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The influence of creativity and learning motivation on entrepreneurial intentions of fisheries vocational high school students

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ABSTRACT

The fisheries department is one of the expertise programs in Vocational High Schools (VHS). Learning motivation towards the entrepreneurial intention of VHS students majoring in fisheries is still low. This is supported by the fact that some students do not know the relationship between entrepreneurial intentions and learning motivation, which can arouse students' intentions for entrepreneurship. Therefore, this research aims to see the effect of creativity and learning motivation on the entrepreneurial intentions of VHS students majoring in fisheries. This research is ex post facto research with a quantitative approach because the data is generated in the form of numbers and analyzed based on statistical analysis. The sample in this research was 100 students, and the sampling technique used was purposive sampling. The data analysis technique used is multiple regression analysis. The results of this research explain that creativity has an influence on entrepreneurial intentions, and learning motivation has an influence on entrepreneurial intentions. This is evidenced through the results of the t-test where the sig value obtained is 0.003, whose value is much smaller than 0.05 (0.001 < 0.05) and the t-count is greater than the t-table (2.614 > 1.984), so it can be said that creativity has an influence on entrepreneurial intention, as well as the learning motivation variable where the t-count value is greater than the t-table (2.679 > 1.984). This research contributes to the literature by providing insight into the role of creativity and learning motivation in shaping student entrepreneurial intentions, which can inform the development of entrepreneurship education programs and policies.

INTRODUCTION

Vocational High School (VHS) is a form of formal education that provides vocational education at the secondary level, preparing students to work in certain fields. One of these fields is the fisheries expertise program. The development of the VHS curriculum aims to align with the needs of industry and the demands of the business world (Lee et al., 2023; Mahendra et al., 2023), although there are challenges in implementing the established curriculum (Desriandi et al., 2022). The aim is to improve the quality of graduates and reduce unemployment among SMK graduates (Kisno et al., 2022). Implementing curriculum and link-and-match programs in VHSs has shown positive results, but there is still room for improvement in certain areas (Listvin & Garth, 2023).

In accordance with Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 5 Year 2022 states that the competency standards for graduates of VHS students are focused on preparing students to become members of society who are faithful and devoted to God Almighty and have noble character, noble character in accordance

with the values of Pancasila and skills to improve student competencies so that they can live independently and follow further education in accordance with their vocations.

Fisheries are one of the expertise programs in vocational high schools. In accordance with the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 262/M/2022, it is explained that fisheries are included in the agribusiness and agrotechnology expertise group. It is also explained that the VHS expertise program is prepared based on the needs of the world of work, which includes the business world, the industrial world, State-Owned Enterprises (BUMN), Regional-Owned Enterprises (BUMD) government agencies, or other institutions as well as the development of science, technology, arts, and culture.

According to the Decree of the Head of the Education Standards, Curriculum and Assessment Agency (BSKAP) of the Ministry of Education, Culture, Research and Technology Number 024/H/KR/2022, the fisheries specialization program is divided into four concentrations: ornamental fisheries, brackish water and marine fisheries, freshwater fisheries, and seaweed agribusiness. This expertise program studies technical skills in the field of fisheries that underlie the mastery of fisheries agribusiness skills.

Fisheries expertise learning serves to equip students with the knowledge, skills, and character to be able to understand, plan, implement, and evaluate fisheries business process activities, water quality management, pest and disease control, natural and artificial feed production, freshwater fish spawning, hatcheries and nurseries and fish enlargement, harvest and post-harvest handling, marketing, and application of technology according to the required competency standards. Students are directed to be able to work independently, effectively, and creatively, think critically, and apply the technology currently developing.

According to Munandar (2004), creativity is making new combinations based on existing data, information, or elements. Dewi et al. (2023) revealed that various factors can influence student creativity, such as using varied teaching methods, interesting learning media, and conducting learning activities outside regular class hours. Istiani and Anwar (2023) revealed that creativity has a significant direct effect on entrepreneurial intentions and self-efficacy, which later affects entrepreneurial intentions.

According to Sardiman (2018), learning motivation has eight indicators, namely: persevering in doing tasks, resilient in facing difficulties, interested in various problems, preferring to work independently, getting bored quickly on routine tasks, can defend his opinion, can defend his opinion, can defend his opinion, can defend his opinion, does not easily let go of what he believes, and likes to find and solve problems.

