

## The Influence of Character Education and Parenting Patterns on Entrepreneurial Interest with Emotional Intelligence as an Intervening Variable (Study on Vocational Students in Sidoarjo Regency)

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### ABSTRACT

Thus, the number of available jobs is not enough to meet the high labor force, causing the unemployment rate to continue to increase. Data from the Central Bureau of Statistics (BPS) shows that the unemployment rate of SMK graduates in 2022 is the highest compared to all levels of education, with a result of 9. The purpose of this study was to determine how the influence of character education and parenting patterns in fostering entrepreneurial interest in vocational students through emotional intelligence. The results of this study indicate that character education and parenting patterns can directly affect entrepreneurial interest. Character education and parenting patterns have a positive and significant influence on emotional intelligence. In addition, character education and parenting patterns have a positive impact and significant effect on entrepreneurial interest in emotional intelligence.

## **INTRODUCTION**

Unemployment is a serious problem for a country with a high population growth rate like Indonesia. The high unemployment rate in Indonesia is a concern, especially in the labor sector. In fact, the number of workers continues to increase every year, but the number of jobs available is not comparable. Thus, the number of available jobs is not enough to meet the high labor force, causing the unemployment rate to continue to rise. In addition to being a problem and challenge for Indonesia, the low interest in entrepreneurship can also be a challenge for many people. Lack of interest in starting a business is caused by many factors including psychological factors, where this factor can shape attitudes or foster interest in creating jobs (Hejazinia, 2015; Stavrevska, 2018; Winterstorm Värlander et al., 2020).

Interest in entrepreneurship in Indonesia is low, especially at the Vocational High School level. Data from the Central Bureau of Statistics (BPS) shows that the unemployment rate of Vocational High School graduates in 2022 is the highest compared to all levels of education, with a result of 9.42%, higher than high school (8.57%). Related to this, the unemployment rate in Sidoarjo is also still the highest in East Java, where the unemployed are dominated by Vocational High School graduates (Taufik, 2023). Entrepreneurial interest is a person's desire to realize an opportunity to establish a self-managed business from ideas or ideas in the form of products, goods or services (Utami, 2017). The existence of interest in entrepreneurship can be influenced by high knowledge, experience and abilities, because in order to become an entrepreneur requires a skill and entrepreneurial character in oneself. Armed with the skills and competencies they have, SMK graduates are expected to have a better ability to apply their knowledge and skills in the business world, so that they can create their own jobs.

One of the factors that shape and build the entrepreneurial spirit in students is through character education. Character education needs to be implemented from an early age, starting from the family, continuing in the educational environment, and supported by the community environment (Wuryandani, et al., 2014). Character education has a significant influence on entrepreneurial interest, as mentioned in Mustafa's research (2021), that the better character education, the greater the student's interest in entrepreneurship.

In addition to character education that influences interest in running an entrepreneur, there are also parenting factors. Parenting is a method that aims to maintain, care for, and educate future generations (Mustaqim, 2001; Sukarelawan, 2017). Another concept of parenting is the method of providing care in the family. The aim is to shape the behavior of family members so that they have good norms and values and can adapt to the community environment (Sriwulandari and Suratman, 2013). The difference that exists in this study compared to previous studies that discuss the effect of character education and parenting patterns on entrepreneurial interest is the addition of intermediate or mediating variables, namely emotional intelligence. By including emotional intelligence, it is expected to increase support for the influence of character education and parenting patterns on students' entrepreneurial interest. According to Andriani in Mia and Nailul (2018) emotional intelligence can

influence the formation of attitudes and character in individuals in order to develop into a better person, so that this ability can be used to make the right decisions. Research conducted by Mia and Nailul (2018) with reference to Mortan, Ripoll, Carvalho, and Bernal, shows that if someone at an elevated level of emotional intelligence, tends to be more confident in facing entrepreneurial challenges. This is expected to open up greater opportunities for them to start and develop new businesses.

The urgency of this research is due to the low interest in entrepreneurship among vocational students in Sidoarjo Regency. Meanwhile, vocational students in Sidoarjo Regency have great potential to develop creative industries that can form an entrepreneurial spirit and act as local entrepreneurs so that they can contribute to the development of the SME sector in the region. This is based on the large number of vocational schools with relevant expertise programs that can be the foundation for exploring the potential of the Sidoarjo area. Therefore, not only creating job opportunities for themselves, but for others in the surrounding environment.

