

## THE EFFECT OF CREATIVE PROJECT LEARNING OUTCOMES AND ENTREPRENEURSHIP ON ENTREPRENEURIAL INTEREST THROUGH INTERNAL LOCUS OF CONTROL

Ina Nur Aini Musyarofah<sup>1</sup>, Siti Sri Wulandari<sup>2</sup>, Mohd Lizam Bin Mohd Diah<sup>3</sup>

<sup>1,2</sup> Faculty of Economics and Business, Universitas Negeri Surabaya

<sup>3</sup> Faculty of Technology Management & Business, Universiti Tun Hussein Onn  
Malaysia

email: inanur.20040@mhs.unesa.ac.id

### ABSTRACT

This research seeks to examine how creative project-based learning outcomes and entrepreneurial activities influence students' interest in entrepreneurship by considering their internal locus of control at SMK Negeri 1 Surabaya. The research method used is quantitative with the type of explanatory research. Data collection using questionnaires and analysis using Partial Least Square (PLS-SEM) with path analysis using SmartPLS 3.0 software the population was 160 students in class XI of the office management skills program with a sample size of 110 students who had taken Creative and Entrepreneurial Projects (PKK) according to independent criteria. The results showed that PKK learning outcomes have there is constructive correlation, albeit not statistically significant to entrepreneurial interest. PKK learning outcomes have a positive relationship, but not significant to the internal locus of control. The internal locus of control strongly correlates with entrepreneurial interest in a meaningful way. Internal locus of control cannot mediate the relationship between PKK learning outcomes with entrepreneurial interest.

**Keywords:** *Creative and entrepreneurial project learning outcomes, entrepreneurial interest, internal locus of control*

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### INTRODUCTION

The problem of unemployment is still a major concern in developing countries, especially in Indonesia. According to Yanti (2019) the unemployment rate has been increasing for several decades. This is also evidenced by the 1998 economic crisis which affected the high unemployment rate. High unemployment rates can be caused by rapid population growth, an increase in the size of the labor force, and a lack of adequate employment (Nanda & Sudiana, 2022). According to statistics from

the Central Bureau of Statistics (BPS), in (2023), Vocational High School (SMK) graduates in Indonesia had the highest educated unemployment rate, standing at 13.55%. This rate decreased to 11.13% in 2021 and further dropped to 9.42% in 2022. This shows that Vocational High School (SMK) graduates have a higher unemployment rate after graduating in the last 3 years. This is not in line with government policy as described in Article 18 of the National Education System Law Number 20 of 2003, which states: "Education units at vocational high schools are a continuation of primary school education which is intended to prepare students, especially in professional fields" (Lisdayanti et al., 2021). From this statement, it can be concluded that SMK graduates are required to be work-ready and ready to be deployed in the work field. However, in reality, SMK graduates are the highest contributor to unemployment until 2022. According to Saragih et al. (2022) someone who has the courage to start their own business and create their own jobs will greatly help reduce the unemployment rate.

According to Ramadani et al. (2023) the entrepreneurial profession includes jobs that can contribute to many people. Every individual has the opportunity to become an entrepreneur because of flexible activities compared to other professions such as not being limited by time, being able to learn new skills, manage operations, run a business independently without interference from other parties and can help the economy in Indonesia. When someone is interested in entrepreneurship, their entrepreneurial spirit will develop. According to Khosmas (2021), a person's interest in entrepreneurship stems from education and understanding in their field, which is then followed by a desire to gain experience through direct application. Apart from being adventurous and having fun, one can also manage or own a business by utilizing current business prospects and starting new ventures with a creative mindset.

In vocational high schools, entrepreneurship education is taught in the PKK subject (creative project and entrepreneurship). According to Khotimah et al. (2020) Creative Project and Entrepreneurship (PKK) subject matter aims to provide students with entrepreneurial knowledge and skills. In addition, it is expected to increase students' entrepreneurial interest by inspiring them to start a startup business. This subject is taken by all students, especially in class XI of the Office Management skill concentration. With the existence of creative project learning and entrepreneurship (PKK), students get the opportunity to gain entrepreneurial knowledge. Because throughout the teaching process, teachers not only apply theories and information about entrepreneurship, but also instruct students in the practical application of what has been learned. In addition, teachers provide hands-on homework that incorporates new concepts. So that the idea can have selling value and can increase interest in entrepreneurship. Student learning outcomes show whether or not the learning is effective if they are able to apply what has been learned, then the learning has been successful.

