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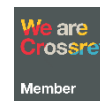
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The contribution of learning outcomes, creativity, and emotional intelligence to students' entrepreneurial interest

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ABSTRACT

This study aims to analyze the contribution of learning outcomes in Creative Product and Entrepreneurship, creativity, and emotional intelligence to the entrepreneurial interest of XII grade students at SMKS Korpri Duri. This research employed a quantitative approach using multiple linear regression analysis to examine the contribution of each independent variable to the dependent variable. The population consisted of 127 students, with a sample of 97 selected through purposive sampling. The research instrument was a closed-ended questionnaire using a Likert scale, which had been tested for validity and reliability. The analysis results show that the three independent variables learning outcomes, creativity, and emotional intelligence simultaneously have a significant effect on entrepreneurial interest, with an F-value of 28.836 and significance level of 0.000. Partially, learning outcomes ($B = 0.265$; sig. 0.000), creativity ($B = 0.367$; sig. 0.000), and emotional intelligence ($B = 0.170$; sig. 0.000) each have a positive and significant influence on entrepreneurial interest. The R Square value of 0.592 indicates that these three independent variables contribute 59.2% to students' entrepreneurial interest. Thus, it can be concluded that learning outcomes, creativity, and emotional intelligence are key factors in fostering entrepreneurial interest among vocational school students.



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Introduction

Entrepreneurship is widely recognized as a critical driver of economic growth, job creation, and innovation (Imelda & Maksum, 2020; Nurmeli & Idris, 2024). In the context of developing countries, it plays a strategic role in reducing unemployment and fostering self-reliance among young people. Vocational high schools are designed to equip students with the technical knowledge and skills necessary to enter the workforce or start their own businesses. However, despite the inclusion of Creative Product and Entrepreneurship subjects in the curriculum, the entrepreneurial interest among

many vocational graduates remains low. This mismatch between educational objectives and real-world outcomes underscores the importance of investigating the factors that influence students' willingness to engage in entrepreneurial activities (Alsharari & Alshurideh, 2020).

The subject of Creative Product and Entrepreneurship aims to prepare vocational school students to identify business opportunities, develop innovative products, and manage small-scale enterprises (Wen et al., 2020). The success of this subject is expected to be reflected in students' entrepreneurial interest, which is a crucial precursor to entrepreneurial behavior. However, national statistics reveal that the open unemployment rate among vocational school graduates remains one of the highest among all education levels. This suggests that PKK alone may not be sufficient in fostering entrepreneurial readiness, and other psychological and cognitive factors could be influencing students' career decisions.

Existing literature highlights the role of creativity in entrepreneurial success. Creativity enables individuals to generate novel ideas, adapt to changes, and find innovative solutions to business challenges. Several studies, such as those by Shafait et al., (2021), have demonstrated a strong positive correlation between creativity and entrepreneurial intention. However, in the vocational school setting, the extent to which creativity interacts with formal entrepreneurship education to influence entrepreneurial interest has not been thoroughly explored. This opens up an opportunity to examine creativity as a significant determinant alongside academic performance.

Another key factor often linked to entrepreneurial outcomes is emotional intelligence. Emotional intelligence facilitates self-awareness, self-regulation, empathy, and social skills all essential for navigating the uncertainties and interpersonal demands of running a business. Research by Shafait, Khan, Sahibzada, et al., (2021) suggests that individuals with higher emotional intelligence are better equipped to manage stress, build networks, and sustain motivation, leading to greater entrepreneurial resilience. Yet, few empirical studies have integrated emotional intelligence into models predicting entrepreneurial interest among vocational students, particularly in the Indonesian educational context.

The state of the art in entrepreneurship education research has primarily focused on either the impact of formal training or the influence of personal attributes such as creativity and emotional intelligence, but rarely on the combined effect of these factors (Kwapisz et al., 2022; Rahman et al., 2020). While prior studies have established the individual importance of academic achievement, creativity, and emotional intelligence, there is limited empirical evidence examining their simultaneous contributions to entrepreneurial interest. This gap in the literature is especially evident in vocational education, where these three domains converge in shaping students' readiness to pursue selfemployment.