According to Zimmerer et al. (2008), indicators to measure entrepreneurial intention variables are not dependent on others, can help the social environment, and enjoy being an entrepreneur. According to Buchari (2013), entrepreneurial intention is a person's intention to carry out entrepreneurial or business activities. This includes the desire and motivation to establish, manage, or develop their own business. The intention in entrepreneurship arises because of the knowledge and information about entrepreneurship, which is then continued by participating directly in order to gain experience and, finally, the desire to pay attention to the experience that has been obtained, as well as having a feeling of pleasure and having the desire to engage in risk-taking activities, running their own business or business by taking advantage of existing business opportunities and creating new businesses with innovative approaches.

Efforts have been made to encourage entrepreneurial intent among VHS graduates, but the number of graduates entering entrepreneurship still needs to grow. Cekule et al. (2023) revealed that education is important in promoting entrepreneurial intentions to students. The effect of entrepreneurial knowledge on the relationship between motivational factors and entrepreneurial intentions is significant (Ilomo & Mwantimwa, 2023). To increase the number of VHS graduates entering entrepreneurship, it is important to focus on improving entrepreneurship education, providing exposure to successful entrepreneurs, and fostering a supportive and inclusive environment for aspiring entrepreneurs.

Entrepreneurial knowledge acquired through formal and non-formal education can positively influence students' entrepreneurial intentions and foster their interest in entrepreneurship (Cekule et al., 2023; Ilomo & Mwantimwa, 2023; Purmono, 2023; Shofwan et al., 2023; Tannady,

2023). One of the factors that influence this is the low entrepreneurial mentality of students because many students are afraid of failure in entrepreneurship, besides their lack of knowledge in entrepreneurship and lack of support from the environment, one of which is family.

According to Suryana (2008), one factor that influences entrepreneurial intention is internal factors consisting of affective ability and cognitive ability. Affective abilities include attitudes, values, aspirations, feelings, and emotions, all of which depend on the existing environment, while cognitive abilities are knowledge of the learning outcomes reflected through the process and results of student learning (Suryana, 2008).

Based on some of the problems expressed, learning motivation towards entrepreneurial intentions of vocational students in the fisheries department is still low (Putri & Yulastri, 2022; Sudarwati & Chalimah, 2022). This is supported by the fact that some students need to be made aware of the relationship between intention in entrepreneurship and learning motivation, which can arouse students' interest in entrepreneurship (Oh et al., 2020). In addition, research conducted among outgoing fisheries graduates showed moderate entrepreneurial motivation levels, with poor risk-taking, inadequate locus of control, and low self-efficacy tendencies (Wijayati et al., 2021). Therefore, there is a need to enhance entrepreneurship learning and include entrepreneurship and personality development content in the curriculum to improve vocational students' capacity and attitudinal tendencies in fisheries majors (Kumaran & Anand, 2016).

This research aims to see the effect of creativity and learning motivation on the entrepreneurial intentions of vocational students in fisheries expertise programs. Research conducted by Shofwan et al., (2023) states that motivation and creativity variables significantly affect entrepreneurial intentions. This means that the students' motivation and creativity influence the growth of student intentions in entrepreneurship. Researchers hope this research can contribute as a reference and source of literature by providing insight into the role of creativity and learning motivation in shaping student entrepreneurial intentions, which can inform the development of entrepreneurship education programs and policies.

METHOD

This research is ex-post facto research. Ex-post facto research is a research method used to improve cause-and-effect relationships that are not manipulated or treated by researchers. This research is conducted on programs, activities, or events that have taken place or have occurred. The term ex-post facto indicates that changes in independent variables have occurred, and researchers are adapting to the problem of determining the consequences of the observed consequences (Wahdah & Malasari, 2022). Ex-post facto research is widely used in the field of education and provides valuable information for decision-making (Muharomansyah et al., 2021).

The approach used in this research is quantitative because the data produced are numbers and analyzed based on statistical analysis. This research aims to measure the effect of independent variables, namely creativity and learning motivation, on the dependent variable, namely entrepreneurial intention. In this research, there are 2 (two) types of variables, namely the dependent variable, which is a variable that depends on other variables, and independent variables, which are variables that do not depend on other variables.

