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THE MEDIATION ROLE OF WELL-BEING STUDENTS ON THE INFLUENCE OF 21st CENTURY COMPETENCE AND BLENDED LEARNING ON ENTREPRENEURSHIP LEARNING ACHIEVEMENT

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Abstrak

Penelitian ini menggunakan metode analisis deskriptif kualitatif dan analisis deskriptif kuantitatif. Objek penelitian SMA Swasta Persiapan Kota Pematangsiantar dengan sampel 187 responden. Metode yang digunakan untuk analisis data dalam penelitian ini adalah uji validitas, uji reliabilitas, uji normalitas, analisis regresi linier berganda dan sederhana, analisis koefisien korelasi, koefisien determinasi, dan uji hipotesis (Uji F dan Uji t).Hasil penelitian dapat disimpulkan sebagai berikut: 1) Hasil analisis regresi menunjukkan bahwa terdapat pengaruh pengaruh positif antara kompetensi abad 21 dan *blended learning* terhadap *wellbeing student* baik secara simultan maupun parsial, serta terdapat pengaruh positif antara *wellbeing student* terhadap prestasi belajar. 2) Hasil korelasi dan determinasi munjukkan bahwa terdapat hubungan yang kuat dan positif antara kompetensi abad 21 dan *blended learning* dengan *wellbeing student* baik secara simultan maupun parsial, serta terdapat hubungan yang sangat kuat dan positif antara *wellbeing student* dengan prestasi belajar kewirausahaan. 4) Hasil uji simultan menunjukkan bahwa uji F H_0 ditolak, artinya bahwa kompetensi abad 21 dan *blended learning* berpengaruh positif dan signifikan terhadap *wellbeing student*. 5) Hasil uji parsial menunjukkan bahwa uji t H_0 ditolak, yang berarti bahwa kompetensi abad 21 dan *blended learning* berpengaruh signifikan terhadap *wellbeing student* secara parsial, serta hasil pengujian uji t H_0 ditolak, yang berarti bahwa *wellbeing student* berpengaruh signifikan terhadap prestasi belajar kewirausahaan secara parsial.

Kata Kunci: Kompetensi Abad 21, *Blended Learning, Wellbeing Student*, Pretasi Belajar Kewirausahaan

Abstract

This research uses qualitative descriptive analysis methods and quantitative descriptive analysis. The object of study of the Private Vocational School for the Preparation of Pematangsiantar City with a sample of 187 respondents. The methods used for data analysis in this study are validity, reliability, normality, multiple and simple linear regression analysis, correlation coefficient analysis, coefficient of determination, and hypothesis test (F test and t-test). This can be concluded as follows: 1) The regression analysis results show a positive influence between 21st-century competencies and blended learning on well-being students simultaneously and partially, and there is a positive influence between well-being students and learning achievement. 2) The correlation and determination results show a strong and positive relationship between 21st-century competencies and blended learning with well-being students both simultaneously and partially, and there is a very strong and positive relationship between well-being students and entrepreneurial learning achievements. 3) The simultaneous test results show that the FH $_0$ test was rejected, meaning that 21st-century competence and blended learning positively and significantly affect students' well-being. 4) The partial test results show that the t H $_0$ test is rejected, which means that 21st-century competence and blended learning have a significant effect on partial well-being students, and the results of the t H $_0$ test are rejected, which means that well-being students have a significant effect on partial entrepreneurial learning achievement.

Keywords: *21st Century Competencies, Blended Learning, Wellbeing Student, Entrepreneurship Learning Initiatives*

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PRELIMINARY

Education is inseparable from change, and all aspects of the educational experience have changed curriculum settings, learning modes, and learning media. In addition to the learning aspect, educators' ability and *student* well-being have also changed. Preparing human resources (HR), realizing a national education system, and using curriculum development to achieve these goals also aims to improve school quality. It is concluded from the research results (Rifa et al. 2021) that education is expected to produce quality human resources in the field of information technology and also the human aspect because 21st-century learning is more integrated between knowledge and skills.

The quality of a student's education can be seen from the good or bad academic achievement because academic achievement reflects students' understanding of a subject. Academic achievement is one indicator of academic success. The higher the student's academic achievement, the higher the success in the learning process. Better yet, if academic achievement is assessed as low, this is a sign of failure in the learning process. It is concluded from the results of research (Ulfa 2021) , that learning outcomes are the ability to master knowledge from learning experiences and the possibility of changing students' attitudes or behavior toward happiness which can be assessed through tests and has not been tested consisting of the cognitive, affective and psychomotor domains.

Learning outcomes are changes in student behavior after experiencing learning activities. This is because not all students with high learning achievement have high entrepreneurial interest; vice versa, not all students with low learning achievement have low entrepreneurial interest. Another cause is the ineffectiveness of direct practice in the field or internships that can increase entrepreneurial interest. In the future, there need to be more intensive internship activities to support entrepreneurship's teaching and learning process to increase students' interest in learning entrepreneurship. Several inhibiting factors affect the learning orientation process, including internal and external factors. Internal factors are factors that come from the students themselves. Such as lack of interest and motivation to learn. There is a possibility of the impact of family problems on students' interest and motivation in learning, behavior, and so on. External factors are factors from outside, these factors are divided into several. First, the school factor, the fact that school is a place to seek knowledge, improve attitudes, and increase skills greatly affect students. For example, infrastructure (if adequate, the teaching and learning process will run smoothly), and teacher capacity. Second, community factors (environment), if these factors support, then the teaching and learning process will run smoothly and well. Community factors (environmental) also have a major influence on the development of the potential of students.

Teachers must be able to change the learning system and objectives with concepts prepared in advance by prioritizing cognitive aspects to emphasize emotional learning, where students need to change the thinking process so they can process themselves. In addition to internal factors, external factors positively affect teachers' difficulty in spreading learning, namely the lack of guidance from higher to lower levels regarding workload, teaching services and completeness of learning design. Materials ultimately make it difficult for teachers to develop learning designs that prioritize psychomotor aspects. Therefore, in implementing affective aspect learning, it is necessary to develop a reference for developing affective domain assessment tools and to interpret the measurement results.

Today's challenges are far greater than in previous eras facing a much more diverse clientele, the subject matter is more complex and difficult. Education cannot be separated from change, all aspects of education experience changes in the curriculum, learning models, and learning media used. In addition to the learning aspect, educators' competence and *student* well-being have also changed. There are still few *well-being students* who can use communication skills in context to achieve goals. The challenges of changing mindsets, such as a relaxed mental attitude with discomfort, an attitude of willingness to learn, the main orientation to *student well-being*, and decreasing anxiety about technology can be maintained to be carried out.