## **LITERATURE REVIEW**

### **Entrepreneurial Interest**

Interest is an individual's tendency towards interest in an object. Interest is a source of motivation for individuals to do what they want. Entrepreneurial interest is a mental state in which individuals have positive thoughts and feelings of interest about how to start a business in the future (Sixesha, et.al., 2022). According to Suhartini as mentioned in Putri (2017), interest can be interpreted as a collection of mental aspects that include feelings, expectations, views, and tendencies that guide individuals in making various choices. In accordance with the opinions of these various figures, interest is the willingness of individuals to achieve satisfaction through various things. According to Coulter and Sethi in Putri (2017), entrepreneurship is conducting activities to form or expand a business, preparing products in the form of new goods or services that are distinctive and innovative. The purpose of entrepreneurship is to create jobs by generating profits and contributing to national income and economic development. national income and economic development.

In accordance with the definition above, Subandono's view, as described by Hendrawan (2017), explains that interest is a key factor in the development of an organization. Explains that entrepreneurial interest is a person's natural tendency that generates interest in the process of creating, organizing, managing, taking risks, and developing business ventures. Entrepreneurial interest describes a person's ability to carry out actions that meet their needs, even including creating new businesses, with enthusiasm without fear of the potential risks that may be faced. In addition, individuals with entrepreneurial interests always try to learn from their failure experiences.

### **Character Education**

Character education plays an important role in improving moral education in Indonesia. Salahudin and Alkrienciehie (2013:42) explain character as a characteristic that is inherent to an individual or group, which includes values, inherent in an individual or group, which includes values, abilities, moral capacity, and resilience when going through challenges and difficulties. According to Kurniawan (2017:29), an individual's character is created through the routines they practice, including in the attitudes and speech shown to others. Samani and Hariyanto (2013:41) define character as something that characterizes a person's unique way of thinking and in the way a person thinks and behaves when living life and interacting with others. This character allows individuals to make decisions and take responsibility for their treatment.

Wibowo (2013:40) explains character education as an effort to multiply and expand the attitudes of students. The goal is that they have a noble character and are able to apply it in everyday life, both at home, at school, and at work. Character education is a system used to build a good attitude for every learner at school, so that they can gain knowledge and act in accordance with good values (Muhamimin Azzet 2014: 37). Samani and Hariyanto (2013: 45) explain character education as a mechanism for guiding students as human beings who acquire a whole attitude in various aspects. Thus, it can be concluded that character education is a moral and ethical education system that is useful for cultivating and expanding a person's positive attitude. It helps them acquire knowledge and actions that reflect good values, and individuals can apply them to their daily lives at home, at school, and in the community.

### **Parenting Patterns**

Parenting patterns can be defined as a system or way of working that aims to provide care, nurture, and educate the next generation (Mustaqim, 2001; Sukarelawan, 2017). Parenting can also be interpreted as a pattern of interaction between parents and children, which includes meeting physical needs such as eating and drinking, as well as meeting psychological needs such as providing security and love. psychological needs such as providing a sense of security and affection. Pattern Parenting also includes teaching children about social norms to help children adapt to the environment (Zubaedi, 2011). In addition, Pertiwi (2014) argues that parenting patterns that are more inclined to democratic parenting patterns that are more inclined to the democratic side will have an influence the formation of a mature soul in an individual, stable emotions, and a high sense of responsibility. In addition, it will also form a character in the form of being easy to establish cooperation with others, easy to accept advice, easy to organize, and have obedience based on their own self-awareness, which can then lead them to change in the direction of which can then bring himself to change for the better.

## Emotional Intelligence

Emotional intelligence refers to an individual's skill in regulating personal and other people's emotions, not being equally exposed to different types of emotions, and using this emotional data to influence thinking and behavior (Monty & Fidelis, 2003; Fitriyani, 2015). Emotional intelligence is considered a distinct aspect of cognitive intelligence playing an important role in human life (Goleman, 2009). It includes skills such as the ability to understand emotions, use them to enrich thinking, recognize emotions, and utilize emotions reflectively for the development of emotional as well as intellectual intelligence (Goleman, 2009; Saptoto, 2010).

