

ANALYSIS OF CAREER INTERESTS OF BUSINESS EDUCATION STUDENTS OF STAMBUK 23 IN ENTREPRENEURSHIP AND TEACHER EDUCATION AND ITS IMPLICATIONS FOR THE COURSE

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ABSTRACT

This study aims to analyze the comparative interest of Business Education students of Stambuk 23 towards the world of entrepreneurial business and teacher education and its implications for the courses of the Business Education Study Program at Medan State University. In the era of globalization and rapid technological development, higher education is faced with various new challenges and opportunities. 21st century skills have received significant attention due to the demands of the world of work and the needs of society that are growing rapidly. This study used qualitative methods in the form of interviews and questionnaires to collect data from 38 students. The results showed that the majority of students were more interested in becoming entrepreneurs (76.32%) than academics (23.68%). Factors that influence this interest include educational background, experience, and personal perceptions of career prospects. Students who are interested in the academic world tend to be influenced by the family environment that has a career in the academic field and prefer to become lecturers rather than teachers in business-based vocational schools. This study highlights the mismatch between student interests and the graduate profile expected by the study program. Therefore, adjustments are needed in the curriculum and courses to meet the needs and aspirations of students and remain in line with the desired graduate profile. This study provides practical recommendations for the development of more responsive and adaptive courses, so that graduates of the Business Education study program can be better prepared to face challenges in the world of work and make meaningful contributions to society.

Keywords: Student Interest, Business Education, Curriculum, Entrepreneurs, Academics.

A. INTRODUCTION

In the era of globalization and rapid technological development, higher education is faced with various new challenges and opportunities. One of the fields of education that is experiencing significant dynamics is Business Education. This study program is designed to prepare students to become competent professionals in the fields of business and education, while being able to adapt to changes in the world of work. 21st century skills have received significant attention in the current era of globalization due to the demands of the world of work and the rapidly developing needs of society. These skills include various competencies that are considered important for success in today's careers and workplaces (Supiyati et al., 2024).

College is a time when students actively explore their careers, where at this stage individuals narrow down their career choices but are not final. At the exploration stage, students explore positions and try out roles to find a match between self-concept and work environment factors or education and training that prepare them for a job that is carried out based on realistic and objective considerations (Setiaji, 2020). According to the journal (Baskoro et al., 2024), career decisions are the process of selecting and determining the path or field of work that will be taken by someone in developing their professional career. This includes

considerations about interests, abilities, values, and personal goals that will influence job choices and professional development.

Every university strives to be an institution that seeks to shape students to be able to compete in the world of work through the learning that it implements. The speed and accuracy of graduates in obtaining jobs are also often associated with the quality of a university, in fact this is an assessment indicator, as a reference in determining the accreditation of a campus. Students are the output of a university which is a picture of the product produced by a university. When a university produces good students, it means that the university has succeeded in carrying out its duties well. So every university should pay attention to the students it graduates. One focus of student quality that must be considered by universities is that each graduate can be absorbed by the world of work (Rahmat, 2019). Students of the Business Education study program at Medan State University, especially the 2023 batch, show quite significant variations in interests between the two main career paths, namely the business world and the world of education. These differences in interests can be caused by various factors such as educational background, experience, and personal perceptions of career prospects in each field. A deep understanding of these students' interests is essential to ensure that the curriculum implemented can meet their needs and aspirations.

Interest is defined as a condition that occurs when someone sees the characteristics or temporary meaning of a situation that is connected to their own desires or needs (Aghniya, 2021). According to Astuti (2019), interest is a drive that causes an individual's attention to be tied to certain objects such as work, lessons, objects, and people. Interest is related to something that is profitable and can cause satisfaction for someone. The more often interest is expressed in activities, the stronger the interest will be, but conversely, interest will decrease if there is no opportunity to express it. Thus, interest can be fostered by connecting a person with their needs so that a desire arises to fulfill them (Aghniya, 2021). Entrepreneurial interest can be interpreted as a commitment to starting a business or enterprise. Entrepreneurial interest will differ between one individual and another because it comes from within the individual (Usman, 2022). Meanwhile, the interest in becoming an educator is a person's ability where he is able to provide attention to his students according to his profession (Riyani, 2023). In this context, research on students' interest in the world of business and education and its implications for the curriculum of the Business Education study program becomes very relevant. This research not only provides insight into students' career tendencies, but can also be the basis for developing a more responsive and adaptive curriculum. Thus, graduates of the Business Education study program are expected to be better prepared to face challenges in the world of work and make meaningful contributions to society.