Based on observations made at SMKN 1 Surabaya, researchers found that entrepreneurship education can be obtained from creative project and

entrepreneurship (PKK) subjects at SMKN 1 Surabaya in Phase F in class XI. This subject is taught in all grades XI, especially in the concentration of office management expertise. In entrepreneurship learning, in line with Learning Outcomes (CP) and Learning Objectives (ATP), teachers provide learning stimuli to students. In addition, students are also given practical learning called business opportunities, practical learning carried out at SMKN 1 Surabaya is carried out for 3 months after students get a stimulus with material learning. In practicing business opportunities, students are free to express their creative ideas. This aims to form the entrepreneurial character of students. Unfortunately, students' enthusiasm in doing business is still lacking. This is evidenced by data obtained from the Specialized Job Exchange (BKK) of SMKN 1 Surabaya which shows that only 3 out of 161 Office Management graduates in 2021 continued their own business. From the results of interactions conducted by researchers with grade 11 students who majored in office management, it was revealed that respondents did not show a strong interest in starting their own business. This is evidenced by pre-study to grade 11 students in the office management concentration to measure their interest in entrepreneurship and how focused they are on entrepreneurial skills and found that the entrepreneurial interest of 52.2% of students has a doubtful category, 10.4% in the category of not ready for entrepreneurship and the remaining 36.4% in the category of ready for entrepreneurship. Based on preliminary research data, students' interest in entrepreneurship is still relatively low. The purpose of this study was to analyze the effect of creative project learning outcomes and entrepreneurship on entrepreneurial interest through internal locus of control in class XI office management at SMKN 1 Surabaya.

The assumption of the theory of planned behavior by Ajzen (1991) asserts that humans have the freedom to be influenced in doing or not doing an action, or vice versa. This means that individuals can develop their entrepreneurial interest based on the actions they choose without intervention from other parties. This theory also explains that behavioral intentions can arise from factors such as attitudes towards behavior, perceived self-control, and subjective norms because behavioral control actually occurs when someone wants to carry out their intentions. According to Slameto (2010) interest as a preference and feeling of interest in goals that must be achieved without coercion. Another with Charli et al. (2019) who define that external stimuli will attract a person's attention, leading to a gradual increase in the person's interest in a particular subject and a sense of satisfaction when the field is actively pursued.

The characteristics of someone who has an interest in entrepreneurship according to Shalahuddin et al. (2018), namely having an entrepreneurial motive, always having a perspective, having high creativity, having high innovative behavior, being committed and having a good ethic at work and being responsible, being independent, not being afraid of the impact of the possibilities that occur, taking business opportunities, having business opportunities, having managerial skills and having personal skills. In developing countries, many choose to become

an entrepreneur because of unmet needs, thus, making someone motivated to carry out entrepreneurial activities (Luis-Rico et al., 2020). A person's interest in doing something does not just grow and does not originate when someone is born into the world. There are several factors that underlie the growth of interest in a person in entrepreneurship. According to Ardiansyah et al. (2021) the element of internal locus of control and entrepreneurial knowledge are two aspects that influence students' entrepreneurial interest. According to Toti et al. (2021) internal locus of control is an individual who has strong self-confidence and feels compelled to act ethically because they believe that their actions and behavior can influence the situation. Another with Batzon & Zion (2023) which states that internal locus of control is someone who can recognize and control positive and negative events in life based on one's actions and responsibilities. Individuals with internal locus of control think that by carrying out their own initiatives and efforts, they can influence the events around them. The hypotheses proposed in this study are:

*H<sub>1</sub>: The learning outcomes of creative projects and entrepreneurship have a positive and significant effect on entrepreneurial interest of class XI office management students at SMKN 1 Surabaya.*

In this study, researchers assume that entrepreneurship learning greatly influences students' interest in entrepreneurship. Students' interest can be triggered by the knowledge and skills gained from entrepreneurship education, especially through creative project and entrepreneurship (PKK) subjects taught at school. This is in accordance with research by (Karya et al., 2023; Keling & Sentosa, 2020) which states that students' interest in entrepreneurship is greatly increased by entrepreneurship education. The learning outcomes show the entrepreneurial interest that students have developed as a result of their entrepreneurship education. Students will indirectly be encouraged to be interested in entrepreneurship if they achieve high learning outcomes because they will be able to effectively absorb the entrepreneurship learning delivered. Based on the findings obtained by Mudasih et al. (2021) stated that learning objectives on digital literacy, finance, and entrepreneurship have an impact on students' enthusiasm in starting their own business. Safna & Wulandari (2022) define that in educational institutions, student learning outcomes are very helpful in assessing how well students learn. Learning outcomes can be obtained by students, when students have obtained or completed the material taught by the subject teacher.