Emotional intelligence influences entrepreneurial behavior through two pathways. First, by developing the ability to manage emotions, a person with high emotional intelligence can better tolerate stress and pressure. Second, a person with high emotional intelligence tends to be more effective in entrepreneurial activities. Entrepreneurs who exhibit positive passion and strong emotional engagement towards their endeavors generally achieve greater success than those without the same emotional engagement. Components of emotional intelligence are directly related to entrepreneurial activities, such as successful negotiation, selection of competent business partners, and recruitment of qualified employees.

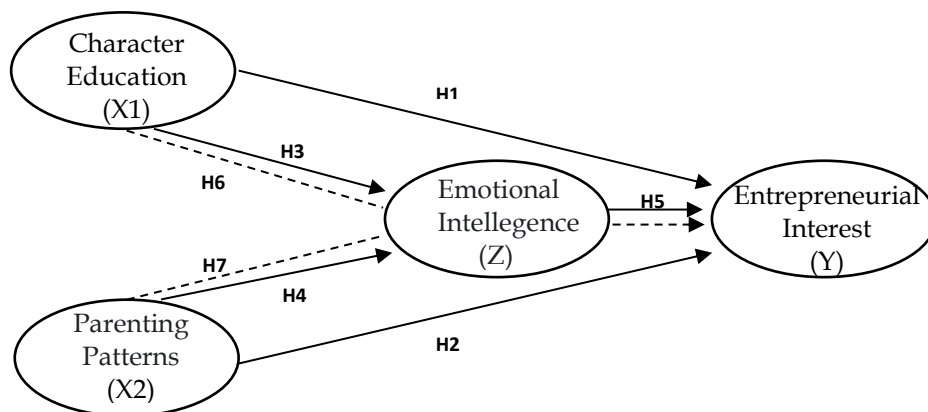


Figure 1. Conceptual Framework

## METHODOLOGY

This research took a quantitative type approach method. The population used in this study were students of SMK Taruna Tarik, SMK Pemuda Krian, and SMKN 2 Buduran who were in grades XI and XII. Sampling using Proportional Random Sampling technique as many as 245 students who have received Entrepreneurship subjects. The data collection techniques taken in this study were questionnaires and documentation. The questionnaire form is said to be closed, because alternative answers are already available. The questionnaire is measured using a Likert scale with values from scale 1 "strongly disagree" to scale 5 "strongly agree".

The analysis method used is Structural Equation Model Partial Least Square (SEM-PLS) using SmartPLS 3.0 software as a data processing tool. In analyzing data using SmartPLS, there are three steps that need to be done. First, test the outer model by testing the validity and reliability of the research instruments that have been compiled. The validity test is used to determine whether the data valid or not using convergent validity and discriminant validity. Meanwhile, to test the reliability of a data using an assessment of the Cronbach alpha and composite reliability. Second, the inner model test is used to explain the relationship between one variable with the second variable and others. Third, hypothesis testing in hypothesis testing will also test mediating variables with the bootstrapping method.

## RESEARCH RESULT

### Descriptive Analysis of Respondents

Based on the results of distributing questionnaires that have been distributed in the study, an overview of the characteristics of respondents who are sampled in this study can be obtained. There are 245 respondents who have met the requirements, namely having received entrepreneurship subjects. The characteristics of respondents used in this study include school origin and gender.

**Table 1. Respondents by School**

School	Frequency	Percentage
SMK Taruna Tarik	16	7%
SMK Pemuda Krian	45	18%
SMKN 2 Buduran	184	75%
<b>Total</b>	<b>245</b>	<b>100%</b>

Based on table 1 shows that respondents based on school origin, it can be seen that 184 respondents with a percentage of 75% came from SMKN 2 Buduran. Then 45 respondents with a percentage of 18% came from SMK Pemuda Krian. Followed by SMK Taruna Tarik as many as 16 respondents with a percentage of 7%. So it can be concluded that the most respondents came from SMKN 2 Buduran.

**Table 2. Respondents by Gender**

Gender	Frequency	Percentage
Male	30	12%
Female	215	88%
<b>Total</b>	<b>245</b>	<b>100%</b>

Based on table 2, it shows that the majority of respondents are female with 215 respondents or 88% of the total respondents, while those who are male are 30 respondents or 12% of the total respondents.

### Distribution of Respondents' Answers

The responses that have been collected from respondents on all statement items for each research variable will be explained in the form of frequency distribution, total frequency, and average value.