This study aims to analyze the comparative interests of Business Education students of the 2023 batch towards the world of business and education, and to identify the implications of these differences in interests for the courses of the Business Education study program at Medan State University. Through this approach, it is hoped that the courses developed can be more effective in supporting the development of students' potential and preparing them for success in their chosen career paths.

Understanding Interest

Interest is a tendency or attraction of a person towards a particular object, activity, or field that provides satisfaction or enjoyment. Interest acts as the main driver that motivates individuals to pursue and participate in certain activities. In the context of education and career, interest can influence the choice of study major, work, and daily activities (Ningtyas, 2023). Interest is a person's awareness that gives rise to a desire for something compared to other things by actively participating in activities that are the object of their liking without any coercion. The desire in the individual is expressed in liking or disliking a desire that will satisfy needs. Interest can be developed and grown due to the influence of the surrounding environment. The emergence of this interest is usually marked by the presence of encouragement or motive, attention, pleasure, ability and suitability or suitability. (Zunaedy, 2021)

Factors Influencing Interest

According to Crow (1973) in Abror (1993: 135) in the journal (Kasmiri, 2022), the factors that influence interest are:

1. The driving factor or desire from within (inner urges), namely the drive or A desire that comes from within a person towards something will give rise to a certain interest.
2. Social motive factors, namely motives that are due to desires related to factors within a person, thus giving rise to certain interests.
3. Emotional factors (emotional motives), namely motives related to feelings and emotions in the form of drives, motives, emotional responses and experiences obtained by individuals.

Understanding Entrepreneurial Business

Business is an activity or effort carried out by individuals or groups to generate profits through the production, distribution, and sale of goods or services. Business includes various types of economic activities that aim to meet the needs and desires of consumers. Entrepreneurship can be interpreted as a creative and innovative ability that is used as a basis for creating added value for goods and services that are carried out with the courage to face risks (Anita, 2023). Interest in entrepreneurship or doing business is a tendency of the heart from within an individual who has the courage and desire to create a business field through creative, innovative ideas then plan, organize, manage, bear risks and develop the business he created to achieve goals, and can see the opportunities that exist and are able to manage them by working hard, high spirits because entrepreneurial interest must look forward to the potential of establishing a business. Interest in entrepreneurship is not just owned, but can be developed (Pujiastuti, 2019).

From the motive, businesses can be divided into two types, namely as follows:

- a) Profit oriented business
namely a business that is established solely for the purpose of gaining profit to improve the welfare of its owners and employees and to develop the business further. For example, sole proprietorships, CVs, firms, PTs, and so on.
- b) A business that is not profit oriented or is called a non-profit business (non-profit oriented)
namely a business activity whose main purpose is not commercial but supports various things that attract attention and benefit the public. Examples are activities carried out by foundations, social organizations, religious institutions, non-governmental organizations, and so on (Chairunisya, 2023). The goal of becoming an entrepreneur is to create jobs, improve welfare, and gain freedom in working (Hermawan & Shoimatul, 2020). The internal and external factors of entrepreneurship according to the journal (Tingginehe & Sri, 2024)

Internal factors are factors that originate from within the individual that encourage individuals to become entrepreneurs, namely:

- 1) Think Positive
- 2) Creative
- 3) Initiative
- 4) Discipline

As for external factors, they are factors originating from outside which can encourage individuals to become entrepreneurs, namely:

- 1) Physical Environment
- 2) Social Environment

Definition of teacher education

The academic field covers various disciplines and study programs offered by educational institutions, such as schools, colleges, and universities. Teachers are the determinants of educational success through their performance at the institutional and instructional levels, this strategic role is in line with Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, which positions teachers as professionals as well as learning agents. As professionals, the duties of teachers can only be carried out by people who have academic qualifications, competencies, and teacher certificates that meet the standards for each type and level of education (Mustafa, 2024).