*H<sub>2</sub>: The learning outcomes of creative and entrepreneurial projects (PKK) have a positive and significant effect on the internal locus of control of class XI office management students at SMKN 1 Surabaya.*

One's internal locus of control can be positively boosted by learning outcomes from creative and entrepreneurial endeavors. This is consistent with the findings of studies by (Rosmiati et al., 2022; Sekerbayeva et al., 2023) who mentioned that internal locus of control and self-efficacy are positively influenced by entrepreneurship learning programs, indicating the importance of a well-constructed curriculum in encouraging entrepreneurial attitudes. According to Lee

et al. (2022) successful learning in creative and entrepreneurial projects can increase an individual's internal control over the surrounding environment. This is because people who have a deeper understanding of entrepreneurial knowledge will be more confident in their ability to make decisions, face obstacles, and manage risks. In Ndofirepi (2020) research which shows the effect of entrepreneurship education variables that are positively and statistically significantly related to the need for achievement, tendency to take risks, internal locus of control and interest in entrepreneurship.

*H<sub>3</sub>: Internal locus of control has a positive and significant effect on entrepreneurial interest in class XI office management students at SMKN 1 Surabaya.*

Internal locus of control has a favorable influence on entrepreneurial interest. Individuals with internal locus of control typically believe that they have influence over the decisions they make and how their lives unfold (Hernandez et al., 2022). In the field of entrepreneurship, this belief can increase one's propensity to participate in entrepreneurial ventures. According to Hsiao et al. (2016) the belief that one's activities will determine the success or failure of a venture is more prevalent among those with internal locus of control. They tend to be more driven to take opportunities, conquer challenges, and seek new possibilities. This is supported by research from (Annisa et al., 2021; Arkorful & Hilton, 2022; Zulfikar et al., 2022) which states the following factors have a large positive relationship with family support: entrepreneurship education, parental support, and internal locus of control with entrepreneurial interest. Self-efficacy has a positive influence in moderating entrepreneurship education, parental approval, and internal locus of control on entrepreneurial interest.

*H<sub>4</sub>: Internal locus of control mediates the effect of creative project learning outcomes and entrepreneurship on entrepreneurial interest of class XI office management students at SMKN 1 Surabaya.*

PKK entrepreneurship education can generate enthusiasm in business by using internal locus of control. Research from Islamiah et al. (2022) states that through internal locus of control and inventiveness, entrepreneurship education has an indirect impact on entrepreneurial interest. This means that internal locus of control has a mediating role in entrepreneurship education on entrepreneurial interest. In research conducted by Islamiah et al. (2022) used path analysis, multiple linear regression analysis, and descriptive statistics. It is clear from previous research that internal locus of control functions as a mediator, playing a role in linking learning outcomes with entrepreneurial interest.

This research model is illustrated in Figure 1 below.

