



The Relationship Between Learning Outcomes In Creative Projects And Entrepreneurship Subjects And Students' Entrepreneurial Interest With The Role Of Factors Affecting Learning Outcomes As A Moderating Variable At SMK Ibu Kartini Semarang

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Abstract. This study aimed to determine the relationship between learning outcomes in the Creative Projects and Entrepreneurship subject and students' entrepreneurial interest, as well as the role of factors affecting learning outcomes as a moderating variable among eleventh-grade Culinary students of SMK Ibu Kartini Semarang. This study employed a quantitative correlational approach involving 65 students selected using a saturated sampling technique. Data were collected through documentation and questionnaires and analyzed using descriptive analysis, Pearson Product Moment correlation, and Moderated Regression Analysis (MRA). The results showed that students' learning outcomes were categorized as good, entrepreneurial interest was categorized as high, and factors affecting learning outcomes were also categorized as high. The correlation test indicated a positive and significant relationship between learning outcomes and entrepreneurial interest (Sig. 0.020 < 0.05). However, the MRA results showed that factors affecting learning outcomes were not able to moderate the relationship between learning outcomes and entrepreneurial interest (Sig. 0.054 > 0.05). These findings indicate that better learning outcomes are associated with higher entrepreneurial interest among students.

Keywords: *Learning Outcomes, Entrepreneurial Interest, Entrepreneurship Learning, Vocational School*

INTRODUCTION

Vocational secondary education plays an important role in preparing competent, productive, and work-ready human resources. Vocational High Schools (SMK) are not only expected to produce graduates who are ready to work but also graduates who are capable of creating their own employment opportunities through entrepreneurship. This objective is in line with the purpose of vocational education, which emphasizes the development of skills, creativity, and entrepreneurial abilities among students.

In the implementation of the Merdeka Curriculum, the Creative Projects and Entrepreneurship subject has become one of the learning subjects oriented toward developing students' creativity, innovation, and entrepreneurial abilities. This subject does not only emphasize theoretical understanding but also provides project-based learning experiences that enable students to gain direct experience in entrepreneurial activities.

However, in reality, vocational school graduates still contribute the highest unemployment rate in Indonesia. This condition indicates that entrepreneurship learning in vocational schools has not fully encouraged students to choose entrepreneurship as a future career option.

Entrepreneurial interest refers to an individual's Entrepreneurial interest refers to an individual's tendency to be interested in and willing to engage in entrepreneurial activities independently (Suryana, 2014). This interest is influenced by various internal and external factors (Alma, 2013; Liñán & Chen, 2009). One factor hypothesized to have a relationship with entrepreneurial interest is students' learning outcomes in entrepreneurship subjects (Fayolle & Gailly, 2015).

Learning outcomes reflect students' understanding, skills, and learning experiences obtained during the learning process (Sudjana, 2016)

In addition to learning outcomes, several other factors are assumed to influence the relationship between learning outcomes and entrepreneurial interest, such as internal and external factors affecting learning outcomes. These factors include learning motivation, family environment, school environment, and students' psychological conditions that may strengthen or weaken the relationship between learning outcomes and entrepreneurial interest.

Previous studies have shown that entrepreneurship learning is related to students' entrepreneurial interest. Yuliana et al. (2023) found that learning outcomes in Creative Product and Entrepreneurship subjects positively influenced students' entrepreneurial interest. Sukis and Kurniawan (2025) also explained that entrepreneurship learning contributed positively to students' entrepreneurial readiness and interest.

Based on the explanation above, this study aimed to determine the relationship between learning outcomes in the Creative Projects and Entrepreneurship subject and students' entrepreneurial interest, as well as the role of factors affecting learning outcomes as a moderating variable among eleventh-grade Culinary students of SMK Ibu Kartini Semarang.

METHOD

This study employed a quantitative approach using a correlational research design. The research was conducted at SMK Ibu Kartini Semarang during the second semester of the 2025/2026 academic year.

The population in this study consisted of all eleventh-grade Culinary students of SMK Ibu Kartini Semarang totaling 65 students. The sampling technique used was saturated sampling, meaning that all members of the population were used as research samples.