Teaching competence

The purpose of the explanation above is stated that teachers are considered as a profession that has basic statements, technical skills and is supported by a solid personality attitude. According to (Satori, 2008) in the book Teaching Profession (Mustafa, 2024) professional teachers must have the following competencies.

1. Professional competence includes mastery of in-depth and broad knowledge of the subject being taught, as well as methodological skills. This means that teachers must have theoretical understanding, be able to choose the most effective teaching methods, and be able to use various methods in the teaching and learning process. In addition, teachers must also have a broad understanding of the basics of education and an understanding of their students.
2. Personal competence means having a stable personality and can be a source of identification for students. In other words, teachers must have a character that is worthy of being emulated, which allows them to lead with the principles proposed by Ki Hadjar Dewantara, namely *tut wuri handayani, ing madya magun karsodan ing ngarso sung tulodo*.
3. Social competence shows the ability to communicate socially, both with students, fellow teachers, principals, and the general public.
4. Ability to provide the best service, which means prioritizing human values over material values. If a teacher has all of these competencies, the teacher has obtained professional rights because he has met the requirements that have been determined in real terms.

Career Selection Factors

Career is all kinds of work, both paid and unpaid work, Career is also a journey or process that someone goes through in building a career or job, as well as the steps taken to achieve optimal or desired income within a certain period of time (Sadad et al., 2024). Career is also a learning process and roles that are carried throughout life. In research (Mberia & Midigo, 2018) career choice is a critical aspect of an individual's life, the career chosen determines the role pattern that individuals need to play in society in the future. According to (Nagari, 2021) career choice has become a complex task among students in the face of changing technology in the information sector, the term career is broadly defined as all lifelong roles that people play including students, employees, retirees, and employers (Nagari, 2021).

B. RESEARCH METHODS

Research methods are procedures and schemes used in research. Research methods allow research to be carried out in a planned, scientific, neutral and valuable manner. Research methods as a strategy for collecting data, and finding solutions to a problem based on facts (Waruwu, 2023)

Place and Time of Research

This research will be conducted at Universitas Negeri Medan, specifically at the Faculty of Economics and the Business Education Study Program. This location was chosen because of its direct relevance to the research subjects, namely Business Education students of Stambuk 2023. Research Time, This research will be conducted for one week, this time span was chosen to ensure that the data collected covers a variety of academic and non-academic activities of students, as well as providing enough time for in-depth data analysis.

Types of research

Qualitative research is often called a naturalistic research method because the research is conducted in natural conditions. The qualitative approach in this study was carried out with the aim of seeing the whole (Dewi et al., 2023). This study uses a qualitative method with a descriptive approach. This method was chosen to gain a deep understanding of students' interests in careers in business and education, as well as their implications for the curriculum of the Business Education study program at Medan State University.

Qualitative research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols or descriptions of a phenomenon, focused and multi-method, natural and holistic, prioritizes quality, uses several methods, and is presented narratively. Simply put, it

can be said that the purpose of qualitative research is to find answers to a phenomenon or question through the systematic application of scientific procedures using a qualitative approach (Sidiq et al., 2019)

Population and Sample

1. Population

The population in this study were students of the Business Education study program, batch 2023 at the State University of Medan. This population was chosen because they are a group that is relevant to the purpose of the study, namely to analyze their career interests and their implications for the Course.

2. Sample

The sample of this study was taken using a purposive sampling method, which allows researchers to select participants who have certain characteristics that are relevant to the study. A total of 33 students were selected to fill out the questionnaire and 5 students for interviews. This sample selection aims to obtain representative and in-depth data on students' career interests.

The sample size is determined using the Slovin formula with a population (N) of 60 and an error rate (e) of 10% (0.10):

Slovin's formula:

$$n = \frac{N}{1 + N(e^2)}$$

Where:

n = sample size

N = population size

e = desired level of error (margin of error)

After substituting the values of N and e into the formula, the required sample size is approximately 38 students.