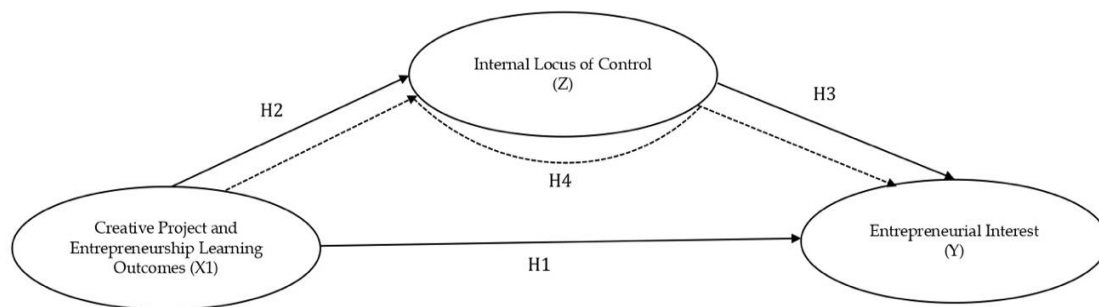


Figure 1.  
Research Model

## RESEARCH METHOD

This study uses quantitative methods with explanatory research models that aim to determine the effect of learning outcomes of creative projects and entrepreneurship on entrepreneurial interest through internal locus of control. The research location is in class XI Office Management Independent Curriculum SMK Negeri 1 Surabaya. With a research time span of approximately 2 months conducted from March to April. With a population of 160 students, the number of samples in this study was determined with an error rate of 5% using the development of Isaac and Michael (Sugiyono, 2013). Then the sample obtained was 110 students in class XI office management of SMK Negeri 1 Surabaya. The distribution of questionnaires is closed which covers the independent variable, namely the learning outcomes of creative projects and entrepreneurship which has 1 indicator of the average grade - average report card. The dependent variable is interest in entrepreneurship with 3 indicators according to Putri (2019), namely not depending on others, helping the social environment and feeling good about being an entrepreneur. The dependent variable here has a total of 12 question items. The intervening variable or mediating variable is internal locus of control with 3 indicators according to Ariani et al. (2016) namely the ability (skill) of individuals to solve daily problems, have confidence in their own abilities and the ability of individuals to control themselves in life. The mediation variable here has a total of 15 question items. Tools and equipment in this study using research instruments with a Linkert scale measuring instrument on the dependent and mediating variables. The data analysis technique used is Partial Least Square (PLS-SEM) with path analysis and is assisted by SmartPLS 3.2.9 software. To apply Partial Least Square (PLS-SEM) there are 3 most prominent stages of Structural Equation Modelling (SEM) (Hair et al., 2014). namely making model specifications, evaluating external models and evaluating structural models.

At the outer model evaluation stage, it consists of a convergent validity test which is seen from the outer loadings test and the AVE (Average Variance Extracted) value, a discriminant validity test which is seen from the cross-loading test and a reliability test which is seen based on Cronbach's Alpha and Composite Reliability.

At the evaluation stage, the structural model (inner model) can be seen from the R-Square test, the effect size  $f^2$  test, and the Q2 Predictive Relevance test and then

proceed to the path coefficient test for the direct hypothesis and the indirect effects test to test indirect variables or mediating variables.

**RESULTS AND DISCUSSION**

The characteristics of respondents used in this study use gender. Which characteristics of students who are respondents based on gender will be explained in Table 1 as follows.

Table 1.  
Student Data Characteristics

Gender	Frequency	Percentage
Men	15	14%
Woman	95	86%
Total	110	100%

Source: Data Processed, 2024

The results of questionnaire data processing show that the characteristics of respondents based on gender are dominated by women, namely 95 students (86%) and men only 15 students (14%).

The first stage that must be done before analyzing the outers model and inner model is to make a model specification. The model specification process involves setting up internal and external models where the process of using PLS-SEM begins with building a route model that connects variables and construction using logic and theory (Hair et al., 2014). The model specifications in the Partial Least Square (PLS-SEM) analysis used in this study are shown in Figure 2 below.

