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# The Contribution Of Creative Entrepreneurial Learning Outcomes, Emotional Intelligence, And The Implementation Of Tefa On The Entrepreneurial Interest Of Class XII

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## Abstract

This study aims to examine the relationship between Productive Creative Entrepreneurship learning outcomes, emotional intelligence, and the implementation of the Teaching Factory on students' entrepreneurial interest. The background of this research is based on the need to strengthen entrepreneurial spirit among vocational students to prepare them as job creators in an increasingly competitive labor market. Entrepreneurial interest is seen as a critical factor that determines students' motivation and readiness to start a business after graduation. This research used a quantitative correlational approach involving 105 students of class twelve at SMKN 2 Gunung Talang. Data were collected through questionnaires and documentation, then analyzed using multiple linear regression techniques. The sampling technique used was proportional stratified total sampling 75 Students. The results showed a significant positive relationship between learning outcomes in Productive Creative Entrepreneurship and entrepreneurial interest ( $t = 2.418, p < 0.05$ ), emotional intelligence and entrepreneurial interest ( $t = 6.309, p < 0.05$ ), and Teaching Factory implementation and entrepreneurial interest ( $t = 4.420, p < 0.05$ ). Furthermore, the joint analysis revealed that all three variables simultaneously had a significant influence on entrepreneurial interest ( $F = 21.897, p < 0.05$ ). In conclusion, the study indicates that improving learning outcomes, emotional intelligence, and practical experience through Teaching Factory are crucial factors in fostering students' interest in entrepreneurship. These findings suggest that a comprehensive educational approach integrating cognitive, emotional, and practical aspects is essential to prepare students to become successful young entrepreneurs.

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## INTRODUCTION

Entrepreneurship has become an essential component in today's economic development, especially in vocational education, where students are prepared to face real-world challenges and become job creators rather than job seekers (Vidmar, 2019; Widiyanti et al., 2024). The increasing global competition and dynamic market demands require students not only to possess knowledge but also practical skills, emotional resilience, and innovative thinking to succeed as entrepreneurs. Therefore, developing entrepreneurial interest among vocational students is a critical goal for educational institutions (Enakrire et al., 2025).

One of the key factors influencing students' entrepreneurial interest is their learning outcomes in subjects related to entrepreneurship, such as Productive Creative Entrepreneurship (Črešnar & Jevšenak, 2019; Prameswari & Cahyani, 2023). Mastery of entrepreneurial concepts and skills helps students gain confidence and motivation to engage in business activities. Previous studies have shown that effective entrepreneurship education positively impacts students' willingness to start their own business by providing both theoretical understanding and practical application.

In addition to cognitive abilities, emotional intelligence plays a vital role in entrepreneurship. Entrepreneurs often face uncertainties, risks, and pressures that require strong emotional management, adaptability, and interpersonal skills. Students with high emotional intelligence tend to be more resilient and confident in making business decisions, which in turn enhances their interest and success in entrepreneurship (Awouda et al., 2024; Pasoloran & Matasik, 2023).

Another important element is the implementation of the Teaching Factory model in vocational schools. This approach offers hands-on learning experiences by simulating real business processes and production activities, allowing students to apply their knowledge in practical settings. The Teaching Factory encourages creativity, problem-solving, and business management skills, which are essential for fostering entrepreneurial spirit among students (Aswasulasikin & Kuswanto, 2018; Wang et al., 2024).

Given these factors, this study aims to investigate the relationship between learning outcomes in Productive Creative Entrepreneurship, emotional intelligence, and the implementation of the Teaching Factory with students' entrepreneurial interest. By understanding these relationships, schools can design more effective educational strategies that prepare students to become successful young entrepreneurs who contribute to economic growth and innovation.

## METHODS

This research employed a quantitative correlational approach to investigate the contribution of learning outcomes in Productive Creative Entrepreneurship (PKK), emotional intelligence, and the implementation of the Teaching Factory (TEFA) toward students' entrepreneurial interest. The population of this study consisted of all 12th-grade students at SMKN 2 Gunung Talang in the academic year 2024/2025, totaling 148 students. A proportionate stratified random sampling technique was used to ensure that all majors were proportionally represented, resulting in a final sample of 108 students.

Data were collected through documentation of PKK learning outcomes and questionnaires that measured emotional intelligence, TEFA implementation, and entrepreneurial interest. All instruments were validated through expert judgment and tested for reliability using Cronbach’s Alpha. The data were analyzed using descriptive statistics, Pearson correlation analysis, and multiple linear regression analysis with the help of SPSS version 25. These analyses were conducted to determine the individual and simultaneous contributions of the independent variables to students’ entrepreneurial interest.

## RESULT AND DISCUSSION

The results of this study demonstrate that learning outcomes, emotional intelligence, and the implementation of the Teaching Factory model each have a positive and significant influence on students' entrepreneurial interest. Through statistical analysis using the t-test and F-test, it was found that each independent variable not only contributes individually but also collectively plays a significant role in shaping students’ interest in entrepreneurship. The analysis further reveals that a large portion of the variation in entrepreneurial interest can be explained by these three factors, indicating their importance in developing entrepreneurial attitudes among vocational students. The detailed results of each test are presented in the tables below.

### a. Partial Test (T-Test)

The t-test is used to examine how each independent variable partially influences the dependent variable.