Research Variables

Independent Variable:

- 1) **Student interest in careers in the world of entrepreneurial business:** This interest includes students' desire and interest in starting and managing their own business. According to (Suryana, 2020), interest in entrepreneurship can be interpreted as a commitment to starting a business or business. Factors that influence this interest include family background, personal experience, and perceptions of business opportunities.
- 2) **Student interest in careers in teacher education:** This interest includes the desire and interest of students to become educators at various levels of education. (Suhartini, 2021) states that the interest in becoming an educator is a person's ability to pay attention to their students according to their profession. Factors that influence this interest include teaching experience, perceptions of the teaching profession, and support from the academic environment.

Dependent Variable:

Implications of the analysis results for courses in the Business Education study program at Medan State University: This variable includes how the results of the analysis of students' career interests can

influence the development of the curriculum and courses offered. According to Hidayat, (2022), a deep understanding of students' interests is essential to ensure that the curriculum implemented can meet their needs and aspirations. These implications can include adjusting courses, developing training programs, and increasing the relevance of the curriculum to the needs of the labor market.

Research Design

Research design is a plan or strategy used to collect and analyze data to answer research questions. In this study, the research design used is a descriptive qualitative research design. Detailed explanation of this research design, This study uses a descriptive qualitative approach. This approach was chosen because it aims to gain an in-depth understanding of students' interests in careers in business and education, as well as their implications for the curriculum of the Business Education study program at Medan State University. According to (Creswell & Poth, 2018), a descriptive qualitative approach is suitable for exploring complex and in-depth phenomena from the perspective of participants. This study uses two main methods to collect data, namely questionnaires and semi-structured interviews.

Questionnaire:

- 1). The questionnaire instrument was used to collect quantitative data on student interests. This questionnaire contains open-ended and closed-ended questions designed to explore students' interests in business and education. (Fink, 2020), questionnaires are an effective tool for collecting data from a large number of respondents in a relatively short time.
- 2). Semi-Structured Interview: Semi-structured interviews were conducted to gain in-depth information about student interests and their implications for the curriculum. These interviews allowed researchers to explore topics that emerged during discussions and gain richer insights from participants. (Bryman, 2021) stated that semi-structured interviews provide researchers with the flexibility to dig deeper and more relevant information.

Data collected through questionnaires and interviews will be analyzed using thematic analysis methods. Thematic analysis is a systematic method for identifying, analyzing, and reporting patterns (themes) in data. (Braun & Clarke, 2019) explains that thematic analysis involves several stages, including rereading transcripts repeatedly, identifying key themes, and grouping data according to those themes.

C. DATA ANALYSIS AND DISCUSSION

From the results of interviews and questionnaires conducted on 38 Business Education students of Stambuk 23, data was obtained that the majority of students were more interested in becoming entrepreneurs than becoming academics. The factors that influence career selection are:

1. Personal Interests and Values

Personal interests and values play an important role in career selection. Individuals tend to choose careers that match their interests and reflect their personal values.

2. Abilities and Skills

Individual abilities and skills also influence career choice. People tend to choose careers that match their skills and in which they feel capable of achieving success. Educational and training experiences also contribute to the development of relevant skills.

3. Family Environment

The family environment, including parents' educational background and family support, can influence an individual's career choice. Families often provide advice and encouragement that influence their children's career choices.

4. Peer Influence

Peers can influence an individual's career choices through the encouragement, advice, and examples they provide. The social environment and friendship networks can provide inspiration and useful information about career opportunities.

5. Economic Conditions and Job Market

Economic conditions and the job market situation also influence career choices. Individuals may consider job prospects, job stability, and earning potential in choosing a career. Careers that promise good job prospects and high earnings tend to be more attractive.

6. Influence of Education

Educational institutions and academic experiences play an important role in influencing career choices. Teachers, lecturers, and career counselors can provide guidance and information that helps students make informed career decisions.