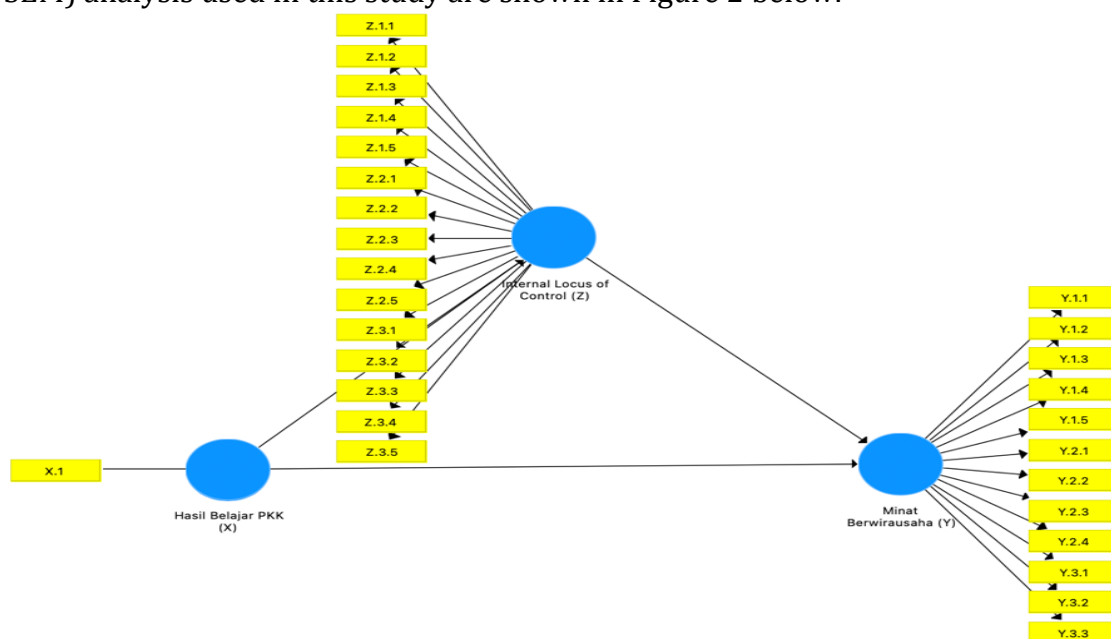


Figure 2.  
Model Spesification

The next stage is the outer loading test with validity and reliability tests in the model to find out which items are valid and reliable. In the validity test, there are 2 stages of testing, namely convergent validity test and discriminant validity test. Items that have an outer loadings value > 0.70 can be said to meet convergent validity (Latan & Ghozali, 2015). However, if the research is in the scale development stage, the outer loadings value of 0.5 - 0.6 is still acceptable for convergent validity (Hair et al., 2017). The results of the outer loadings test in this study are as follows.

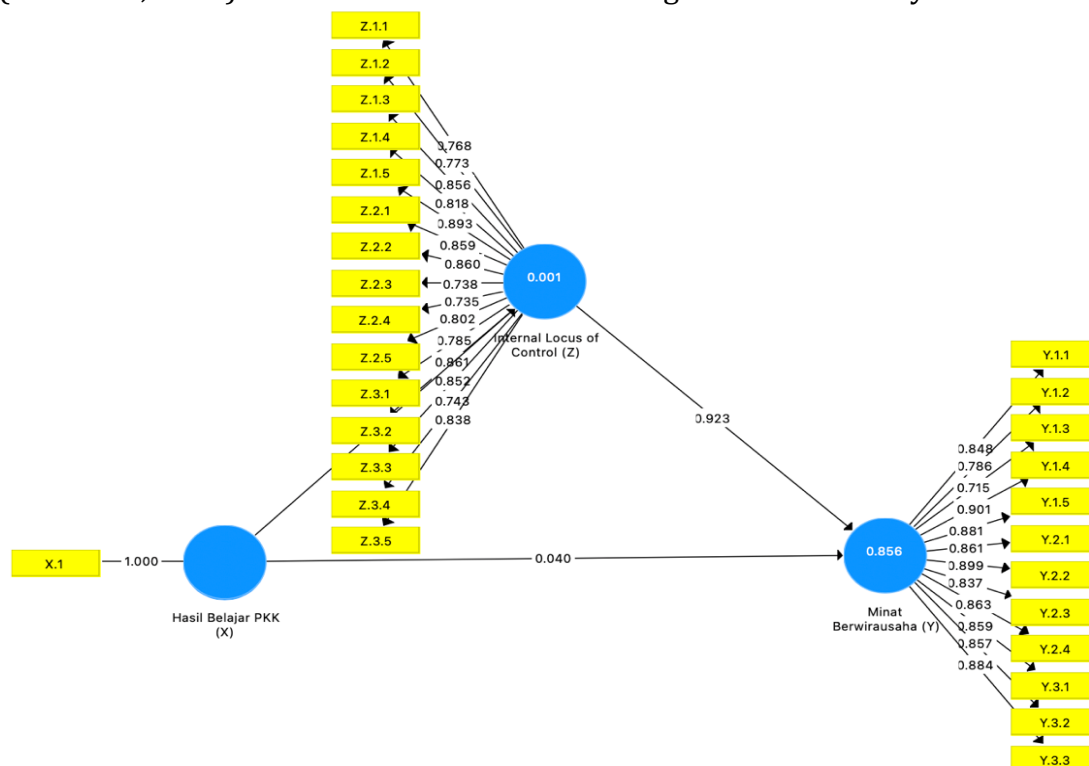


Figure 3.  
Outers Loading Result

Based on Figure 3. it can be concluded that the outers loading value on each item meets convergent validity because the outers loading value > 0.70. so it is stated that 1 item X, 12 items Y and 15 items Z meet the requirements.