Entrepreneurship has become an essential focus in vocational education, particularly in Indonesia where unemployment among vocational graduates remains persistently high (de la Garza-Ramos et al., 2025; del Río et al., 2025; Qian, 2025). According to national statistics from BPS, the open unemployment rate for vocational school alumni consistently ranks among the highest compared to other educational levels, indicating a structural mismatch between vocational training and labor market demands. Although the Creative Product and Entrepreneurship (PKK) subject is designed to cultivate business planning skills, product innovation, and opportunity recognition, many students still exhibit low entrepreneurial interest (Chen et al., 2025; Huang et al., 2025; Liu et al., 2025; Wu et al., 2025).

Recent studies emphasize that creativity plays a pivotal role in shaping entrepreneurial behavior, particularly by enabling individuals to generate innovative ideas and adapt to dynamic business environments (Eads et al., 2025; King, 2025; Miyamichi, 2025). However, little is known about how creativity operates within vocational school settings, where learning is often oriented toward technical mastery rather than creative exploration. Moreover, existing research rarely examines whether students perceived creativity aligns with their actual engagement in entrepreneurship-related tasks in PKK courses. Emotional intelligence has also been acknowledged as an important predictor of entrepreneurial resilience, self-regulation, and interpersonal competence, yet empirical evidence on how emotional intelligence influences the entrepreneurial interest of vocational students who often face high-pressure practical assessments and industry simulations remains scarce. These gaps indicate the need for a more nuanced investigation that considers psychological and cognitive attributes in

conjunction with academic performance (Antonopoulou, 2024; Halimi et al., 2021; Thompson et al., 2020; Winton & Sabol, 2024).

Given these limitations in the literature, this study introduces a comprehensive model that integrates learning outcomes in PKK, creativity, and emotional intelligence to predict entrepreneurial interest among Grade XII students at SMKS Korpri Duri. Unlike previous research that examines these variables separately, this study analyzes their combined influence to provide a more holistic understanding of the determinants of entrepreneurial readiness in vocational education (Alsharari & Alshurideh, 2020; Khassawneh et al., 2022; Rahman et al., 2020; Shengyao et al., 2024). By employing multiple linear regression, the research aims to identify which factors exert the strongest influence and how they interact to shape students' entrepreneurial aspirations. The findings are expected to inform curriculum designers, teachers, and policymakers about the importance of embedding creativity enhancement and emotional intelligence development within entrepreneurship education to better equip students for self-employment and innovation-driven careers (Coronado-Maldonado & Benítez-Márquez, 2023; Imelda & Maksum, 2020; Shafait, Khan, Bilan, et al., 2021; Shafait, Khan, Sahibzada, et al., 2021).

Method

This study employed a quantitative research design to examine the contribution of learning outcomes in Creative Product and Entrepreneurship (PKK), creativity, and emotional intelligence to the entrepreneurial interest of Grade XII students at SMKS Korpri Duri. The population consisted of 127 students enrolled in the 2024/2025 academic year, and a purposive sampling technique was applied to select 97 respondents who met the study criteria. The primary data were collected through a closed-ended questionnaire using a Likert scale, which measured each variable based on validated and reliable items. The learning outcomes variable was derived from students' academic scores in PKK, while creativity, emotional intelligence, and entrepreneurial interest were measured using self-report items. Prior to data collection, the research instruments underwent validity and reliability testing to ensure accuracy and consistency.

Data analysis was conducted using multiple linear regression to determine both the simultaneous and partial contributions of the independent variables to the dependent variable. Descriptive statistics were used to summarize the distribution and central tendencies of each variable, while inferential statistics assessed the significance of the relationships. The regression analysis provided estimates of the coefficients (B values), t-values, and significance levels for each predictor. Model fit was evaluated through R Square and adjusted R Square values, as well as the F-test to determine the overall significance of the model. All statistical analyses were performed using SPSS software, with a significance threshold set at $p < 0.05$.