**Table 1. Partial T-Test Results**

Variable	B	Std. Error	t-value	Sig.	Interpretation
(Constant)	21.980	39.312	0.559	0.581	Not significant
Learning Outcomes	0.518	0.340	2.418	0.008	Significant ( $p < 0.05$ )
Emotional Intelligence	0.613	0.097	6.309	0.000	Highly significant ( $p < 0.05$ )
Teaching Factory	0.512	0.116	4.420	0.000	Highly significant ( $p < 0.05$ )

Learning outcomes significantly influence entrepreneurial interest, as indicated by a t-value of 2.418 greater than the critical value of 2.052 and a significance level of 0.008. Emotional intelligence also has a strong and significant effect, with a t-value of 6.309 and a significance level of 0.000. Likewise, Teaching Factory shows a significant influence with a t-value of 4.420 and a significance level of 0.000. Therefore, all independent variables have a positive and significant effect on entrepreneurial interest.

### b. Simultaneous Test (F-Test)

The F-test examines the joint influence of all independent variables on the dependent variable.

**Table 2. Simultaneous F-Test Results**

Source	Sum of Squares	Df	Mean Square	F	Sig.
Regression	7197.002	3	2399.001	21.897	0.000
Residual	2848.465	26	109.556		
Total	10045.467	29			

The calculated F-value of 21.897 is greater than the F-table value of 2.99, with a significance level of 0.000, which is less than 0.05. This indicates that learning outcomes, emotional intelligence, and Teaching Factory simultaneously have a significant effect on entrepreneurial interest.

### c. Coefficient of Determination (Adjusted R<sup>2</sup>)

This test shows how much of the variation in entrepreneurial interest can be explained by the independent variables.

**Table 3. Coefficient of Determination**

R	R Square	Adjusted R Square	Std. Error of Estimate
0.846	0.716	0.684	10.467

The Adjusted R<sup>2</sup> value of 0.684 indicates that 68.4% of the variation in entrepreneurial interest can be explained by the three independent variables: learning outcomes, emotional intelligence, and Teaching Factory. This shows that these variables collectively have a strong predictive power in determining students' interest in entrepreneurship. Meanwhile, the remaining 31.6% is influenced by other factors outside the scope of this study, such as personality traits, family background, social environment, access to capital, or exposure to entrepreneurial role models, which may also play an important role in shaping entrepreneurial interest.

## Discussion

The results of this study indicate that the learning outcomes of the Productive Creative Entrepreneurship (PKK) subject have a significant positive relationship with students' entrepreneurial interest. Students who perform well in PKK tend to exhibit a stronger inclination toward entrepreneurship. This finding reinforces the view that academic achievement in entrepreneurship-related subjects plays a crucial role in fostering entrepreneurial aspirations. Previous research by Suroto et al., (2024) supports this conclusion, highlighting that mastery of entrepreneurship concepts combined with creative, hands-on learning helps shape students' entrepreneurial attitudes and self-confidence. Furthermore, Huang et al., (2024) found that practical learning experiences, particularly those that involve creative product development and business simulations, enhance students' interest in real-world entrepreneurship.

Emotional intelligence was also found to have a significant and positive influence on students' entrepreneurial interest. Students with high emotional intelligence are better equipped to manage stress, adapt to challenges, and take risks confidently traits essential for entrepreneurs. The results are consistent with findings from Wibowo et al., (2025), who emphasized that emotional resilience and the ability to make rational decisions under pressure are crucial for entrepreneurship. Similarly, Zhai & Wibowo, (2022) highlighted that emotional intelligence fosters students' positive attitudes toward risk-taking and business decision-making. These findings suggest that nurturing students' emotional intelligence is vital not only for interpersonal success but also for motivating entrepreneurial behavior.

The implementation of the Teaching Factory (TEFA) was also shown to significantly contribute to students' entrepreneurial interest. TEFA allows students to engage in real production environments, bridging the gap between theory and practice. According to Hasanah et al. (2023), this hands-on experience builds both technical competencies and internal motivation to start a business. Additionally, Alimaningtyas et al., (2024) emphasized that active participation in

simulated industrial environments enhances students' understanding of production, management, and marketing critical components for successful entrepreneurship. Therefore, TEFA serves as an effective learning strategy to cultivate entrepreneurial interest through experiential learning.

Finally, the study found that PKK learning outcomes, emotional intelligence, and TEFA implementation collectively have a significant influence on students' entrepreneurial interest. This finding is in line with Maksum et al., (2024), who asserted that a combination of cognitive, affective, and practical learning aspects creates a holistic environment for nurturing entrepreneurial mindsets. Sunggoro et al., (2022) also confirmed that academic knowledge, soft skills development, and direct business experience are all necessary to shape students into potential entrepreneurs. Thus, efforts to increase students' interest in entrepreneurship must involve an integrated approach that strengthens knowledge acquisition, emotional resilience, and real-world experience. Schools are encouraged to optimize their curriculum and learning strategies to prepare students not only to work in the job market but also to create jobs as young, innovative entrepreneurs (Kholisho & Kuswanto, 2018).

## CONCLUSIONS

The findings of this study indicate that learning outcomes in Productive Creative Entrepreneurship, emotional intelligence, and the implementation of the Teaching Factory each have a significant positive relationship with students' entrepreneurial interest. Furthermore, when combined, these three factors simultaneously contribute significantly to increasing students' motivation and readiness to pursue entrepreneurship. Therefore, it is essential for vocational schools to enhance the quality of entrepreneurship learning, foster emotional intelligence development, and optimize practical learning through the Teaching Factory model to effectively nurture entrepreneurial spirit and prepare students for successful business ventures in the future.

## CONFLICTS OF INTEREST STATEMENT

Regarding this study, the author declares that there is no conflict of interest.

## AUTHOR CONTRIBUTIONS

Study concept and design: Rifka Jalal. Acquisition of data: Rijal Abdullah. Analysis and interpretation of data: Muhammad Adri. Drafting the manuscript: Rifka Jalal. Critical revision of the manuscript for important intellectual content: Risfendra Risfendra. Statistical analysis: Rifka Jalal.

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