Furthermore, to see convergent validity can be through the AVE (Average Variance Extracted) value. According to Ghozali & Latan (2015) if the AVE value is > 0.50 or more convergent validity is acceptable or meets the requirements. The following are the results of the AVE (Avarage Variance Extracted) value test.

Table 2.  
AVE (Average Variance Extracted) Result

	Average Variance Extracted (AVE)
PKK learning outcomes (X)	1.000
Internal Locus of Control (Z)	0.662
Entrepreneurial Interest (Y)	0.724



Based on table 2. it can be concluded that the AVE value of each variable has a value > 0.50, which means that the three variables meet convergent validity.

Next, namely the discriminant validity test which can be seen from the cross-loading value. According to Ghozali & Latan (2015) if all indicators or items have a cross loading value > 0.70. then the indicator or item can be said to have met its discriminant validity. The following are the results of the cross-loading value of each variable.

Table 3.  
Cross Loading Result

	<b>PKK learning outcomes (X)</b>	<b>Internal Locus of Control (Z)</b>	<b>Entrepreneurial Interest (Y)</b>
Y.1.1	-0,006	0,827	0,848
Y.1.2	0,066	0,723	0,786
Y.1.3	0,046	0,614	0,715
Y.1.4	0,134	0,829	0,901
Y.1.5	0,120	0,836	0,881
Y.2.1	0,009	0,792	0,861
Y.2.2	0,026	0,849	0,899
Y.2.3	0,006	0,757	0,837
Y.2.4	0,063	0,791	0,863
Y.3.1	0,051	0,838	0,859
Y.3.2	0,051	0,774	0,857
Y.3.3	0,115	0,771	0,884
Z.1.1	0,090	0,768	0,725
Z.1.2	-0,048	0,773	0,697
Z.1.3	0,059	0,856	0,820
Z.1.4	0,012	0,818	0,718
Z.1.5	0,046	0,893	0,819
Z.2.1	0,026	0,859	0,849
Z.2.2	-0,009	0,860	0,834
Z.2.3	-0,002	0,738	0,685
Z.2.4	-0,012	0,735	0,701
Z.2.5	0,031	0,802	0,740
Z.3.1	0,116	0,785	0,706
Z.3.2	0,076	0,861	0,762
Z.3.3	-0,036	0,852	0,767
Z.3.4	-0,057	0,743	0,661
Z.3.5	0,055	0,838	0,757
X	1,000	0,030	0,067

Based on table 3. shows that all items have cross loading value > 0.70. In addition, the cross loading of each variable shows that its value exceeds the value of other

construct variables. So it can be concluded that the discriminant validity value is met.

After the convergent validity test and discriminant validity are fulfilled, the next is the reliability test. According to Ghozali & Latan (2015) the Cronbach's Alpha value can be said to be feasible and its reliability is fulfilled if Cronbach's Alpha > 0.70. as well as the Composite Reliability value. If the value of Composite Reliability > 0.70 an item can be said to be reliable. The following is a reliability test that can be seen from the Cronbach's Alpha Test and the Composite Reliability Test.

Table 4.

Cronbach' Alpha dan Composite Reliability Result

	<b>Cronbach's Alpha</b>	<b>Composite Reliability</b>
PKK learning outcomes (X)	1.000	1.000
Internal Locus of Control (Z)	0.963	0.967
Entrepreneurial Interest (Y)	0.965	0.969

Based on table 4. The results of the Cronbach's Alpha and Composite Reliability tests for each variable can be said to be fulfilled and have good reliability because they have a Cronbach's Alpha value > 0.70 and Composite Reliability > 0.70. So, it can be concluded that in the outer loading test, this research can be said to be feasible because it has met convergent validity and discriminant validity so that it can be continued to the next stage, namely the inner model stage (model in structural).