**Table 3. Frequency Distribution of Dominant Statement Items**

Variable	Indicator	Statement Item	Mean	Description
Character Education	Creative	I can do tasks in different ways and combine them	4.19	High
	Responsibility	I always try to abide by the rules and norms that apply at school	3.57	Low
Parenting Patterns	Authoritarian	My parents direct all my affairs without discussing with me first.	3.62	High
	Authoritative	My parents always listen when I want to tell them or talk about my problems, and that makes me feel heard.	3.35	Low
Entrepreneurial Interest	Confident	I am confident to start entrepreneurship	3.69	High
	Achievement Motive	I believe I will be successful with entrepreneurship	2.44	Low
Emotional Intellegence	Self-regulation	I am able to delay gratification in order to be more focused and result-oriented	3.66	High
	Social Skills	I can interact with others well and build positive relationships	3.55	Low

According to the results of data analysis that has been obtained, the frequency distribution of character education variables has an average respondent of 3.90, which means that respondents agree to the statement items on the character education variable. Furthermore, the frequency distribution on the parenting pattern variable gets an average value of 3.53, then the frequency distribution of the entrepreneurial interest variable has an average number of statement items of 3.40. While the frequency distribution on the emotional intelligence variable gets the average value of the respondent's statement items of 3.49. Looking at the frequency distribution data of each variable that has been processed, the highest and lowest statement items of each indicator owned by each variable are found. In the frequency distribution, each variable has a dominant average and also the lowest average.

### Outer Model Test

Test of the outer model can be done to measure whether or not the validity and reliability of a research instrument is used. Tests on the measurement model can be seen through testing the validity of instrument items and testing reliability. The validity test is a test that proves how good or bad the instrument that researchers use to measure each research variable is. The validity test or validity of the instrument consists of convergent validity and discriminant validity. Convergent validity is said to be valid and correlated if the value obtained is above 0.7 with the factor loadings value of each item also > 0.7. However, with the measurement of the AVE value of 0.5 to 0.6 it can be said that it is quite good. Meanwhile, validity is used to determine whether the construct variables used have adequate and good discriminant. This can be done by measuring discriminant validity at the indicator level. The cross loading value of the construct indicator must have a value greater than other constructs. The following are the results of cross loading of each variable with the calculation of the SmartPLS 3.0 algorithm.

#### 1) Validity

**Table 4. Convergent validity and Discriminant validity**

Indicator	Cross Loading Value				Description
	Character Education	Parenting Patterns	Entrepreneurial Interest	Emotional Intelligence	
X1.1	0.807	0.533	0.598	0.565	Valid
X1.2	0.801	0.526	0.595	0.500	Valid
X1.3	0.707	0.456	0.551	0.485	Valid
X1.4	0.828	0.439	0.549	0.478	Valid
X1.5	0.829	0.432	0.540	0.491	Valid
X1.6	0.832	0.444	0.553	0.880	Valid
X1.7	0.758	0.413	0.730	0.510	Valid
X1.8	0.735	0.475	0.567	0.874	Valid
X1.9	0.753	0.408	0.726	0.480	Valid
X2.1	0.759	0.914	0.741	0.732	Valid
X2.2	0.529	0.785	0.673	0.877	Valid
X2.3	0.756	0.912	0.730	0.878	Valid
X2.4	0.760	0.912	0.741	0.725	Valid
X2.5	0.524	0.777	0.659	0.732	Valid



X2.6	0.532	0.784	0.681	0.872	Valid
X2.7	0.749	0.910	0.723	0.634	Valid
Y1	0.567	0.600	0.701	0.680	Valid
Y2	0.762	0.614	0.741	0.601	Valid
Y3	0.627	0.579	0.731	0.540	Valid
Y4	0.482	0.482	0.701	0.599	Valid
Y5	0.570	0.573	0.746	0.705	Valid
Y6	0.587	0.588	0.844	0.823	Valid
Y7	0.591	0.633	0.788	0.703	Valid
Y8	0.585	0.587	0.844	0.500	Valid
Z1	0.762	0.614	0.741	0.880	Valid
Z2	0.595	0.631	0.791	0.824	Valid
Z3	0.759	0.513	0.739	0.878	Valid
Z4	0.594	0.639	0.790	0.827	Valid
Z5	0.587	0.588	0.644	0.705	Valid
Z6	0.591	0.633	0.788	0.823	Valid
Z7	0.756	0.612	0.730	0.877	Valid
Z8	0.760	0.612	0.741	0.878	Valid
Z9	0.524	0.577	0.659	0.725	Valid
Z10	0.532	0.584	0.721	0.732	Valid

Through the results of the validity test that has been carried out, it was found that the factor loading value is more than the threshold value is 0.7. If that way, it can be concluded that the item is valid and the loading factor value of 0.5 or 0.6 is declared sufficient. valid and the factor loading value of 0.5 or 0.6 is declared sufficient. Table 4 shows all indicator items are >0.7. This explains that the indicator items and statements used are valid.