E-learning is a learning model that focuses on the efficiency of the teaching and learning process. *Well-being students* will not be able to develop properly without being accompanied by technology. They will be very happy if learning is connected to the internet. So with a touch of existing information and communication technology, *e-learning* (online learning) has given birth. Using *e-learning*

learning models will make it easier for students (well-being *students)* to access learning materials, discuss with friends, and ask questions with teachers anytime and anywhere. Educators who live in this digital era should add competence in technology beyond the pedagogic competencies commonly used in teaching and learning activities for *student well-being*.

Well-being students feel comfortable at school, feel satisfied with themselves, and in interactions with others show consistent emotional responses to events experienced and the absence of negative conditions such as depression, anxiety, and deviant behavior as well as *student well-being involvement* in school community learning. *Student well-being* can not be considered apart from the school context because schools can act as change agents in *student well-being*. The well-being of *students* plays an important role in learning and influences the optimal functioning of *student well-being* in schools. Measuring *student well-being* using the right dimensions and tools is a strategic step in determining whether the school is carrying out its mission well. Intrapersonal and interpersonal dimensions can measure well-being and student happiness.

In the intrapersonal dimension, the changes experienced by adolescents can cause problems for adults, especially those related to the lives of adolescents, such as parents, family, or school. Adolescents have higher social needs and interests at this age than at previous ages. Many teenagers do well in school but prefer to spend time with friends rather than completing their schoolwork, which can lead to academic success. Student well-*being* is a condition in which well-*being students* feel comfortable in school, satisfied with themselves, and in interactions with others show consistent emotional responses to events experienced and the absence of negative conditions such as depression, anxiety and deviant behavior, and involvement well-being *student* in learning. Meanwhile, on the interpersonal dimension, the well-*being student 's* perception of the relationship between school members will affect the emotional involvement of the well-*being student*. Well-being *students* ' perceptions of the ability of school members to cope with failure will affect perceptions of well-being *student engagement* (Basoeky et al. 2021). While the *well-being of students*' perception of the clarity of the rules and the school environment affect the *well-being of students*' participation in behavior. *Well-being students* with low happiness levels tend to exhibit dangerous behavior and anti-school attitudes. Therefore, it is necessary to make efforts to improve the well-being *students*.

One of the real challenges in the world of education is that education should be able to produce human resources who have complete competence, known as 21st-century competence. 21st-century competencies are the main competencies that *well-being students* must possess to live in real life in the 21st century. It is concluded from the results of the study (Redhana 2019), that 21st-century skills are important skills that everyone must master to face the challenges, problems, life successfully, and careers of the 21st century, a learning model centered on *well-being student* happiness is a 21st-century learning model. The 21st century is a very different century from previous centuries.

In this century, especially in the field of *Information and Communication Technology* (ICT), which is sophisticated *(sophisticated),* makes this world is increasingly narrow, because of the sophistication of *Information and Communication Technology* (ICT) various information from various corners of the world can be accessed instantly and quickly by anyone and from anywhere, interpersonal communication can be done easily, cheaply anytime and anywhere. Of course, with changes related to the development of the 21st century, which is often referred to as the industrial revolution, technology in learning media makes an important contribution to 21st-century learning. In this case, the existence of information and communication technology is not a subject, but is integrated into learning. This kind of learning often leads to indifference, apathy, and boredom (Purba et al. 2020).

There are many challenges for teachers in the 21st century, in the dimensions of information and communication technology *literacy,* namely *teaching for active learning, teaching for active learning*, *teaching and technology*, teaching and technology, *teaching with new views about abilities, teaching with new views* on teaching and learning ability. Starting from advances in information and communication technology and its various positive and negative impacts, human problems are increasingly complex, being in an era of increasingly fierce competition in the 21st

century, which requires careful and regular preparation both in concept and in its application to training *human resources*.

In the dimensions of the ability to communicate and cooperate *(communication and collaboration skills),* greater resources and those most responsible for preparing higher human resources are educational institutions, where teachers play a major and decisive role. This places a heavy responsibility on teachers in their efforts to improve human resources. Quality education will produce results that can face the era of 21st-century competition. Teachers take the lead in preparing superior human resources and must always be ready to improve their skills, innovate and be creative in learning. In the dimensions of *critical thinking and problem-solving* skills with adequate skills, teachers can transfer the five skills (work ethic, cooperation, good communication, social responsibility, critical thinking, and problem-solving) to their students through learning with a contextual learning system.

A further obstacle to *e-learning* is creating the impression of solitude, so you will experience boredom in learning and cannot last long studying in front of the computer. For this reason, a balanced combination of conventional methods with *e-learning innovation is needed*. The teacher himself is also aware that so far, the learning process and model that has been carried out is minimal so that it is less pressing in the formation of character values in students, as value learning aims to give students dynamic and creative abilities. Entrepreneurship learning activities are also an alternative for students to provide their attitudes and self-preparation to produce their jobs.

This *blended learning* (BL) model combines the advantages of the *blended learning model* between conventional or face-to-face learning with online learning. This is concluded from the results of the study (Rachm, Sukrawan, and Rohendi 2019) , *well-being students* were very satisfied with the application of the *blended learning model* and enjoyed the learning process, where the motivation, interest and sense of learning for the *well-being of students* also increased after applying the *blended learning model*. *The following is the data for* the Vocational High School education unit (SMK) according to each sub-district's teaching and learning process in Pematangsiantar City that uses *blended learning* as a learning method.

Tabel 1.1
Jumlah Satuan Pendidikan (SMK) Menurut Proses Belajar Mengajar Tiap Kecamatan di Kota Pematangsiantar

No.	Kecamatan	Belajar dari Rumah (BDR)		Pembelajaran Tatap Muka (PTM)		Jumlah Total	%	Jumlah	%	Σ Total
		Jumlah	%	Jumlah	%					
1	Kec. Siantar Marihat	3	60,00	2	40,00	5	71,43	2	28,57	7
2	Kec. Siantar Selatan	3	50,00	3	50,00	6	66,67	3	33,33	9
3	Kec. Siantar Barat	7	87,50	1	12,50	8	100,00	0	0	8
4	Kec. Siantar Utara	0	0,00	4	100,00	4	100,00	0	0	4
5	**Kec. Siantar Timur**	**3**	**60,00**	**2**	**40,00**	**5**	100,00	**0**	**0**	**5**
6	Kec. Siantar Martoba	1	100,00	0	0,00	1	10,000	0	0	1
7	Kec. Siantar Marimbun	0	0,00	2	100,00	2	10,000	0	0	2
8	Kec. Siantar Sitalasari	0	0,00	1	100,00	1	10,000	0	0	1
Total	**Total**	**17**	**53,13**	**15**	**46,88**	**32**	**86,49**	**5**	**13,51**	**37**

No.	NPSN	Satuan Pendidikan	BDR/PTM	Kurikulum Digunakan
1	10211804	SMKS SURYA PEMATANGSIANTAR	PTM Terbatas 100%	Kurikulum Merdeka
2	**10212420**	**SMKS PERSIAPAN**	**Pembelajaran Jarak Jauh**	**Kurikulum Merdeka**
3	10211794	SMKN 2 PEMATANGSIANTAR	Pembelajaran Jarak Jauh	Kurikulum 2013
4	10211797	SMKS MARS	Pembelajaran Jarak Jauh	Kurikulum 2013
5	10211802	SMKS HKBP	PTM Terbatas 100%	Kurikulum Merdeka

Sumber :(*Kesiapan Belajar*, n.d.)