According to Ghozali & Latan (2015) to test the inner model, the value of R-Square is categorized into three categories, namely 0.75 is said to be strong, 0.50 is said to be moderate or moderate, and 0.25 is said to be weak. The following are the results of the R-Square.

Table 5.

R-Square Result

	<b>R-Square</b>
Internal Locus of Control (Z)	0.001
Entrepreneurial Interest (Y)	0.856

Based on table 5. It can be concluded that the results of the R-Square value in path model 1 is equal to 0.001, which means that the internal locus of control variable is influenced by 0.1% by the PKK learning outcomes variable and entrepreneurial motivation and the remaining 99.9% is influenced by other variables outside the research. So it can be concluded that the results of the R-Square value in this model are categorized as very weak because > 0.25. Then in path model 2 the results of the R-Square value of 0.856 which means that interest in entrepreneurship is influenced by 85.6% by the PKK learning outcomes variable and entrepreneurial motivation through internal locus of control and the remaining 14.4% is influenced by other variables outside the study. So it can be concluded that the results of the R-Square value in this model are categorized as strong because > 0.75.

Then for the next test, namely by testing the effect size value  $f^2$ . The effect size  $f^2$  value is categorized into three categories, namely 0.02 which means it has a small

effect, 0.15 which means it has a medium effect, and 0.35 which means it has a large effect (Latan & Ghozali, 2015). The following are the results of the effect size  $f^2$ .

Table 6.  
F-Square Result

	<b>F-Square</b>
X → Y	0.011
Z → Y	5.906
X → Z	0.001

It can be concluded that the PKK learning outcomes variable to entrepreneurial interest has an f-square value of 0.011. Therefore, this figure can be said to have a small impact. The PKK learning outcomes variable to internal locus of control has an f-square value of 0.001. So it can be concluded that this value has a very small effect. The internal locus of control variable to entrepreneurial interest has an f-square value of 5.906. So, it can be said that this value has a very big influence.

Furthermore, the Q2 Predictive Relevance test or predictive sample reuse is categorized into three categories, namely 0.02 which means it has a small influence, 0.15 which means it has a medium influence, and 0.35 which means it has a large influence (Latan & Ghozali, 2015). So that in this study the results of R-Square are as follows.

Table 7.  
Q-Square Result

	<b>Q-Square</b>
Internal Locus of Control (Z)	-0.000
Entrepreneurial Interest (Y)	0.606

Based on table 7. It can be concluded that the value of Q2 Internal locus of control of -0.000 can be said to have a very small influence because the value of Q2 is negative, so the variable does not show predictive relevance. Then the Q2 value of entrepreneurial interest of 0.606 can be categorized as showing strong predictive relevance because the value of Q2 > 0.35.

Hypothesis testing refers to the path coefficient value, t-statistic value, P-Values. If the t-statistic value > 1.96 and the P-values < 0.05, it can be concluded that the hypothesis is accepted. The following are the results of testing the path coefficient.

Table 8.  
Path Coefficient Result

	<b>Path Coeffisients</b>	<b>t-Statistics</b>	<b>P-Values</b>
X → Y	0.040	1.219	0.227
Z → Y	0.923	38.688	0.000
X → Z	0.030	0.342	0.732

Based on the results of direct hypothesis testing in table 8. Shows PKK learning outcomes have no influence on entrepreneurial interest and internal locus of control. but entrepreneurial interest affects the internal locus of control.

The results showed that PKK learning outcomes did not have a significant effect on entrepreneurial interest, but the direction of the relationship was positive and in the weak category because the path coefficient value was close to -1. The findings of this study are in line with previous research Yanti (2019) which states that partially entrepreneurship education and Locus of Control have no significant effect on entrepreneurial interest. The ineffectiveness is caused by other factors beyond learning outcomes, such as economic situation, culture, and social norms, individual motivation and talent, and lack of support and resources that can affect interest in entrepreneurship (Firdaus et al., 2023).