## 2) Reliability

**Table 5. Test Reliability**

<b>Variable</b>	<b>Average Variance Extracted (&gt;0,5)</b>	<b>Composite Reliability (&gt;0,7)</b>	<b>Crombach Alpha (&gt;0,7)</b>	<b>Description</b>
Character Education	0.616	0.935	0.923	Reliable
Parenting Patterns	0.738	0.951	0.940	Reliable
Entrepreneurial Interest	0.583	0.918	0.898	Reliable
Emotional Intelligence	0.668	0.952	0.944	Reliable

Through the acquisition of data calculations on the reliability test contained in Table 4, it can be seen that the root value of the average variances extracted (AVE) in each variable shows more than 0.50, this illustrates that all constructs can be analyzed further to confirm the relationship between constructs. Meanwhile, the Cronbach alpha value obtained from the calculation results is more than than 0.70. Then, the composite reliability for all constructs exceeds the recommended threshold value of 0.70, which illustrates that all constructs can be further analyzed threshold value of 0.70, this can explain that the items used to measure all constructs have high internal consistency (Husin et

al., 2021). So the conclusion that can be drawn is that all indicators on each variable character education, parenting patterns, entrepreneurial interest and emotional intelligence can be declared reliable.

### Inner Model Test

In the inner model testing stage, it is carried out to measure and explain the relationship from one variable to another. This evaluation can be done by calculating the coefficient of determination, predictive relevance value and Goodness of Fit (GoF).

#### 1) Determination Coefficient (R<sup>2</sup>)

**Table 6. Determination Coefficient Value**

Variable	R Square
Z	0.914
Y	0.874

Table 6 shows the R-square value for the emotional intelligence variable (Z) is obtained at 0.914. The R-square value for the emotional intelligence variable of 0.914 indicates that 91.40% can be influenced by the character education and parenting variables. While the remaining 8.60% is influenced by other variables outside the study. The R-square value of the entrepreneurial interest variable (Y) of 0.874 indicates that 87.40% can be influenced by character education variables, parenting patterns, emotional intelligence while the remaining 12.60% is influenced by other variables outside the study. The higher the R-Square value, the greater the ability of the independent variable to explain the dependent variable so that the better the structural equation.

#### 2) Predictive Relevance (Q<sup>2</sup>)

The value of Predictive Relavance, Q<sup>2</sup> values higher than 0, 0.25 and 0.5 will illustrate that the predictive relevance obtained is small, medium and can also be large from the PLS path model (Hair, et al., 2018). The following is the predictive relevance calculation formula:

$$\begin{aligned}
 \text{Nilai } Q^2 &= 1 - (1 - R^2) \times (1 - R^2) \\
 &= 1 - (1 - 0.914) \times (1 - 0.874) \\
 &= 1 - (0.086) \times (0.126) \\
 \text{Nilai } Q^2 &= 0.989
 \end{aligned}$$

The calculation results show that the Q2 value is 0.989, meaning that the amount of diversity from the research data that can be explained by the structural model is 98.90%, while the remaining 1.10% is explained by other factors outside the model. Based on these results, the structural model in the study can be said to have a good goodness of fit index.

### Hypothesis Test

After testing the hypothesis between variables in this study, it can be seen that the hypothesis is accepted or rejected. This is seen through the t-statistic value and the value of the p-value obtained from each research hypothesis, after conducting hypothesis testing with SmartPLS 3.0 without looking at the positive or negative coefficient sign. hypothesis testing with SmartPLS 3.0 without looking at the sign of the positive or negative coefficient. negative. If the value of the t-statistic is obtained which may be smaller or less than the t-table value (t-statistic less than 1.96), then it is said that the hypothesis is rejected. If the t-statistic value obtained in hypothesis testing is greater than or equal to the t-table (t-statistic > 1.96), then the hypothesis is accepted (Ghozali & Latan, 2015). Meanwhile, research that has a confidence level of 95%, the limit value is inaccurate limit value of  $(\alpha) = 5\% = 0.05$  (Furadantin, 2018).