The Preparatory Private Vocational School is located in the education unit of the East Siantar District which consists of five vocational schools, three schools use *blended learning* (BL) with the Independent Curriculum and the 2013 Curriculum as learning media, namely SMK Private Preparatory, SMK Country 2 Pematangsiantar, SMK Private Mars , while the remaining two schools are still implementing limited face-to-face meetings with the Independent Curriculum, namely SMK Private Surya Pematang Siantar and SMK Private HKBP.

The combination of the delivery method and the learning style makes a combination of teaching that still emphasizes social interaction or communication between *well-being students* and teachers as well as fellow *well-being students* without leaving the technology aspect behind. It is concluded from the results of research (Sari 2021) , *blended learning* has advantages and disadvantages, including students becoming more independent in learning, motivated to learn, learning becomes fun and students are involved, which can improve learning outcomes and critical thinking skills, while the weaknesses from *blended learning* is that some students do not actively learn online because they are not supervised directly by the teacher, the teacher must try as much as possible to carry out *blended learning*. With this policy, *e-learning*, which was previously not used optimally, becomes the only form of learning of choice. In the dimension of learning, *blended learning* is focused on changing the form of classical learning, face-to-face in class *(live events),* self-*paced learning,* collaboration *(collaboration),* assessment

(assessment), tutorials, *performance support materials (performance support materials)*, evaluation so that students are more active in studying learning materials inside and outside the room.

Therefore, the face-to-face dimension in the classroom *(live events)* of the learning process that only uses technology or only applies online learning cannot be fully successful. This is because the learning style of each *student's well-being* is different. Another obstacle to online learning is that it creates a sense of loneliness, so *students* will be bored with learning and cannot study for long in front of the computer. Collaboration requires *the* right combination of conventional methods with *e-learning innovations*. After knowing the advantages of the *blended learning model*, on the dimensions of *self-paced learning* and *performance support materials,* it is also necessary to know the shortcomings of the *blended learning method* so that students and teachers can learn together and develop plans to overcome weaknesses of *blended learning*. The disadvantage of the *blended learning model* is its dependence on the internet and electronic media, but there are some drawbacks, one of which is when adequate facilities and infrastructure do not support participants. In addition, internet access in some places is still difficult for participants to follow.

As for teachers, the drawback of this method is the difficulty of designing learning methods or materials. It should be attractive to the teacher and the facilities should be distributed evenly to all participants. However, of course it is still difficult to get the best solution. It will be difficult for students with limited facilities, inadequate facilities, and infrastructure to access learning. Not to mention if there are students who stutter, they will be embarrassed if they are not guided directly. Technological skills must be maximized by students and teachers so that independent learning can also be applied properly. Thus some information related to learning with the *blended learning model*, starting from the understanding, elements, advantages, and disadvantages. This learning can expand the scope of study and practice so that *well-being students* can access it remotely. However, to generate interest and motivation to learn on *student well-being*, the teacher as a medium will design appropriate and effective learning modul

Based on the background of the problem that has been described by looking at existing phenomena and realities, the purpose of this study is to find out the description of 21st-century competence, *blended learning* , *student well-being* and learning achievement in entrepreneurship subjects in private Vocational High Schools in Pematangsiantar City, to determine the influence of 21st-century competence and *blended learning* on the well-being of *students* in private Vocational High Schools in Pematangsiantar City, both simultaneously and partially, to determine the effect of *student well-being* on learning achievement in entrepreneurship subjects in Pematangsiantar Preparatory Private Vocational Schools.

THEORETICAL BASIS

21st Century Competence

The 21st century is a very different century from the previous centuries. The rapid advancement of technology in the 21st century has revolutionized various aspects of life regarding communication, society, business and education.

The author concludes that 21st-century competence is the development of information technology to change the learning process into agents of change in schools, where education and training are the determinants of success and success.

21st-century competence refers to the P21 standard in Indonesia following the demands of education in Indonesia, according to the output of the document review in the National Education System Law, Nawacita, and the RPJMN for Basic, Middle, and Higher Education, obtained two additional synchronous standards using Curriculum policies and Government policies, namely according to using Strengthening Character Education in *Character Building* and Spiritual *Values*. Holistically, the P21 standard in Indonesia is formulated as follows:

Tabel 2.1
Partnership for 21 Century Skill Standard (P-21CSS)

Framework 21st Century Skills	P-21CSS	Aspek
Creativity Thinking and Innovation	4Cs	Berpikir secara kreatif
		Bekerja kreatif dengan lainnya
		Mengimplementasikan inovasi
Critical Thinking and Problem Solving		Penalaran efektif
		Menggunakan sistem berpikir
		Membuat penilaian dan keputusan
		Memecahkan masalah
Communication and Collaboration		Berkomunikasi secara jelas
		Berkolaborasi dengan orang lain
Information, Media and Technology Skills	*ICTs*	Mengakses dan mengevaluasi informasi
		Menggunakan dan menata informasi
		Menganalisis dan menghasilkan media
		Mengaplikasikan teknologi secara efektif
Life & Career Skills	*Character Building*	Menunjukkan perilaku *scientific attitude* hasrat ingin tahu, jujur, teliti, terbuka dan penuh kehati-hatian
		Menunjukkan penerimaan terhadap nilai moral yang berlaku di masyarakat
	Spiritual Values	Menghayati konsep ke-Tuhanan melalui ilmu pengetahuan
		Menginternalisasikan nilai-nilai spiritual dalam kehidupan sehari-hari

Source: (Ariyana and et al 2018)

The dimensions of 21st-century competence used in this study are *Critical Thinking and problem solving* (critical thinking and problem-solving skills), *communication and collaboration skills* (the ability to communicate and work together), *Creativity and innovation skills* (the ability to create and renew), *Information and media literacy skills* (the ability to manage information and media literacy), *Contextual learning skills* (contextual learning skills), *Information and communications literacy* (information and communication technology literacy).

Blended Learning

Bended learning is essentially a combination of face-to-face and virtual learning benefits. In addition to *blended learning*, there is also the term *hybrid learning*. These terms have the same meaning: blending, mixing or a combination of learning. *Blended Learning* is a further development of *e-learning*, namely a learning method that combines *e-learning systems* with conventional or face-to-face methods. *Blended learning* refers to several aspects that are stated by research results (Rachman et al. 2019), *well-being students* feel very satisfied with the application of the *blended learning model* and enjoy the learning process, where motivation, interest and sense of learning for *well-being students* also increase after applying the *blended learning model learning*.