Based on the data obtained, it can be summarized as follows:

Table 1 - participant data

Career Interests	Number of Students	Presentation
Entrepreneurship Business	29	76.32%
Teaching Academic	9	23.68%

This table shows the results of a survey or interview conducted to determine the career interests of Business Education students of Stambuk 23 at Medan State University. The table presents data on the number of students and the percentage of those interested in two main career paths: entrepreneurial business and teaching academics. The explanation of this table covers several aspects. The "Career Interest" column shows two career options that students are interested in, namely entrepreneurial business and teaching academics. The "Number of Students" column lists the number of students interested in each career path, while the "Percentage" column presents the percentage of students interested in each career path from the total number of respondents. From the data analysis, it is known that as many as 29 students (76.32%) showed their interest in a career path in the field of entrepreneurial business. This means that the majority of students are more interested in a career as an entrepreneur. Meanwhile, only 9 students (23.68%) are interested in a career path in the field of teaching academics. This shows that fewer students are interested in becoming teachers or lecturers compared to those interested in becoming entrepreneurs.

The majority of students consider that being an entrepreneur is superior to being an academic. Some of the reasons given include the view that the world of entrepreneurship offers greater opportunities for financial success, freedom in managing a business, and more interesting challenges. Students who are interested in the entrepreneurial path tend to see business prospects as something more promising and flexible. They feel that by becoming an entrepreneur, they have full control over their decisions and the direction of their business, and have unlimited income potential compared to the fixed income of an academic. In contrast, students' views of the academic profession tend to be narrow, where they see it as a career that is less dynamic and offers limited income prospects. Some students feel that being a teacher or lecturer does not provide enough challenges and does not provide enough room for creativity and innovation. They argue that a career in the academic field is more bound by rules and bureaucracy, which can hinder their career development. In addition, the results of interviews and questionnaires also show that students who are interested in the academic world are generally influenced by their family environment, most of whom have careers in business. Many of them want to become lecturers rather than teachers in business-based vocational schools, because they see a lecturer career as a more prestigious profession and offers opportunities for broader research and scientific development. They are attracted by the prospect of becoming experts in their fields and contributing to the development of science through research and academic publications. However, despite this, they also acknowledge that the income prospects in the academic profession may not be comparable to the income potential in entrepreneurship.

However, it should be noted that students of the Business Education study program must undergo School Field Introduction (PLP) because they are academic graduates with a Bachelor of Education (S.Pd) degree, and there are no other internship programs carried out during their studies. PLP is part of the curriculum that requires students to do teaching practice in schools. This activity aims to provide practical experience

in the world of education and prepare them to become competent teachers. However, this program also limits the opportunity for students to gain practical experience in the business field.

Looking at the results of the interviews and questionnaires, there are several implications that can be considered by the Business Education Study Program of Medan State University. First, the study program needs to make adjustments in the curriculum to meet the interests and aspirations of students who are more inclined towards entrepreneurship. One solution is to strengthen entrepreneurship courses and provide more opportunities for students to get involved in real business projects.

Isclusion

Based on the results of interviews and questionnaires conducted, significant differences were found regarding the career paths of interest to students of the Business Education Study Program, Stambuk 23 at Medan State University. Many students are more interested in pursuing a career in entrepreneurship compared to other career paths. However, the graduate profile expected by the study program directs students more towards a career in teaching, although there are still opportunities for a career in entrepreneurship according to the established graduate profile. Students interested in the entrepreneurship path feel that the current curriculum does not provide the practical experience needed to become a successful entrepreneur. They consider the curriculum to be too focused on educational theory and does not provide enough opportunities to gain direct experience in the business world. The graduate profile set by the Business Education Study Program, Medan State University is:

1. Business management teacher, marketing and entrepreneurship expertise program at SMK Bisnis Manajemen.
2. Economics teacher in Senior High School, Islamic Senior High School, and Vocational School of Economics.
3. Integrated social studies teacher at junior high school/Islamic junior high school.
4. Professional business manager in management and entrepreneurship
5. MSME Consultant.

The vision and mission of Medan State University are:

VISION

“Excellent Study Programs in the Field of Business Management Education, Marketing and Entrepreneurship Expertise Programs in 2025”

MISSION

1. Organizing education, learning, and guidance effectively to produce professional teachers in the field of trade and business management education who are qualified, superior, intelligent and highly competitive, independent, and have personality, as well as have an entrepreneurial spirit.
2. Carrying out scientific research and development that supports the implementation of education and learning in order to produce various innovations in the field of trade and business management education;
3. Carrying out community service activities in general, especially in the field of education that is beneficial to the community;
4. Developing science and technology in the field of business education that supports the development of the education sector.