**Table 7. Hypothesis Test Results**

	<i>Path Coefficient</i>	<i>t-Statistics</i>	<i>P-Value</i>	<b>Description</b>	<b>Significant</b>
<b>H1</b>	0.178	4.241	0.000	Accepted	Significant
<b>H2</b>	0.528	6.056	0.000	Accepted	Significant
<b>H3</b>	0.152	3.964	0.000	Accepted	Significant
<b>H4</b>	0.833	25.492	0.000	Accepted	Significant
<b>H5</b>	1.276	17.078	0.000	Accepted	Significant
<b>H6</b>	0.194	3.954	0.000	Accepted	Significant
<b>H7</b>	0.063	13.714	0.000	Accepted	Significant

The analysis results of the seven hypotheses contained in table 7 show that all hypotheses are accepted because they have a t-statistic value of more than 1.960 as the value limit, meaning that all data is declared normal on the variables in the hypothesis. While the p-value in all hypotheses is less than the specified limit value of <0.05, so the hypothesis is declared significant and acceptable.

## DISCUSSION

### **H1 The Effect of Character Education (X1) on Entrepreneurial Interest (Y) in Vocational Students in Sidoarjo Regency**

The results of the study there is a positive and significant influence directly between character education on entrepreneurial interest in vocational students in Sidoarjo district with the results of the path coefficient value of 0.178 and a p-value of 0.000. These two variables have a significant relationship because the p-value is below 0.05. The findings of this study are in line with the results of research conducted by Mustafa (2021) which concluded that character education has a good and significant impact on students who have an interest in entrepreneurship. This means that providing better character education can increase the high interest in entrepreneurship possessed by students. Not only

research by Mustafa (2021), this finding is also approved by Hidayati (2019) who explains that a person's interest and readiness for entrepreneurship is influenced by the character education received.

The results of the research conducted show that character education plays a significant role in shaping entrepreneurial interest. The better the implementation of character education, the higher the entrepreneurial interest of the respondents. This research indicates that the values, attitudes and skills instilled through character education can be a strong foundation in stimulating entrepreneurial interest. Effective character education can provide the moral foundation, ethics and proactive attitude needed in the entrepreneurial world. Understanding values such as integrity, initiative and perseverance can provide inspiration and motivation for individuals to explore their entrepreneurial potential.

## **H2 Effect of Parenting Patterns (X2) on Entrepreneurial Interest (Y) in Vocational Students in Sidoarjo Regency**

The results of the study there is a positive and significant influence directly between parenting patterns on entrepreneurial interest in vocational students in Sidoarjo district with the results of the path coefficient value of 0.528 and a p-value of 0.000. These two variables have a significant relationship because the p-value is below 0.05. The results of previous research conducted by Kamaisel, E. N (2019), have similar results, namely that there is a significant influence between parenting education on entrepreneurial interest. This study states that if parenting about entrepreneurial interest that parents give to students is getting better, then the desire for entrepreneurship in these students will be even higher. Conversely, when parenting seems less supportive of students' interest in entrepreneurship, then students' entrepreneurial interest will tend to be low. In addition, a study conducted by Adrian (2019) states that parenting plays a very important role in the growth of interest in entrepreneurship and has the results of the calculation of the path analysis obtained shows the influence of parenting patterns on entrepreneurial interest in entrepreneurship significantly.

The results of the research that has been conducted show that effective parenting plays an important role in increasing entrepreneurial interest. Positive parenting tends to give children the freedom to explore their interests, talents and aspirations in choosing a career path, including entrepreneurship. Parents who are supportive and open to discussions related to children's job choices provide greater space for children to develop their entrepreneurial interests.

### **H3 The Effect of Character Education (X1) on Emotional Intelligence (Z) in Vocational Students in Sidoarjo Regency.**

The results of the study show that there is a positive and significant direct influence between character education on emotional intelligence in vocational students in Sidoarjo district with the results of the path coefficient value of 0.152 and a p-value of 0.000. These two variables have a significant relationship because the p-value is below 0.05. The research results are reinforced by Kurniyati's study (2021), which states that there is a close correlation between the implementation of character education and the development of emotional intelligence. This correlation shows a strong positive relationship, which means that when the level of character education implementation is higher, the level of emotional intelligence that students have will also be higher.