The author concludes that *blended learning* can be done face-to-face and online, combining learning in class (face-to-face) to improve effective and efficient learning so that the teaching and learning process increases actively between students and teachers can reduce the amount of face-to-face time in the classroom to meet face-to-face *online virtual*. In learning activities, integrate technology and homework assignments for maximum learning.

The dimensions of *blended learning* used in this study are face-to-face *(live events)*, self-*paced learning*, *collaboration (collaboration)*, assessment *(assessment)*, tutorials, *performance support materials (performance support materials)*, evaluation *(evaluation)*. so students are more active in studying learning materials inside and outside the classroom.

Well-being Student

Well-being students or "students who are members of a society who are trying to develop their potential through a learning process that is available at certain paths, levels and types of education" as referred to in Law No. RI. 20/Tahun 2003 concerning the National Education System for students, student *well-being* or students have a central position or main customer in the education system, which means the estuary of the entire education system is *student well-being*. It is concluded from the results of the study (Redhana 2019) , that 21st-century skills are important skills that everyone must master to face the challenges, problems, life successfully, and careers of the 21st century, a learning model centered on *well-being student* happiness is a 21st-century learning model.

Student conclusions *Well -being* is taking the main role in learning and influencing the optimization of student functioning at school, students who have a high degree *of well-being* tend to have higher academic achievement, better mental well-being, are more prosocial and responsible, and measurement of *student well-being* using the right indicators and instruments is a strategic step to find out whether the school has carried out its duties well, it is important because schools are not only about student achievement but also how to realize *the well-being* of children as a whole. The dimensions of *student well-being* used in this study are intrapersonal and interpersonal.

Entrepreneurship Learning Achievement

Entrepreneurship subjects at least provide students with learning materials related to important aspects such as an interest in the business world so that they want to become entrepreneurs. It is concluded from the results of research (Ulfa 2021) , that learning outcomes are the ability to master knowledge from learning experiences and the possibility of changing students' attitudes or behavior towards happiness which can be assessed through tests

and has not been tested consisting of the cognitive, affective and psychomotor domains.

The author concludes that the characteristics of entrepreneurship dare to have the creative power an entrepreneur must have the courage to have the creative power or be afraid to dream and plan. Dimensions of learning achievement in entrepreneurship subjects used cognitive, affective, and psychomotor aspects.

Research paradigm

The research paradigm is a brief description of research activities in the form of a framework or diagram supported by relevant theoretical studies and previous research. The paradigm of this research can be expressed in the form of a simple schema as follows:

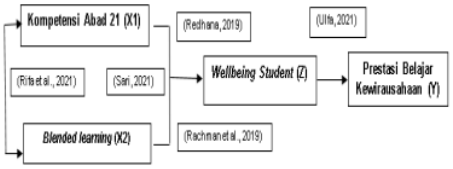

Figure 2.1
Framework
Source: Processed by the Author (2022)

METHOD

The research design used by the author in this study is *library research* and *field research*. The object of research in this study is the Pematangsiantar City Preparatory Private Vocational School located at Jl. Pane No. 66 Pematangsiantar City, Postal Code 21133, North Sumatra, Indonesia. To obtain data, the author accesses through the site which is the official *website of the Preparation Vocational School smkswastapersiapan.mysch.id*, email smkpersiapan@yahoo.com or other sources.

This research uses qualitative descriptive analysis method and quantitative descriptive analysis. Based on the calculation of the *slovin formula* where n = N / (1+(N xe ^{2}) i.e. n = 352 / (1+(352 x 0.05 ^{2}) then the results of the sample taken by the author in this study used 187 people. using *proportional stratified random sampling*. This study's data analysis methods are validity, reliability, normality, multiple and simple linear regression analysis, correlation coefficient analysis, coefficient of determination, and hypothesis testing (F test and t-test).

RESULTS AND DISCUSSION

Normality test

In this study, the normality test was carried out using the *One-Sample statistical test Kolmogorov-Smirnov*. Test results using the *One-Sample statistical test* This *Kolmogorov-Smirnov* can be seen as follows:

Table 3.1
Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Kompetensi Abad 21	Blended Learning	Wellbeing Student	Prestasi Belajar	Total
N		187	187	187	187	187
Normal Parameters[a,b]	Mean	82.01	100.29	39.44	186.17	407.92
	Std. Deviation	10.144	13.377	4.931	22.937	49.092
Most Extreme Differences	Absolute	.085	.050	.083	.079	.064
	Positive	.085	.047	.059	.062	.061
	Negative	-.075	-.050	-.083	-.079	-.064
Kolmogorov-Smirnov Z		1.163	.686	1.134	1.075	.874
Asymp. Sig. (2-tailed)		**.134**	**.734**	**.153**	**.198**	.429

a. Test distribution is Normal.
b. Calculated from data.

Source: Processed by the Author (2022)

One-Sample normality test *Kolmogorov-Smirnov* obtained probability numbers or *Asymp. Sig.* (2-tailed) 21st-century competence is 0.134, *blended learning is* 0.734, *student well-being* is 0.153 and learning achievement is 0.198, which is greater than the specified *alpha* of 5% or 0.05. So it can be concluded that the data is normally distributed.

Qualitative Descriptive Analysis

Qualitative descriptive analysis was used to obtain an overview or description of 21st-century competence, blended learning, student well-being and entrepreneurial learning achievement at the Preparatory Private Vocational School in Pematang Siantar City.

Overview of 21st Century Competencies in Private Vocational High Schools Preparation

From the results of respondents' answers regarding 21st-century competencies based on the dimensions of *critical-thinking and problem-solving* skills , *communication and collaboration skills,* information *and media literacy skills*), the ability to create and renew *(creativity and innovation skills),* contextual *learning skills (contextual learning skills),* and information and communication technology literacy *(information and communications literacy)* got a total average score of 3.91, standard deviation 0.79 , the value ranges from 3.12 to 4.69 with criteria quite good to very good. The highest average value is 4.12 with good criteria on the dimensions of *contextual learning skills* with contextual independent learning parameters. While the lowest average

value is 3.58 with good criteria on the dimensions of information and communication technology literacy *(information and communications literacy)* with the parameter of internalizing spiritual values in everyday life.

Overview of *Blended Learning* in Private Vocational Schools Preparation

From the results of respondents' answers regarding *blended learning* based on face-to-face dimensions in class *(live events)*, self-*paced learning*, collaboration, assessment, tutorials, *performance support materials*, *evaluation)* got a total average value of 3.86, standard deviation of 0.83, value range of 3.03 to 4.68 with criteria quite good to very good. The highest average value is 3.99 with good criteria on the evaluation dimension *with* relevant parameters in improving the training experience. While the lowest average value is 3.73 with good criteria on the tutorial dimension with useful parameters for the development of learning models and the dimensions of *performance support materials* with online seminar parameters *(webinars)*.

