class XI IPS students at SMA Negeri 6 OKU, there were 31 statement items for the marketplace usage variable. The answers to these statements are then tested and analyzed to prove the existing hypothesis. It is known that of the 31 statement items given, the question that has the highest score is the fourth statement with a score of 314 and there is 1 statement item that has the lowest score, namely statement thirty-one with a score of 275. The statement with the lowest score discusses the period of use of the marketplace for students class XI IPS SMA Negeri 6 OKU. The use of marketplaces that are not utilized effectively reduces the attractiveness of students to become entrepreneurs through marketplaces. Using the existing Marketplace can actually support someone in becoming an entrepreneur, especially for students who can be said to be still beginners in starting to become an entrepreneur.

The results of the analysis from the research that has been carried out prove that the variable marketplace use (X1) influences the entrepreneurial interest of class XI IPS students at SMA Negeri 6 OKU. (Chusumastuti, 2020) which shows that the variable Utilization of Online Marketplace Media (X) has a positive t value indicating that the variable Utilization of Online Media among STMM Yogyakarta students has an influence in the same direction as Interest in Entrepreneurship and has a significance value of 0.000, which is below 0.05, so it can be concluded that the Online Media Utilization variable has a positive and significant influence on Entrepreneurial Interest, thus the hypothesis is accepted.

So, in this research, the result was that the level of relationship between the variable marketplace use (X1) and interest in entrepreneurship (Y) was 0.409, which was included in the medium category with a determination value of 0.167 or 16.7%.

The same research has also been conducted by (Alfaruk, 2016) with the title "The Influence of Social Media Use, Motivation and Knowledge on Entrepreneurial Interest in Economics Students at Muhammadiyah University of Sidoarjo" The results of this research explain that partially the social media utilization variable and the motivation variable have a significant influence on the variable interest in entrepreneurship in students, while the variable knowledge has no effect on the variable interest in entrepreneurship. Research that proves that the Entrepreneurship Learning variable (X2) has a partial effect on Entrepreneurship Interest (Y) in Class XI IPS Students at SMA Negeri 6 OKU.

The results of this research are in line with the results of research (Hidayah, G. R. 2023) where the use of the marketplace influences interest in entrepreneurship through MSMEs which makes it easier to market and promote products that provide interest in entrepreneurship for the people of Semarang city through MSMEs. The results of the coefficient of determination show that digital marketing and marketplaces have an influence on income in Semarang City by 76-20.7% and the remaining 79.3% is influenced by other factors.

In this way, it is hoped that attention will continue to motivate the younger generation to become entrepreneurs by providing facilities for utilizing online media, especially marketplaces related to entrepreneurship. The younger generation who are entrepreneurs are expected to be able to absorb the workforce through the businesses they run and be able to shorten the waiting period to get a job when they graduate, because entrepreneurs actually create jobs, and do not become part of the growing number of educated unemployed.

The government's role in general in facilitating young people to become entrepreneurs can be seen from the launch of the National 1000 Digital Startup Movement which was initiated by the Ministry of Communication and Information in 2016. This movement is a 6 month continuous coaching program from the government for the general public in building startups digital, especially for young people, because participants are limited to between the ages of 18 and 40 years. In 2018 there were more than 32,000 participants who registered in the National 1000 Digital Startup Movement and it took place in 10 cities in Indonesia. The number of participants who have taken part in the coaching program is 6500 people. The total number of startup companies that have gone through the incubation process is around 123 startups. The National 1000 Digital Startup Movement Program targets five main sectors that have greater opportunities for innovation, such as Agriculture, Education, Health, Tourism and Logistics (Chusumastuti, 2020). Based on the explanation above, the use of the marketplace is one of the factors that influences interest in entrepreneurship among class XI IPS students at SMA Negeri 6 OKU.

Then, based on the results of tests carried out through the SPSS Version 25 program, it is known that the entrepreneurial learning variable obtained a tcount value of 6.141 and a ttable value of 1.9897 or $6.141 > 1.9897$ with a significance level of $0.000 < 0.05$, so it can be concluded that H₀ rejected and accepted H₁. Based on this, it can be concluded that the Entrepreneurship Learning variable (X₂) has a partial effect on Entrepreneurship Interest (Y) in Class XI IPS Students at SMA Negeri 6 OKU.

There was a questionnaire test that was given to class XI IPS students at SMA Negeri 6 OKU, there were 8 statement items for the entrepreneurship learning variable. The answers to these statements are then tested and analyzed to prove the existing hypothesis. It is known that of the 8 statements given, the statement that has the highest score is the second statement with a score of 329 and there is a statement item that has the lowest score, namely the eighth statement item with a score of 299, the first statement item with a score of 322 and the seventh statement item with a score of 312. Items The statement with the second high score discusses students who gain entrepreneurial knowledge through education at SMA Negeri 6 OKU. However, in its implementation the entrepreneurship learning provided has not encouraged students' interest in

entrepreneurship so that students tend to feel bored when entrepreneurship learning is implemented.