Related to PKK learning outcomes on internal locus of control does not have a significant effect, but the direction of the relationship is positive and in the weak category because the path coefficient value is close to -1. This finding is in line with Susanti et al. (2017) which showed that there was no effect of internal locus of control on learning outcomes, although overall the students' learning outcomes were quite good and their internal locus of control was in a good category too. However, the absence of influence between these two variables can be explained by the fact that each individual has a unique way of assimilating information and building beliefs about internal control. Although both are classified as good overall, different individual factors may affect these two variables differently in each individual's life. According to Phares (1984), there are three factors that influence internal control, namely family/parental factors (family antecedents), consistency of experience, and social factors (social antecedents). According to Fadilah & Mahyuny (2019) research, factors that influence a person's internal control are divided into internal and external factors. External factors include belief in good luck, the influence of friends, age, gender, and social factors. Meanwhile, internal factors that shape internal control include a tendency to work hard, family influence, and a high level of initiative.

In the internal variable locus of control on entrepreneurial interest has a positive and significant relationship effect. This is supported by Budiono et al (2019) The findings show that there is a positive correlation between locus of control and entrepreneurial intention. These results confirm that students who believe in self-control tend to have greater motivation to engage in entrepreneurial activities. The study from Arkorful & Hilton (2022) also concluded that internal locus of control affects entrepreneurial intention. However, it was found that external locus of control has a greater impact on entrepreneurial intention compared to internal locus of control, suggesting that individuals with external locus of control are more likely to become entrepreneurs in Ghana.

Indirect hypothesis testing can be seen from table 9. To see whether the intervening variable mediates or not as follows.

Table 9.  
Indirect Effects Result

	<b>Indirect Effects</b>	<b>t-Statistics</b>	<b>P-Values</b>
X → Z → Y	0.027	0.343	0.731

Based on the results of indirect hypothesis testing in table 9, it shows that internal locus of control cannot mediate the relationship between PKK (Creative and Entrepreneurship Project) learning outcomes and entrepreneurial interest because the concept focuses on individuals' beliefs about internal control over their life outcomes and decisions. PKK learning outcomes, on the other hand, relate to knowledge and skills acquired from formal learning, such as an understanding of entrepreneurship and practical ability in managing a business. In this context, although PKK learning outcomes may improve students' understanding of entrepreneurship, there is no direct relationship with their internal beliefs about their ability to control their fate and life outcomes. This finding contradicts the opinion of Islamiah et al. (2022) who indicated that through internal locus of control and inventiveness, entrepreneurship education has an indirect impact on entrepreneurial interest. This implies that internal locus of control mediates the relationship between entrepreneurship education and entrepreneurial interest. So in this finding it can be concluded that internal locus of control does not mediate between PKK learning outcomes and entrepreneurial interest in class XI Office Management students at SMK Negeri 1 Surabaya. This is due to additional factors that influence both learning outcomes and student interest in developing a business. As research conducted by Falah & Marlina (2022) shows that education and experience of field work practice (prakerin) act as factors that influence entrepreneurial interest in SMK Negeri 1 Surabaya.

## CONCLUSION

From the results of the analysis and discussion previously described, it can be concluded that (1) the results of learning creative projects and entrepreneurship do not have a significant influence on entrepreneurial interest but have a positive relationship direction in the weak category. (2) Creative project learning outcomes and entrepreneurship do not have a significant effect on internal locus of control but have a positive relationship direction in the weak category. (3) internal locus of control has a significant effect and has a positive relationship direction on entrepreneurial interest. (4) internal locus of control cannot mediate or cannot mediate the learning outcomes of creative projects and entrepreneurship to interest in entrepreneurship.

Implications of the research results that can be done (1) The results of this study can provide input to educators and non-educators to increase understanding of the importance of exploring entrepreneurial interest in students at SMKN 1 Surabaya. This can be done by designing a more efficient entrepreneurship training program,

so that the training can help enrich the skills and abilities needed for learners to become successful young entrepreneurs, including in developing creativity, managerial skills, and personal motivation. In addition, the findings of this study can also serve as a reference in making policies that support the development of entrepreneurship in society, taking into account the various factors that influence individual interest in entrepreneurship. (2) The educational curriculum can be updated or adjusted to include more content relevant to creativity, entrepreneurship, and the development of internal locus of control.

From these findings, suggestions that can be taken are (1) For future research, it is recommended to use learning outcome variables not only from report cards but also from assignment grades, quiz grades or other grades that can be a measure of student learning. (2) In the next study, researchers can consider factors that influence entrepreneurial interest to be used as independent variables. (3) To encourage interested parties to continue to generate new business ventures and employment opportunities for the community, we may propose to expand the research sample and sample size in the next study.

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