Overview *of Student Wellbeing* in Private Vocational Schools Preparation

From the results of respondents' answers regarding *student well-being* based on intrapersonal and interpersonal dimensions, the average score was 3.99, the standard deviation was 0.81, and the score ranged from 3.18 to 4.79 with criteria quite good to very good. The highest average value is 4.09 with the same criteria on the intrapersonal dimension with the parameters of resilience and curiosity. Furthermore, on the interpersonal dimension with connection aspect parameters. While the lowest average value is 3.89 with good criteria on the intrapersonal dimension with the parameter of ownership orientation aspect.

Overview of Entrepreneurship Learning Achievements for Private Vocational Schools Preparation

From the results of respondents' answers regarding learning achievement based on the dimensions of cognitive aspects, affective aspects and psychomotor aspects, the total average score is 3.88, standard deviation is 0.82, the value range is 3.06 to 4.70 with criteria quite good to very good. The highest average value is 4.09 with good criteria, on the cognitive aspect dimension with evaluation parameters. While the lowest average value of the same is 3.71 with good criteria, on the dimensions of cognitive aspects with synthesis parameters *(synthesis)*. Next on the dimensions of the affective aspect with parameters responding *(responding)* and assessing *(valuing)*.

Quantitative Descriptive Analysis

Multiple Regression Analysis

Multiple regression analysis testing in this study is shown in Table 3.2 as follows:

Table 3.2

Multiple Linear Regression Analysis Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	**8.280**	1.896	
	Kompetensi Abad 21	**.236**	.042	.485
	Blended Learning	**.118**	.032	.320

a. Dependent Variable: Wellbeing Student

Source: Processed by the Author (2022)

$$Z = 8.280 + 0.236X_1 + 0.118X_2$$

The multiple linear regression equation is where if X_1 increases by one unit, Z will increase by 0.236 units, and if X_2 increases by one unit, Z will increase by 0.118 units. This means that there is a positive influence between 21st century competence (X_1) and *blended learning* (X_2) on *student well-being* (Z) at the Preparatory Private Vocational School in Pematang Siantar City.

Simple Regression Analysis

The analysis used to determine the influence of 21st century competence (X_1), *blended learning* (X_2) *student well-being* (Z) and learning achievement (Y). The following simple linear regression equation used is as follows:

The Effect of 21st Century Competence on *Student Wellbeing*

The analysis used to determine the effect of 21st-century competence (X_1) on *student well-being* (Z). Testing simple regression analysis in this study with the results shown in Table 3.3 as follows:

Table 3.3

Simple Linear Regression Analysis Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	**9.347**	1.936	
	Kompetensi Abad 21	**.367**	.023	.755

a. Dependent Variable: Wellbeing Student

Source: Processed by the Author (2022)

$$Z = 9.347 + 0.367X_1$$

Simple linear regression equation where if 21st-century competence (X_1) increases by one unit, *student well-being* (Z) will increase by 0.367 units. This means that there is a positive influence between 21st-century competence (X_1)

on *student well-being* (Z) of 0.367 at Preparatory Private Vocational Schools.

The Effect of *Blended Learning on Student Wellbeing*

The analysis used to determine the effect of *blended learning* (X_2) on *student well-being* (Z). Testing simple regression analysis in this study using SPSS version 21 with the results shown in Table 4.18 as follows:

Table 3.4
Simple Linear Regression Analysis Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	**12.490**	1.877	
	Blended Learning	**.269**	.019	.729

a. Dependent Variable: Wellbeing Student

Source: Processed by the Author (2022)

$$Z = 12{,}490 + 0.269X_2$$

A simple linear regression equation where if *blended learning* (X_2) increases by one unit, the *student's well-being* (Z) will increase by 0.269 units. This means that there is a positive influence between *blended learning* (X_2) on *student well-being* (Z) of 0.269 at the Preparatory Private Vocational School.

The Effect of *Student Wellbeing* on Entrepreneurial Learning Achievement

The analysis used to determine the effect of *student well-being* (Z) on learning achievement (Y) in entrepreneurship subjects. Testing simple regression analysis in this study using SPSS version 21 with the results shown in Table 3.5 as follows:

Table 3.5
Simple Linear Regression Analysis Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	**24.783**	6.467	
	Wellbeing Student	**4.092**	.163	.880

a. Dependent Variable: Prestasi Belajar

Source: Processed by the Author (2022)

$$24{,}783 + 4.092Z$$

Simple linear regression equation where if *student well-being* (Z) increases by one unit, learning achievement (Y) in entrepreneurship subjects will increase by 4.092 units. This means a positive influence between *student well-being* (Z) and learning achievement (Y) of 4,092 at Preparatory Private Vocational Schools.

Correlation and Determination Coefficient Analysis

The following is the result of data processing which shows the correlation coefficient and the coefficient of determination.

The Relationship of 21st Century Competence with *Blended Learning*

The relationship between 21st-century competence and *blended learning* expressed by the *Pearson correlation* which can be seen from the following table:

Table 3.6
***Correlations* Hasil Results**

Correlations

		Kompetensi Abad 21	*Blended Learning*
Kompetensi Abad 21	Pearson Correlation	1	**.844****
	Sig. (2-tailed)		.000
	N	187	187
Blended Learning	Pearson Correlation	**.844****	1
	Sig. (2-tailed)	.000	
	N	187	187

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Processed by the Author (2022)

Based on Table 3.6, it can be seen that the correlation value is r = 0.844, which means that there is a very strong and positive relationship between 21st-century competence and *blended learning*, meaning whether or not 21st century competence and *blended learning are* 84.4%. While the remaining 15.6% can be explained by other variables not discussed in this study, such as 21st-century learning models and learning methods.

The Relationship of 21st Century Competence and *Blended Learning* with *Student Wellbeing*

The relationship between 21st-century competence and *blended learning* with *student well-being*, the value of r can be seen from the following table:

Table 3.7
Result of Correlation Coefficient and Coefficient of Determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	**.774[a]**	**.599**	.595	3.137

a. Predictors: (Constant), Blended Learning, Kompetensi Abad 21

b. Dependent Variable: Wellbeing Student

Source: Processed by the Author (2022)

Table 3.7 shows that the correlation value is r = 0.774, indicating a strong and positive relationship between 21st-century competence and *blended learning* and *student well-being* at the Preparatory Private Vocational School. Then the coefficient of determination (R *Square*) = 0.599, it means whether or not the well-being of *students* can be explained by 21st-century

mpetence and *blended learning* of 59.9%. While the remaining 40.1% can be explained by other variables not discussed in this study, such as 21st-century learning models, and teacher competence.