The population in this research is all students of the fisheries expertise program in vocational high school. The sample of this research is students of classes XI and XII of the Fisheries Expertise Program of SMK Negeri 2 Pacitan. The sampling method used in this research is purposive sampling. Namely, sampling is carried out with certain considerations, considering the desired respondents to facilitate research so that a sample of 100 respondents is taken. The data collection techniques in this research are questionnaires, observations, interviews, and documentation.

The questionnaire uses a Likert scale, first tested using validity and reliability testing. Furthermore, the research data was tested using classical assumption testing, which consisted of normality, multicollinearity, and heteroscedasticity tests. Hypothesis testing was carried out using the coefficient of determination test, f-test (model feasibility test), and t-test (individual parameter significance test), while data analysis used quantitative descriptive analysis with multiple linear regression.

RESULTS AND DISCUSSION

Results

Description of Respondent Characteristics

Based on the results of research conducted on 100 respondents, the characteristics of respondents can be identified in Table 1. Based on the data in Table 1, it can be seen that the characteristics of respondents based on age are 33 or 33% for 16 years old, 34 or 34% for 17 years old, and 33 or 33% for 18 years. Then, for men, as many as 44 or 44%, and for women, as many as 56 or 56%. Students consist of class XI, as many as 50 students, and class XII, as many as 50 students in the Fisheries Agribusiness expertise program of SMK Negeri 2 Pacitan.

Table 1. Description of Respondents' Characteristics

No.	Characteristics	Description	Percentage
1	Age	16 years	33%
		17 years	34%
		18 years	33%
2	Gender	Male	44%
		Female	56%
3	Class	Class XI	50%
		Class XII	50%

Validity Test

Validity testing is an important process to ensure that an instrument accurately measures its intended measure. It is essential to establish validity to have confidence in the results and interpretation of the research (Farbmacher et al., 2022; McKim, 2022; Sudaryono et al., 2019). The R-table value used in this validity test is 0.165. Based on the validity testing results on instruments to assess creativity variables, it can be concluded that all statement elements starting from X1.1 to X1.10 are in the valid category where the R-count is greater than the R-table.

Table 2. Validity Test of Creativity Variable

Item	R-count	R-table	Description
X1.1	0.639	0.165	Valid
X1.2	0.619	0.165	Valid
X1.3	0.719	0.165	Valid
X1.4	0.697	0.165	Valid
X1.5	0.592	0.165	Valid
X1.6	0.576	0.165	Valid
X1.7	0.302	0.165	Valid
X1.8	0.919	0.165	Valid
X1.9	0.619	0.165	Valid
X1.10	0.639	0.165	Valid

Testing the validity of research instruments on learning motivation variables is presented in Table 3. Based on the data in Table 3, it can be concluded that all statement elements in the learning motivation variable, starting from X2.1 to X2.7, show an R-count greater than the specified R-table (0.165), so the question items are in the valid category.

Table 3. Validity Test of Learning Motivation Variables

Item	R-count	R-table	Description
X2.1	0.519	0.165	Valid
X2.2	0.319	0.165	Valid
X2.3	0.819	0.165	Valid
X2.4	0.355	0.165	Valid
X2.5	0.648	0.165	Valid
X2.6	0.917	0.165	Valid
X2.7	0.519	0.165	Valid

Testing the validity of research instruments on entrepreneurial intention variables is presented in Table 4. From the data in Table 4, it can be concluded that all statement elements in the entrepreneurial intention variable from Y.1 to Y.14 in the valid category indicated by the R-count value greater than the specified R-table (0.165).

Table 4. Validity Test of Entrepreneurial Intention Variable

Item	R-count	R-table	Description
Y.1	0.717	0.165	Valid
Y.2	0.517	0.165	Valid
Y.3	0.417	0.165	Valid
Y.4	0.934	0.165	Valid
Y.5	0.617	0.165	Valid
Y.6	0.977	0.165	Valid
Y.7	0.547	0.165	Valid
Y.8	0.698	0.165	Valid
Y.9	0.887	0.165	Valid
Y.10	0.987	0.165	Valid
Y.11	0.346	0.165	Valid
Y.12	0.865	0.165	Valid
Y.13	0.571	0.165	Valid
Y.14	0.880	0.165	Valid