This needs to be used as material for school evaluation in providing entrepreneurship learning models to students. The statement item with the eighth low

score discusses students who should be able to understand entrepreneurship learning well at school. However, in reality, students are still not able to understand entrepreneurship learning well because the learning model given by teachers still tends to be monotonous and only uses printed books and worksheets. Then the statement item with the last low score discusses the existing facilities at SMA Negeri 6 OKU, the facilities in question are the student learning library. The available libraries are still unable to support existing entrepreneurial learning. So the results of the analysis from this research prove that the entrepreneurial learning variable (X2) influences the interest in entrepreneurship in class XI IPS students at SMA Negeri 6 OKU.

(Nugraheni et al., n.d.) The results of this research prove that there is an influence between entrepreneurial learning and students' entrepreneurial interest. The research results show that entrepreneurial learning has a significant and positive influence on students' entrepreneurial interest in the era of revolution 4.0. These findings imply that increasing students' interest in entrepreneurship in the era of revolution 4.0 will be more effective by improving the entrepreneurship learning process in schools.

In this research, there is also a level of relationship between the entrepreneurial learning variable (X2) and interest in entrepreneurship (Y) of 0.564, which is classified as a medium level of relationship with a determination value of 0.318 or 31.8%, which means that when students have received good entrepreneurial learning then it can influence the interest in entrepreneurship (Y) in Class XI IPS students at SMA Negeri 6 OKU 31.8% while the remaining 68.2% is influenced by other factors.

The same research was also conducted by (Maria Prilia Karibera et al., 2023). The results of this research show that there is an influence between entrepreneurial learning and interest in entrepreneurship. Entrepreneurship learning has a positive and significant effect on interest in entrepreneurship in the Lakoat Kujawas Community. This happens because entrepreneurship learning in this community is studied in depth and provides 95.6% benefits of opportunities around the Lakoat Kujawas Community while 4.4% is influenced by other variables.

These results also have similarities with the results of research conducted by (Yusri, 2020). The results of this research prove that the existence of the entrepreneurial learning variable (X1) has an influence with an R2 value of 0.731 or 73.1% so it can be interpreted as having an influence on interest in entrepreneurship, which is also strengthened. by obtaining evidence from the calculation of $t_{count} > t_{table}$, namely $12.784 > 2.000$ with a significance of $0.000 < 0.05$ which means H_0 is rejected and H_1 is accepted.

The problems analyzed previously in increasing students' interest in entrepreneurship can be done under various conditions or creating an atmosphere that fosters students' thinking abilities. The main goal is to dominate students' knowledge of entrepreneurship learning. Entrepreneurship learning for students aims to improve understanding, thinking patterns, solve problems,

express thoughts and concepts so as to train students entrepreneurship. Apart from that, facilities and infrastructure also have an important role in supporting entrepreneurship learning so that they have an influence on students' interest in entrepreneurship. The more complete and adequate the infrastructure provided by the school, the more it will increase students' desire and curiosity in learning entrepreneurship. Therefore, teaching staff also play an important role in Encouraging students' interest in entrepreneurship, such as providing direct training or practice regarding entrepreneurship, for example making handicrafts, snacks, and other activities that can be bought and sold and earned income. Then the school needs to increase the available facilities to support the implementation of effective and efficient entrepreneurship learning. Based on research, explanations and also relevant research results above, it proves that entrepreneurial learning is one of the factors that influences interest in entrepreneurship in class XI IPS students at SMA Negeri 6 OKU.

The results of the data processing and discussion that have been presented show that marketplace usage in the high category is 57.5%. Marketplace is one of the features in the application that makes it easy for users to make sales and purchases online. Then, apart from using the marketplace, there are other factors that can influence interest in entrepreneurship, namely entrepreneurial learning is one of the factors influencing interest in entrepreneurship, with a high category level or 53.8%. Through entrepreneurship learning, you can develop entrepreneurial desires, ideas and spirit. Apart from that, entrepreneurship learning is the cultivation of values, creation and innovation to form an entrepreneurial spirit in students. Likewise with theories based on interest, the higher the interest in using the marketplace, the higher the student's interest and likewise with entrepreneurship learning, the higher the student's interest in entrepreneurship, the higher the student's interest in entrepreneurship in the learning that has been taught.

CONCLUSIONS

Based on the results and discussion, it can be concluded that the use of the marketplace and entrepreneurship learning has a significant effect on the interest in entrepreneurship of social sciences students at SMA NEGERI 6 OKU and the students' responses regarding the use of the marketplace and entrepreneurship learning are very good, the results show that overall almost all students responded to the students' interest in entrepreneurship social sciences at SMA NEGERI 6 OKU.

Based on suggestions from this research, the implementation and provision of entrepreneurship learning to students at SMA NEGERI 6 OKU needs to be further improved. This improvement can be done by providing more creative and innovative learning models so that students do not feel bored and fed up when learning is carried out. Providing creative assignments through project assignments where students are required to sell products with the ideas and innovations they have. The output from this assignment can encourage students' interest in entrepreneurship.

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