The Relationship of 21st Century Competence with *Student Wellbeing*

The relationship between 21st century competence and *student well-being*, the value of r can be seen from the following table:

Table 3.8
Result of Correlation Coefficient and Coefficient of Determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.755[a]	.570	.568	3.242

a. Predictors: (Constant), Kompetensi Abad 21
b. Dependent Variable: Wellbeing Student

Source: Processed by the Author (2022)

Table 3.8 shows that the correlation value is r = 0.755, which means there is a strong and positive relationship between 21st-century competence and *student well-being* in Preparatory Private Vocational Schools. Then the coefficient of determination (R *Square*) = 0.570, meaning that the *21st-century competence of 57%* can explain students' well-being. While the remaining 43% can be explained by other variables not discussed in this study, digital competence and entrepreneurial competence.

Blended Learning* Relationship with *Student Wellbeing

The relationship between *blended learning* and *student well-being*, the value of r can be seen from the following table:

Table 3.9
Result of Correlation Coefficient and Coefficient of Determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.729[a]	.532	.529	3.384

a. Predictors: (Constant), Blended Learning
b. Dependent Variable: Wellbeing Student

Source: Processed by the Author (2022)

Table 3.9 shows that the correlation value is r = 0.729, indicating a strong and positive relationship between *blended learning* and *student well-being* at the Preparation Private Vocational School. Then the coefficient of determination (R *Square*) = 0.532, meaning that students' well-being can be explained by *blended learning* of 53.2%. While the remaining 46.8% can be explained by other variables not discussed in this study, learning concentration, learning methods, and learning motivation.

The Effect of *Student Wellbeing* on Entrepreneurial Learning Achievement

The relationship between *student well-being* and entrepreneurial learning achievement r value can be seen from the following table:

Table 3.10
Result of Correlation Coefficient and Coefficient of Determination

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.880[a]	.774	.772	10.941

a. Predictors: (Constant), Wellbeing Student
b. Dependent Variable: Prestasi Belajar

Source: Processed by the Author (2022)

Based on Table 3.10, it can be seen that the correlation value is r = 0.880, which means that there is a very strong and positive relationship between *student well-being* and entrepreneurial learning achievement at Preparatory Private Vocational Schools. Then the coefficient of determination (R *Square*) = 0.774, meaning that whether or not entrepreneurial learning achievement can be explained by *student well-being is* 77.4%. While the remaining 22.6% can be explained by other variables not discussed in this study, digital competence, entrepreneurial competence, business performance, learning concentration, learning methods, and learning motivation.

Hypothesis testing

Simultaneous Test (F Test)

This test is carried out simultaneously, namely to determine whether the hypothesis is accepted or rejected, the test is carried out to determine whether the 21st-century competence variable and *blended learning* affect student well-being. By using the decision-making criteria used are as follows:

Table 3.11
Estimated F value count

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2710.953	2	1355.477	137.702	.000[b]
	Residual	1811.207	184	9.844		
	Total	4522.160	186			

a. Dependent Variable: Wellbeing Student
b. Predictors: (Constant), Blended Learning, Kompetensi Abad 21

Source: Processed by the Author (2022)

Based on Table 3.11, it can be seen that the F test results displayed indicate that the calculated F value is 137.702 with a significance level of 0.000 which is smaller than 0.05 (0.000 < 0.05) while the $F_{table\ value}$ (0.05: 4 vs (187 – 2 – 1 = 184) of 2.42. Because $F_{arithmetic} > F_{table}$ (137.702 > 2.42) then $H_{0\ is}$ rejected, meaning

that 21st century competence and *blended learning* have a positive and significant impact on *student well-being* at Private Vocational Schools Pematang Siantar City.

Partial Test (t-Test)

This test was carried out partially to determine whether the t-test was carried out to test the significance of the influence between the independent variables on the dependent variable, assuming that other variables were considered constant. By using the help of significance 0.05 the criteria t_{count} compared to t_{table} are as follows:

21st Century Competence Against *Student Wellbeing*

To determine the effect of 21st-century competence on *student well-being*, the equation used by the author is as follows:

Table 3.12
Approximate t_{value}

Coefficients[a]

Model		t	Sig.
1	(Constant)	4.827	.000
	Kompetensi Abad 21	**15.661**	**.000**

a. Dependent Variable: Wellbeing Student

Source: Processed by the Author (2022)

Based on Table t in the attachment with a confidence level of 95%, alpha 5% or 0.05, and n = 187 then df = n – k – 1 = 187 – 2 – 1 = 184, from table t obtained a figure of 1.97294. For the 21st-century competence variable, the t_{count} value is 15,661. When compared with the value of t_{table}, $t_{count} > t_{table}$ (15,661 > 1,97294) or sig. < alpha (0.000 < 0.05) then H_0 is rejected, meaning that 21st century competence partially affects *student wellbeing*.

Blended Learning* on Wellbeing *Student

To determine the effect of *blended learning* on *student well-being*, the equation used by the author is as follows:

Table 3.13
Approximate t_{value}

Coefficients[a]

Model		t	Sig.
1	(Constant)	6.656	.000
	Blended Learning	**14.489**	**.000**

a. Dependent Variable: Wellbeing Student

Source: Processed by the Author (2022)

Based on Table t in the attachment with a confidence level of 95%, alpha 5% or 0.05, and n = 187 then df = n – k – 1 = 187 – 2 – 1 = 184, from table t obtained a figure of 1.97294. For the *blended learning* variable, the t value is 14,489. When compared with the value of t_{table}, $t_{count} > t_{table}$ (14,489 > 1,97294) or sig. < alpha (0.000 < 0.05) then H_0 is rejected, meaning *blended learning* partially affects *student wellbeing*.

***Student Wellbeing on* Entrepreneurship Learning Achievement**

To determine the effect of *student well-being* on entrepreneurial learning achievement, the equation used by the author is as follows:

Table 3.14
Approximate t_{value}

Coefficients[a]

Model		t	Sig.
1	(Constant)	3.832	.000
	Wellbeing Student	**25.148**	**.000**

a. Dependent Variable: Prestasi Belajar

Source: Processed by the Author (2022)

Based on Table t in the attachment with a confidence level of 95%, alpha 5% or 0.05, and n = 187 then df = n – k – 1 = 187 – 2 – 1 = 184, from table t obtained a figure of 1.97294. For the *student's well-being* variable, the t_{count} value was 25.148. When compared with the value of t_{table}, $t_{count} > t_{table}$ (25.148 > 1.97294) or sig. < alpha (0.000 < 0.05), then H_0 is rejected, which means that *student well-being* partially affects learning achievement in entrepreneurship.