With such diverse graduate profiles, it is clear that the Business Education study program at Universitas Negeri Medan prepares students for various career paths, both in education and in the business and entrepreneurship sector. This shows the study program's commitment to producing graduates who are adaptive and ready to face challenges in various professional fields.

In addition, the objectives of the Medan State University Business Education Study Program are:

1. Producing professional, skilled and personable teachers in the field of Commerce and business management.
2. Producing quality research in the field of Commerce Education and business management.
3. Producing community service works in accordance with community needs in the field of Commerce and business management.
4. Producing innovative products in the field of Commerce Education and business management.

Although the Business Education Study Program already provides entrepreneurship courses, interview results show that many students still feel that the curriculum does not provide the practical experience needed to become successful entrepreneurs. Therefore, adjustments need to be made to the curriculum in order to meet students' interests and aspirations and remain in line with the desired graduate profile. This study also found that students who are more interested in becoming entrepreneurs feel that the current curriculum focuses too much on the theoretical aspects of education and does not provide enough practical experience in the business field. To meet students' interests and aspirations, adjustments need to be made to the curriculum. One solution is to strengthen entrepreneurship courses and provide more opportunities for students to get involved in real business projects. Strengthening entrepreneurship courses can be done in the following ways:

1. Holding internship or collaboration programs with local companies.

internship or collaboration programs with local companies to provide hands-on experience in the business world. This is important considering that Business Education students must undergo School Field Introduction (PLP) as part of the requirements to obtain a Bachelor of Education (S.Pd) degree, and there are no other internship programs carried out during the lecture period.

2. Developing business incubators on campus.

This business incubator can be a place for students to develop their business ideas with guidance from lecturers and business practitioners.

On the other hand, for students who are more interested in becoming teachers, efforts need to be made to strengthen their competence in the field of education. Here are some suggestions for strengthening teacher competence:

1. Improving the quality of teaching of teacher training courses.

Courses related to education must be delivered using innovative and interesting methods so that students can absorb the material well.

2. Curriculum development that is in accordance with field needs.

The curriculum must always be updated to suit developments in the world of education and needs in the field. With these various efforts, it is hoped that the Business Education study program of Medan State University can meet the needs and aspirations of students, both those who want to pursue a career in entrepreneurship and education. The study program must continue to adapt and adjust the curriculum in order to produce competent graduates who are ready to face challenges in various professional fields.

D. CONCLUSION

This study analyzes the comparative interest of Business Education students of Stambuk 23 towards the world of business and education, and its implications for the curriculum of the Business Education Study Program at Medan State University. The results of interviews with 38 students showed that the majority of them were more interested in becoming entrepreneurs than academics, with percentages of 76.32% and 23.68% respectively. The main reason driving this interest is the view that the world of entrepreneurship offers greater opportunities for financial success and freedom in managing a business,

while the academic profession is seen as less dynamic and offers limited income prospects. In addition, the interview results also revealed that students who are interested in the academic world tend to be influenced by family environments that have careers in business, and they prefer to become lecturers rather than teachers in business-based vocational schools. Although the Business Education Study Program already provides entrepreneurship courses, many students feel that the curriculum does not provide the practical experience needed to become successful entrepreneurs.

This study highlights the mismatch between student interests and the graduate profile expected by the Business Education Study Program at Universitas Negeri Medan. To overcome this problem, adjustments are needed in the curriculum so that it can meet student interests and aspirations and remain in line with the desired graduate profile. One suggested solution is to strengthen entrepreneurship courses and provide more opportunities for students to engage in real business projects. In addition, it is important to broaden students' views of the academic profession by showing the various career opportunities and incomes that can be achieved in the field. Thus, this study program can produce graduates who are ready to face challenges in the world of work and in accordance with the objectives that have been set. This conclusion answers the research objectives that have been stated in the introduction and provides practical recommendations for the development of a curriculum that is more responsive to student needs.

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