Reliability Test

Reliability testing is not solely based on the Cronbach Alpha (α) value exceeding 0.6. The accuracy of reliability testing is determined by the absence of measurement error and the consistency and stability of scores obtained through successive measurement processes with the same instrument (Manterola et al., 2018). Cronbach's alpha is a commonly used measure of internal consistency, which assesses the homogeneity of items in a test (Barbera et al., 2021). While a higher Cronbach's alpha value indicates greater internal consistency, it does not guarantee the absence of measurement error or data reliability (Bujang et al., 2018). Acceptable Cronbach's alpha values vary depending on the context, with values above 0.60 often considered to meet minimum standards (Tavakol & Dennick, 2011). The results of reliability testing can be seen in Table 5. Overall, the Cronbach Alpha (α) value for each research variable exceeds 0.60, so it can be concluded that all statement indicators in this research are reliable.

Table 5. Variable Reliability Test Results

Variable	Cronbach Alpha (α)	Description
Creativity (X1)	0.915	Reliable
Learning Motivation (X2)	0.670	Reliable
Entrepreneurial Intention (Y)	0.814	Reliable

Descriptive Statistics Test

Descriptive statistical analysis involves calculating the minimum, maximum, average, and standard deviation values. The results of the descriptive statistical test can be seen in Table 6. For the creativity variable, the min result is 10, the max value is 50, the mean value is 36.80, and the standard deviation value is 7.49. For learning motivation variables, the min result is 13, the max value is 33, the mean value is 25.74, and the standard deviation is 4.26. For the entrepreneurial intention variable, the min result is 28, the max value is 64, the mean value is 50.88, and the standard deviation is 8.22.

Table 6. Descriptive Statistical Test Results

Variable	N	Min	Max	Mean	Std. Deviation
Creativity	100	10	50	36.8	7.49
Learning Motivation	100	13	33	25.74	4.26
Entrepreneurial Intention	100	28	64	50.88	8.22
Valid N (according to the list)	100				

Normality Test

Normality testing using Kolmogorov-Smirnov which is used to determine whether the residual value has a distribution that is close to normal or not in the context of this research. The results of the normality test in this research can be seen in Table 7. Based on the normality test results in Table 7, it is known that the Sig. (2-tailed) in the gain table is 0.129 which exceeds the value of 0.05 (0.129 > 0.05), so it can be concluded that the residual values in this research are normally distributed.

Table 7. Normality Test Results

		Unstandardized Residual
N		100
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	7.93186744
Most Extreme Differences	Absolute	.131
	Positive	.082
	Negative	-.131
Test Statistic		.131
Asymp. Sig (2-tailed)		.129

Multicollinearity Test

Multicollinearity test is used to evaluate whether there is a significant correlation between independent variables in a regression model. The success of the regression model in avoiding multicollinearity can be measured by looking at whether the tolerance value is greater than 0.1 and the Variance Inflation Factor (VIF) is smaller than 10. Based on the multicollinearity test results data in Table 8, it can be seen that each variable tolerance score is greater than 0.1 and the VIF value is less than 10, which indicates that in the context of this research, the regression model has a regression model that is free from multicollinearity problems.

Table 8. Normality Test Results

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Creativity	.492	2.031
	Learning Motivation	.225	4.444
	Entrepreneurial Intentions	.291	3.440

Heteroscedasticity Test

The use of the heteroscedasticity test aims to detect differences in the variance of residuals in a regression model in an observation. In this research, the heteroscedasticity test was carried out using the Glejser Test, and the measurement is whether the significance number is > 0.05. Based on the data analysis results in Table 9, it can be seen for each variable, the significance value is above 0.05, that in the context of this research, the regression model of this research has a regression model that is free from heteroscedasticity problems.

Table 9. Heteroscedasticity Test Results

Model		t	Sig.
1	(Constant)	.655	.514
	Creativity	-.067	.947
	Learning Motivation	-.534	.595
	Entrepreneurial Intentions	.978	.331

Multiple Regression Test

The results of this multiple regression test analysis provide information about the relationship between the dependent variable (Y1) and the two independent variables, X1 and X2, in a regression model formulated as $Y1 = \alpha + \beta1X1 + \beta2X2$. In this context, the unstandardised coefficient gives an idea of how much change is expected in the dependent variable if the independent variable changes by one unit, assuming the other variables remain constant. In contrast, the standardised coefficient (Beta) provides a measure of the extent to which each independent variable contributes in standardised units.