Evaluation

21st Century Competencies in Private Vocational High Schools Preparation

Teachers should be encouraged to adopt different creative learning models so students can learn more independently according to their abilities and potential (Lie, Sherly, et al. 2021). In addition, learning models using the development of information and communication technology have developed rapidly and can be used in learning. With *Information and Communication Technology* (ICT), the learning process will be easy and allow *well-being students* to learn independently, and of course, learning will be more fun because children are more motivated to learn with technology, especially the internet and devices. Therefore, teachers must integrate information and communication technology into learning. In this case, the existence of information and communication technology is not a subject, but is integrated into learning. This is following the opinion according to (Redhana 2019), 21st-century skills are important skills that everyone must master to face the challenges, problems, life successfully, and careers of the 21st century, a learning model that is centered on student

happiness is a learning model 21st century. Without the ability to practice and apply new knowledge in diverse contexts, adaptation and integration of new knowledge will not materialize and stifle creativity. While it is generally recognized that 21st-century skills and abilities are complex and difficult to acquire, the fact is that learners do not develop them unless they are explicitly taught.

Peers are very influential there are students because in the current phase of development a student will assume that relationships with peers are very important, if relationships with peers are disturbed it will disrupt daily activities, for example, they have to complete tasks carried out in groups or individually. we know that during adolescence, more time was spent at school while at home, today's students must play with cellphones, and social media to interact more with their friends.

According to (Rifa et al. 2021) , this is following the opinion that education is expected to produce quality human resources in the field of information technology and the human aspect because 21st-century learning is more integrated between knowledge and skills. Finally, innovative learning models with *blended learning* can be an alternative that teachers can use in learning and allow students to be independent in learning because with *blended learning*, in addition to students studying in normal classes, students can also learn online independently, and freely. Looking for documents and sources of information to complete class assignments, using work facilities independently, media and learning resources. The younger generation enjoys learning with ease and students are free to determine their schedules when and where to access online courses.

Blended Learning at Private Vocational Schools Preparation

The learning model has undergone many changes with the times. Early learning is more focused, with a focus on teacher activities *(teacher-centered)* and teachers on teaching center activities. With the development of different psychological concepts and educational philosophies, teaching activities shifted in a learner-centered direction (Lie, Dharma, and Sudirman 2021). This requires students to be actively involved in achieving their full potential. The role of teachers is changing, they are no longer the only source of learning. However, the teacher still guides the learning process. The rapid development of technology in the early 21st century began to be applied to education worldwide. Information technology supports the teaching process.

Learning by combining face-to-face and online learning can affect students' abilities. Students who are taught using *blended learning techniques* get more information than students who are taught only using conventional models. Students who study with *blended learning techniques* get additional information in the form of in-depth material, learning videos, and pictures provided by the teacher through *Schoology*.

In *e-learning*, teachers can see the individual attention of students by looking at the questions asked by students. These questions relate to the material at the time and the material that has passed. Students experience problems even though students complete the material. For example, students ask questions about the analysis of prototype production costs, students still have difficulty solving problems about the working process of making prototypes. With this learning style, the teacher provides direct feedback to students with problems. This way, students can self-assess the learning they make, with this model, students can be encouraged to participate in lessons, and teachers can reflect on online learning.

Therefore, this model is effective if applied to entrepreneurial learning, but the researcher cannot conclude that the *blended learning model is* effective for all core skills. in entrepreneurship subjects. The application of this model must consider the characteristics of the device specified, whether it is a device that requires a regular intensity of exercise or just an understanding of theories and concepts. This is in line with (Rachman et al. 2019) , students feel very satisfied with the application of the *blended learning model* and enjoy the learning process, where the motivation, interest and sense of learning of students also increase after applying the *blended learning model*. The results of the happiness response, (Rachman et al. 2019) , students as a whole, students feel very satisfied with the application of the *blended learning model* and enjoy the learning process.

Well-being Student at Private Vocational High School Preparation

Assessment in 21st-century learning is structured and developed to measure *student well-being learning achievement* which includes knowledge competence (critical thinking and

problem solving, creativity and innovation, collaboration, communication), intrapersonal competence (ability to work in teams, collaboration, communication, cooperation, and coordination), and interpersonal competence (the ability to work with others such as self-management skills, cooperation, effective communication, and the ability to maintain relationships with others emotionally). Thus, 21st-century innovative learning creates human resources who see information, data, and technology needed to face competition in life and the job market in globalization's current and future era (Butarbutar et al. 2022).

The achievement of 21st-century skills is carried out by updating the quality of learning, helping *well-being students* develop participation, adjusting personalization learning, emphasizing project or problem-based learning, encouraging collaboration and communication, increasing *student well-being involvement and motivation*, cultivating creativity and innovation in learning, using educational facilities. appropriate learning, designing learning activities relevant to the real world, empowering metacognition, and developing student- *centered learning*.

Well-being students do not live in a vacuum, they live in an open world, influenced various things, both positive and negative. The results of the multiple linear regression analysis are following the opinion according to (Sari 2021) , *Blended learning* has advantages and disadvantages, including students becoming more independent in learning, motivated to learn, learning becomes fun and students are involved, which can improve learning outcomes, exercises and thinking skills. critical, while the weakness of *blended learning* is that some students do not actively study online because the teacher does not directly supervise them, the teacher must try as much as possible to carry out *blended learning*. While the results of study (Soleh 2021) , this research departs from the requirements of 21st-century learning skills in the 13 curriculum and will correlate the form of integration of 21st-century skills in the development of these learning tools with the concept of 21st-century learning, the concept *of Community of Inquiry (CoI)* includes three aspects, namely social presence *(social present), perceived* presence *(perceived presence)* and teacher presence *(teacher presence)*.

Based on the results of data analysis on the sub-scale of indifference, most of which are in the normal category, following research which says that *blended learning* does not make well-being *students* do not care about the surrounding environment so that even though they are busy with the new learning system, they still care about the environment. Surrounding, this does not affect the *student's well-being*. The results of multiple linear regression analysis show that the well-being of *students* with high digital skills in the 21st century increases their understanding and perception of entrepreneurship, indicating that technology, especially digitalization, can be applied in various aspects and even in the learning process without exception in entrepreneurship learning. (Rusmana 2020) . Meanwhile, according to (Rachman et al. 2019) , *well-being students* feel very satisfied with the application of the *blended learning model* and enjoy the learning process, where the motivation, interest and sense of learning of *well-being students* also increase after implementing the *blended learning model* .