Results and Discussions

The results of this study present the findings from the statistical analysis conducted to examine the contribution of learning outcomes in Creative Product and Entrepreneurship, creativity, and emotional intelligence to the entrepreneurial interest of Grade XII students at SMKS Korpri Duri. The data were analyzed using descriptive statistics to summarize the distribution of each variable, followed by multiple linear regression analysis to determine the significance and magnitude of each predictor's effect. The findings are organized into three tables: descriptive statistics, regression coefficients, and model summary, each accompanied by an interpretation to provide a clear understanding of the relationship between the variables studied.

Table 1 presents the descriptive statistics of the research variables. The average score for learning outcomes was 78.45, with a standard deviation of 5.12, indicating moderate variation among respondents. Creativity had the highest average score of 80.12, while emotional intelligence and entrepreneurial interest had means of 79.34 and 81.20, respectively. The range between minimum and maximum values suggests that there was diversity in students' responses across all variables.

Table 1. Descriptive Statistics of Variables

Variable	Mean	Standard Deviation	Minimum	Maximum
Learning Outcomes	78.45	5.12	65	90
Creativity	80.12	4.98	70	92
Emotional Intelligence	79.34	5.21	68	91
Entrepreneurial Interest	81.20	4.76	72	93

Table 2. Multiple Linear Regression Coefficients

Independent Variable	B	Standard Error	t-value	Significance (p-value)
Learning Outcomes	0.265	0.045	5.889	0.000
Creativity	0.367	0.052	7.058	0.000
Emotional Intelligence	0.170	0.048	3.542	0.000

Table 2 displays the regression coefficients for the independent variables. All three predictors learning outcomes, creativity, and emotional intelligence had positive and significant effects on entrepreneurial interest ($p < 0.05$). Among them, creativity showed the highest standardized effect ($B = 0.367$), indicating that it plays the most substantial role in shaping students' entrepreneurial interest. Learning outcomes ($B = 0.265$) and emotional intelligence ($B = 0.170$) also significantly contribute to the model.

Table 3. Model Summary

R	R Square	Adjusted R Square	Standard Error of the Estimate	F-value	Significance (p-value)
0.770	0.592	0.578	3.10	28.836	0.000

Table 3 summarizes the regression model. The R Square value of 0.592 indicates that learning outcomes, creativity, and emotional intelligence together explain 59.2% of the variance in entrepreneurial interest among students. The adjusted R Square value (0.578) confirms that the model remains robust when adjusted for the number of predictors. The F-test value of 28.836 with a significance level of 0.000 shows that the model is statistically significant overall.

The findings of this study reveal that learning outcomes, creativity, and emotional intelligence significantly contribute to the entrepreneurial interest of vocational high school students. The descriptive statistics show that all three independent variables, along with entrepreneurial interest, are at relatively high average levels. Creativity obtained the highest mean score compared to the other predictors, indicating that students generally perceive themselves as creative, which could be a crucial driver for their entrepreneurial aspirations. This aligns with previous studies suggesting that creativity enhances problem-solving ability and innovation key competencies for entrepreneurship (Coronado-Maldonado & Benítez-Márquez, 2023; Shengyao et al., 2024).

The regression analysis further confirms that creativity has the strongest influence on entrepreneurial interest, with a coefficient ($B = 0.367$) higher than that of learning outcomes and emotional intelligence. This suggests that students who are more creative are more likely to envision and pursue entrepreneurial opportunities. Creativity allows them to generate innovative business ideas, adapt to market changes, and identify unique solutions, which directly influences their confidence and willingness to start a business. These findings are consistent with the argument that entrepreneurship thrives in environments where creative thinking is nurtured (Khassawneh et al., 2022; Thompson et al., 2020).