In this case, the intercept (α) has a value of 5.099, which indicates the value of Y1 when X1 and X2 are equal to zero. X1's unstandardised coefficient (β1) of 0.202 indicates the expected change in Y1 if X1 changes by one unit. Likewise with X2, with an unstandardised coefficient (β2) of 0.589. Furthermore, the standardised coefficient (Beta) provides a relative picture of the contribution of each independent variable to the dependent variable in standardised units. In this context, Beta X1 (β1) is 0.202 and Beta X2 (β2) is 0.589. A high Beta value indicates that X2 has a greater influence than X1 on the dependent variable Y1.

Table 10. Multiple Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	58.618	5.214		11.241	.000
	Creativity	.202	.125	.184	2.614	.001
	Learning Motivation	.589	.220	.306	2.679	.000

R^2 Test

The coefficient of determination aims as an indicator to measure the extent of the contribution of the independent variables together to the dependent variable. The coefficient of determination ranges from 0 to 1. Based on data analysis in Table 11, the adjusted R^2 result is 0.80. This result reflects that the influence of creativity and learning motivation variables is 80%, while the remaining 20% is another variable that is not discussed in this research.

Table 11. R^2 Test Results

Model Summary[b]				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.264[a]	.070	.080	8.013

F-test

This test measures the extent to which the sample regression function matches actual values, measured through goodness of fit. A model is considered fit if the significance value is less than 0.05. The f-table value is 3.09. The results of data analysis in Table 12 obtained a Sig. value of 0.003 which is much smaller than 0.05 (0.003 < 0.05) and the f-count is greater than the f-table (3.629 > 3.09) so it can be said that the independent variable has an effect on the dependent variable.

Table 12. F-test Results

ANOVA[a]					
Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1 Regression	466.022	2	233.011	3.629	.003
Residual	6228.538	97	64.212		
Total	6694.560	99			

T-test

The t-test is used to test the partial effect of the independent variable on the dependent variable individually. Determination of the t-table at a significance level of 5% is carried out by following the predetermined formula. Where n is 100, with k means the number of independent variables, the number of independent variables is 2. From the calculation using this formula, the t-table in this research is 1.984. The test is carried out with the criteria that the significance level is smaller than 0.05 and the t-count is greater than the t-table.

Table 13. T-test Results

Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
1 (Constant)	58.618	5.214		11.241	.000
Creativity	.202	.125	.184	2.614	.001
Learning Motivation	.589	.220	.306	2.679	.000

The results of data analysis in Table 13 obtained Sig. value of 0.003 which is much smaller than 0.05 (0.001 < 0.05) and t-count greater than t-table (2.614 > 1.984), so it can be said that creativity has an influence on entrepreneurial intentions, or in other words H1 Accepted. Furthermore, the results of Table 13 also obtained Sig. value for learning motivation variable of 0.003 which is much smaller than 0.05 (0.000 < 0.05) and t-count greater than t-table (2.679 > 1.984), so it can be said that learning motivation has an influence on entrepreneurial intentions, or it can be said that H2 is accepted.

Discussion

Creativity on Entrepreneurial Intention

Based on the results of the f-test, the significance value is 0.003, which is much smaller than 0.05 (0.001 < 0.05), and the t-count is greater than the t-table (2.614 > 1.984), so it can be said that creativity has an influence on entrepreneurial intentions, or in other words H1 Accepted. Creativity is central to stimulating and developing entrepreneurial intentions (Atrup et al., 2023; Cekule et al., 2023; Hidayatulloh & Ashoumi, 2022; Wach & Bilan, 2023). Several studies have confirmed creativity's positive impact on university students' entrepreneurial intentions. This research proves that creativity can strengthen students' entrepreneurial intentions. In addition, creativity positively affects entrepreneurial alertness, which in turn can affect students' entrepreneurial intentions. However, one research did not confirm a direct relationship between creativity and entrepreneurial intention but found that creativity affects entrepreneurial intention when mediated by entrepreneurial intention.