Entrepreneurship Learning Achievements at Private Vocational High Schools Preparation

Learning outcomes in subjects related to entrepreneurship are expected to be related to students' entrepreneurial interests. Learning outcomes achieved and well-understood knowledge lead to high interest in starting a business, on the other hand, students with low learning outcomes in entrepreneurship have low interest in starting a business, so interest in starting a business will emerge (Efendi et al. 2022). The entire learning process is aimed at acquiring student skills in learning activities. Students' competence in education includes a positive attitude, conceptual understanding, problem-solving skills, and skills to use knowledge in a meaningful way. Furthermore, all educational processes aim to achieve optimal performance, with learning achievement often displayed in the cognitive, affective, and psychological domains. This is in line with the opinion according to (Ulfa 2021) , that learning outcomes are the ability to master knowledge from learning experiences and the possibility of changing students' attitudes or behavior towards happiness which can be assessed through tests and has not been tested consisting of the cognitive, affective and psychomotor domains.

This study was designed to find a relationship between entrepreneurial learning achievement (cognitive domain) and students (apexive). Entrepreneurship is defined as an attitude, an energetic, creative, innovative spirit and the ability to create something new that is very valuable and useful for himself and others. While the student is someone who becomes the driving force to do something in order to realize the achievement of the goals and ideals that become his desire, wh this is a learning experience process that is carried out with full awareness and brings feelings of pleasure, joy and joy.

This is because not all students with high learning achievement have high entrepreneurial interest; vice versa, not all students with low learning achieve nt have low entrepreneurial interest. This is influenced by other factors or variables that are not measured in this study, such as the student's physical condition, the background of their parents, the environment and others. Another cause is the ineffectiveness of direct practice in the field or internships that can increase entrepreneurial interest. In the future, there needs to be more intensive internship activities to support entrepreneurship's teaching and learning process to increase students' interest in learning entrepreneurship. This is in line with the opinion according to (Rusmana 2020) , skills in using digital technology affect a person's entrepreneurial competence where the use of digital technology in entrepreneurship is not only a medium or infrastructure in the learning process but can be a means of forming an entrepreneurial personality.

CONCLUSIONS AND SUGGESTIONS

Conclusion

1) The results of qualitative descriptive analysis on 21st century competencies, *blended learning*, *student well-being*, and entrepreneurial learning achievement at the Pematangsiantar City Preparatory Private Vocational School, obtained an overview of conditions from quite good to very d.
2) The multiple linear regression analysis results indicate a positive influence between 21st century competence and *blended learning* on *student well-being* at the Preparatory Private Vo onal School in Pematangsiantar City. The results of simple linear regression analysis show that there is a positive influence between 21st century competence on *student well-being*, then there is a positive influence between *blended learning* on *student well-being* and there is a positive influence between *student* *-being* on learning achievement at Private Vocational Schools in Pematang Siantar City.
3) The correlation results show a strong positive relationship between 21st century competence and *blended learning* and *student well-being*. The results of the coefficient of determination indicate that the well -being of *students* in Pematangsiantar City Preparatory Private Vocational Schools can be explained by 21st century competence and *blended learning*. The correlation results show a strong positive relationship between 21st century competence and *student well-being*. The results of the coefficient of determination indicate that the well -being of *students* in Pematangsiantar Preparatory Private Vocational Schools can be explained by 21st century competence. Furthermore, the correlation results show a strong positive relationship between *blended learning* and *student well-being*. The coefficient of determination results indicate whether or not students' well-being in Pematangsiantar Preparatory Private Vocational High Schools can be explained by *blended learning*. Finally, the correlation results show a strong positive relationship between *student well-being* and entrepreneurial learning achievement. The results of the coefficient of determination indicate that whether or not the entrepreneurship learning achievement of the Pematangsiantar City Preparatory Private Vocational School is good or not can be explained by *student well-being*.
4) The simultaneous test results (Test F) showed that the F $H_{0\ test}$ was rejected, meaning that 21st-centur competence and *blended learning* had a positive and significant effect on *student well-being* at the Preparatory Private Vocational High School in Pematangsiantar City. The partial test (t test) results show that the t-test H_0 is rejected, meaning that 21st-century competence partially affects

student well-being. Then the results of the H_0 test were rejected, which means that *blended learning* had a significant effect on *student well-being* partially. Finally, the test results with the t-test H_0 were rejected, meaning that *student well-being* partially affects learning achievement in entrepreneurship.

Suggestion

1) Preferably, to improve 21st-century competence, teachers also need to upgrade to master information technology, and deepen 21st-century teaching skills so that lessons can be moved to meet the needs of students. In addition, teachers need to communicate or collaborate with parents about the needs and challenges of students so that online learning can function effectively. For example, the authors found that the discussion room during online learning was very helpful in facilitating students to give or express opinions through class meetings or on the form provided.
2) It is advisable to improve *blended learning* to provide a learning experience using new technologies that students may not have learned at this time, so that it can increase the level of interactive teaching and learning activities between students, which in turn can increase various collaborations of knowledge between students or problem solving and add experience. Innovative learning because through *blended learning* media, students can learn skills such as watching tutorials or learning videos before practicing in class or outside the classroom. The application of the *blended learning model* is generally effective, and there are differences in the learning achievements of students who apply the *blended learning model* to students. The *blended learning model* applied to this learning still needs to be evaluated further so that it can be applied effectively in the entrepreneurship curriculum and other skills programs.
3) Preferably, *students* must always be independent and responsible for learning to improve their well-being. The *blended learning* atmosphere will demand *well-being students* to take a more active role in their learning. *Well-being students* design and research their materials with their efforts and initiatives. *Blended learning* is not intended to replace conventional learning models in the classroom but to improve learning models through the development of learning technology. Finally, innovative learning models with *blended learning* can be an alternative that can be applied by teachers in learning and can enable *well-being students* to be independent in learning because with *blended learning* in addition to what *well-being students usually* learn in class, *well-being students* can also learn online. Independently and freely looking for sources, materials, and information to complete class assignments, using gadgets as learning media and resources that are trending towards young people who like to learn with gadgets and well-being *students* are free to determine their schedule when and where to access information.
4) Preferably, to improve entrepreneurship learning achievement, it is recommended that more specific materials or curricula or lead to entrepreneurship materials or training and more detailed explanations. This will have an impact on increasing learning achievement for entrepreneurship. The research shows that students' interest in entrepreneurship is high and learning outcomes are also good. However, as long as the practice of entrepreneurship learning still has many shortcomings, there is no special place for the practice of entrepreneurship. Therefore, the school should increase the hours of lessons on entrepreneurship subjects, especially practice hours, and provide a special place for students to practice entrepreneurship. To improve entrepreneurial learning achievement, educators must be more creative and innovative in building learning models that are applied in the teaching and learning process so that there is no saturation in students to meet the competency standards set by the school. The application of *blended learning-based learning models* can be more effective if educators and schools are willing to provide media that is more interesting, current, and relevant to the

life skills demanded by students because graduates need high-quality skills. In *blended learning*, there are still many methods that can be used to provide material or conduct evaluations and conduct assessments, educators need to be more creative in choosing methods based on the material provided and also keep the learning atmosphere fun.

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BRIEF PROFILE

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