Data collection techniques included documentation and questionnaires. Documentation was used to obtain students' learning outcome scores in the Creative Projects and Entrepreneurship subject, while questionnaires were used to measure entrepreneurial interest and factors affecting learning outcomes using a Likert scale, using a 5-point Likert scale

Before being used, the research instruments were tested for validity and reliability. The data analysis techniques included descriptive analysis, normality test, linearity test, Pearson Product Moment correlation test, and Moderated Regression Analysis (MRA).

RESULT AND DISCUSSION

The descriptive analysis results showed that students' learning outcomes in the Creative Projects and Entrepreneurship subject were categorized as good, with an average score of

84.57. This finding indicates that most students were able to understand the learning materials and participate well in entrepreneurship learning activities. Good learning outcomes reflect students' cognitive understanding and practical experiences gained during the learning process.

In addition, students' entrepreneurial interest was categorized as high, with an average score of 87.68. The findings indicate that students generally showed interest and enthusiasm toward entrepreneurial activities. Students demonstrated confidence, willingness to take risks, creativity, and interest in developing businesses independently in the future.

The factors affecting learning outcomes were also categorized as high. These factors included internal and external aspects such as learning motivation, family support, school environment, and learning facilities. Although these factors were considered supportive, their role as a moderating variable in the relationship between learning outcomes and entrepreneurial interest still needed to be examined further through Moderated Regression Analysis (MRA).

The Pearson Product Moment correlation test results showed that there was a positive and significant relationship between learning outcomes in Creative Projects and Entrepreneurship and students' entrepreneurial interest.

Table 1. Pearson Product Moment Correlation

<u>Test Results</u>			
Variables	r-value	Sig.	Description
Learning Outcomes and Entrepreneurial Interest	0,288	0,020	Significant

Based on Table 1, the significance value of $0.020 < 0.05$ indicates that there was a positive and significant relationship between learning outcomes and entrepreneurial interest. This finding suggests that better learning outcomes were associated with higher entrepreneurial interest among students.

The results indicate that entrepreneurship learning not only provides theoretical understanding but also practical experiences that can increase students' confidence and motivation in entrepreneurship (Mustikawati & Kurjono, 2020; Fayolle & Gailly, 2015). Through project-based learning activities, students gain direct experience in planning, producing,

and marketing products, which contributes significantly to the development of entrepreneurial interest (Kokotsaki et al., 2016).

These findings are consistent with the Social Cognitive Career Theory (SCCT), which explains that learning experiences influence individual career interests. Students who have positive learning experiences and good learning outcomes tend to develop stronger confidence and interest in entrepreneurial careers.

Furthermore, the Moderated Regression Analysis (MRA) was conducted to determine whether factors affecting learning outcomes could moderate the relationship between learning outcomes and entrepreneurial interest.

Table 2. Moderated Regression Analysis (MRA)

Interaction Variable	<u>Results</u>	
	Sig.	Description
X*Z	0,054	Not Moderating

Based on Table 2, the significance value of the interaction variable was $0.054 > 0.05$, indicating that factors affecting learning outcomes were not able to moderate the relationship between learning outcomes and entrepreneurial interest. This means that the factors affecting learning outcomes did not significantly strengthen or weaken the relationship between learning outcomes and entrepreneurial interest among students.

Although the moderating variable was not significant, the findings still indicate that learning outcomes remain an important factor related to entrepreneurial interest. Students with better learning outcomes tended to show higher entrepreneurial interest regardless of the influence of other supporting factors.

These findings suggest that improving the quality of entrepreneurship learning remains essential in fostering entrepreneurial interest among vocational school students. Schools and teachers are expected to provide more innovative, contextual, and practice-based learning experiences to strengthen students' entrepreneurial competence and interest

CONCLUSION AND SUGGESTION

Based on the results of the study, it can be concluded that there is a positive and significant relationship between learning outcomes in the Creative Projects and Entrepreneurship subject and entrepreneurial interest among eleventh-grade Culinary students of SMK Ibu Kartini Semarang. Better learning outcomes are associated with higher entrepreneurial interest among students.

In addition, factors affecting learning outcomes were not proven to moderate the relationship between learning outcomes and entrepreneurial interest.

Schools are expected to improve the quality of entrepreneurship learning through more

innovative, creative, and practice-based learning activities to enhance students' entrepreneurial interest. Teachers are also expected to create supportive learning environments that encourage students to develop creativity and entrepreneurial experiences.

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