Furthermore, the relationship between creativity and entrepreneurial intention was moderated by experience, with intrinsic work motivation and enjoyment playing a significant positive role. Overall, the findings in this research highlight the importance of creativity in fostering entrepreneurial intentions and suggest that fostering creativity among students can contribute to developing an entrepreneurial mindset.

Not only that, creativity can also help identify and solve unmet problems in the market. By deeply understanding consumer needs, an entrepreneur can create innovative solutions that fulfill customer expectations and create new market demand. Creativity can also be applied to create unique and effective approaches in business model development. This can include innovative marketing strategies, collaboration with related parties, or even the formation of strategic alliances that can strengthen the business position.

Research conducted by Asmarani et al. (2023) revealed that creativity significantly influences students' business intentions. In addition, creativity also has a significant direct influence on students' self-efficiency (Lubis, 2022). Combining entrepreneurial intention with creativity allows one to open up potential new opportunities, respond to market changes more adaptively, and build a solid business foundation amid the dynamics of the ever-evolving entrepreneurial world. Thus, creativity can be the main driver in achieving the vision and mission of a competitive entrepreneurial world.

Learning Motivation on Entrepreneurial Intention

The findings in this research prove that learning motivation influences student entrepreneurial intention, and H2 is accepted. Previous research that has been conducted by Aboobaker et al. (2023), Kuswanto et al. (2023), and Magasi et al. (2023) revealed that learning motivation plays an important role in shaping students' entrepreneurial intentions. Students motivated to learn entrepreneurship are more likely to have strong intentions to become entrepreneurs (Sun et al., 2023) and gain a deep understanding of the important aspects of entrepreneurship. This motivation encourages individuals to dive deeper, conduct detailed research, and develop a comprehensive knowledge of the market and business trends.

This motivation to learn entrepreneurship positively influences students' attitudes and behavior toward entrepreneurship (Ilomo & Mwantimwa, 2023). It enhances their entrepreneurial mindset and knowledge, strengthening their intention to start new ventures or pursue entrepreneurial opportunities. Incorporating practical and experiential learning activities, such as business plan competitions and internships, has proven to be highly effective in enhancing entrepreneurial intentions and providing hands-on experience for aspiring entrepreneurs. Therefore, educational institutions or relevant authorities must prioritize entrepreneurship education and provide comprehensive and practical entrepreneurship programs to foster students' learning motivation and entrepreneurial intentions.

In addition, strong learning motivation also encourages the development of personal skills relevant to entrepreneurship. Motivated individuals will be willing to hone their leadership skills, creativity, time management, and effective communication skills as they realize they are the foundation for success in the business world. Motivation to learn also shapes a proactive mindset in solving problems and facing challenges. With the persistence provided by learning motivation, individuals can develop the ability to find innovative solutions and adapt to unexpected changes in the entrepreneurial world.

Moreover, learning motivation creates the mental resilience and fighting spirit needed in the entrepreneurial journey. Motivated individuals can better deal with failure, learn from the experience, and bounce back with renewed vigor. Lastly, learning motivation helps increase awareness of opportunities. Motivated individuals are likelier to spot and identify new opportunities that others may miss. Thus, motivation to learn is a tool to achieve academic success and a key driver to develop entrepreneurial intentions and success.

CONCLUSION

Based on the results of this research, it can be concluded that creativity and motivation affect the development of students' entrepreneurial intentions. The results of tests conducted by researchers found that the significance value for the creativity variable is 0.003, which is much smaller than 0.05 (0.001 < 0.05) where the t-count is greater than the t-table (2.614 > 1.984), so it can be said that the creativity variable influences entrepreneurial intentions. Testing of the motivation variable obtained a significance value of 0.003, which is much smaller than 0.05 (0.000 < 0.05), where the t-count is greater than the t-table (2.679 > 1.984), so it can be concluded that the learning motivation variable influences entrepreneurial intentions. This research has limitations because it only analyses two variables in shaping entrepreneurial intentions: creativity and learning motivation. Future studies can further expand the testing of other variables that affect and have not been used in this research or by using different methods to obtain a better understanding and more accurate results. In addition, this research only examines the entrepreneurial intentions of fisheries expertise students in vocational high schools; further research is recommended to examine the real behavior of students in entrepreneurship to obtain a complete model framework.

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