Learning outcomes in the Creative Product and Entrepreneurship (PKK) subject also play a substantial role in shaping entrepreneurial interest, as indicated by its significant positive coefficient ($B = 0.265$). This implies that higher academic performance in PKK is associated with greater entrepreneurial ambition. Mastery of PKK content equips students with essential knowledge in business planning, product development, and market analysis, which can increase their readiness to engage in entrepreneurial ventures. This reinforces the importance of well-designed entrepreneurship curricula in vocational schools to bridge the gap between theory and practice (Antonopoulou, 2024; Halimi et al., 2021).

Emotional intelligence, although having the smallest coefficient among the three predictors ($B = 0.170$), remains a significant contributor to entrepreneurial interest. Students with higher emotional intelligence are better equipped to manage stress, build networks, and navigate interpersonal challenges, which are critical for business success. Emotional intelligence fosters resilience and empathy two traits that support sustainable business relationships and effective leadership. While its direct impact may be less pronounced compared to creativity, emotional intelligence serves as a foundational element that supports long-term entrepreneurial engagement (Rico-Gonzalez, 2023; Winton & Sabol, 2024).

The model summary indicates that learning outcomes, creativity, and emotional intelligence collectively explain 59.2% of the variance in entrepreneurial interest, suggesting that other factors outside the scope of this study may also influence students' entrepreneurial intentions. Such factors may include family background, access to capital, exposure to entrepreneurial role models, and institutional support systems. Nevertheless, the strong statistical significance of the three variables underscores their pivotal role in fostering entrepreneurial interest. These findings have practical implications for vocational education policymakers, suggesting that entrepreneurship education should integrate creative problem-solving activities, academic rigor in PKK, and emotional intelligence development to holistically prepare students for entrepreneurial careers (Alhamami, 2025; El Shemy et al., 2025; Guo et al., 2025; Hepburn et al., 2025).

The results of this study show that creativity is the strongest predictor of entrepreneurial interest, indicating that students who perceive themselves as capable of generating new ideas are more inclined toward entrepreneurship. However, because creativity was measured through self-report, these perceptions may not fully reflect actual creative performance. Learning outcomes in PKK also contribute significantly, suggesting that students who master entrepreneurial concepts gain greater confidence to engage in business-related activities. This relationship highlights the importance of instructional quality and practical exposure in PKK, as academic competence alone may not fully translate into entrepreneurial motivation without meaningful learning experiences (Carollo et al., 2025; Kelso-Marsh et al., 2025; Waid et al., 2025).

Emotional intelligence likewise has a positive, though weaker, influence on entrepreneurial interest. This suggests that while emotional skills such as resilience and self-regulation support entrepreneurial tendencies, they may not yet be strongly developed through the current vocational learning environment. The combined contribution of the three variables indicates that entrepreneurial interest is shaped by both cognitive and psychological factors, while also leaving room for influences outside the study such as family background or institutional support. These findings reinforce the need for entrepreneurship education that not only strengthens academic skills but also fosters creativity and emotional competence to better prepare vocational students for entrepreneurial pathways (López-Zamora et al., 2025; Özkul et al., 2025; Stötzer et al., 2025).

Conclusions

This study concludes that learning outcomes in Creative Product and Entrepreneurship (PKK), creativity, and emotional intelligence each have a positive and significant contribution to the entrepreneurial interest of Grade XII students at SMKS Korpri Duri, both individually and collectively. Among these factors, creativity emerged as the strongest predictor, followed by learning outcomes and emotional intelligence. The regression model demonstrated that these three variables together explain 59.2% of the variance in students' entrepreneurial interest, highlighting their pivotal role in shaping entrepreneurial aspirations. These findings emphasize the importance of integrating academic achievement, creative skills development, and emotional intelligence training into vocational education programs to effectively foster entrepreneurial readiness among students.

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