Supported again by Adhim's research (2011), stating that there is a significant correlation between character education and the development of emotional intelligence. The study explained that the application of character education can increase individual interpersonal skills. In addition, individuals who get character education also have the ability to empathize, be able to express and understand themselves, socialize, and work in teams. Through this, character education can help children regulate their emotions wisely.

### **H4 The Effect of Parenting Patterns (X2) on Emotional Intelligence (Z) in Vocational Students in Sidoarjo Regency.**

The results of the study there is a positive and significant influence directly between parenting patterns on entrepreneurial decisions in vocational students in Sidoarjo district with the results of the path coefficient value of 0.833 and a p-value of 0.000. These two variables have a significant relationship because the p-value is below 0.05. The results of the study are reinforced by Zen & Novita's study (2018), where there is a correlation between parents' methods of educating the development of students' emotional intelligence. The formation of emotional intelligence for children is influenced by internal and external factors. Internal factors include the physical and psychological state of the child, while external factors include stimuli and the environment, including the way parents educate children. Other findings in Putri's research (2019) also confirmed a significant relationship between how parents educate through the development of children's emotional intelligence.

The results of the research conducted show that the better the parenting patterns applied by parents, the higher the level of emotional intelligence possessed by the respondents. Parenting patterns that are supportive, responsive, and provide freedom for children to express emotionally can form a strong basis for the development of emotional intelligence. The support and understanding provided by parents in dealing with children's emotions can contribute positively to children's ability to manage their own emotions and understand the emotions of others.

### **H5 The Effect of Emotional Intelligence (Z) on Entrepreneurial Interest (Y) Vocational Students in Sidoarjo Regency**

The results of the study there is a positive and significant influence directly between emotional intelligence on entrepreneurial interest in vocational students in Sidoarjo district with the results of the path coefficient value of 1.276 and a p-value of 0.000. These two variables have a significant relationship because the p-value is below 0.05. The findings of this study are in line with the results of research conducted by Nurlaela (2017) found a significant correlation between emotional intelligence and entrepreneurial interest. this study illustrates if someone at a higher level of emotional intelligence tends to have a strong interest in entrepreneurship. In addition, in research conducted by Lee (2019), emotional intelligence is also recognized as having an important role in shaping entrepreneurial interest.

The results of the research that has been conducted show that the better the ability of individuals to manage their own emotions and understand the emotions of others, the higher the interest in entrepreneurship owned by respondents. High emotional intelligence can provide advantages in the context of entrepreneurship. Individuals who have the ability to cope with stress, understand feelings and self-motivation, and establish good interpersonal relationships, tend to be better prepared to face challenges in the business world and are more motivated to pursue entrepreneurial opportunities.

### **H6 The Effect of Character Education (X1) on Entrepreneurial Interest (Y) Through Emotional Intelligence (Z) in Vocational Students in Sidoarjo Regency.**

The results of the study there is a positive and significant indirect effect between emotional intelligence mediating character education on entrepreneurial interest in vocational students in Sidoarjo district with the results of the path coefficient value of 0.194 and a p-value of 0.000. These two variables have a significant relationship because the p-value is below 0.05. The results of this test are in line with Mustafa's research (2021) which confirms that character education has a good and significant impact on students' entrepreneurial desire. This means that when character education is more effective, the interest in entrepreneurship that students have will be higher. In addition, there are findings in Adhim's (2011) research that support the relationship between character education and the development of emotional intelligence with significant results. The study explained that the application of character education can increase the interpersonal skills of individuals. In addition, individuals who receive character education also have the ability to empathize, express and understand themselves, socialize, and work in teams.

Supported again by Siagian's research (2023) which explains that emotional intelligence is a full mediation of the effect of education on entrepreneurial interest. This means that, the higher the level of emotional intelligence of students, will strengthen the relationship between the provision of education and knowledge with their entrepreneurial interest. The understanding provided in this study will examine more deeply the importance of developing knowledge and emotional intelligence in students to stimulate their interest in

entrepreneurship. Thus, emotional intelligence is able to provide a boost to education that can shape a person's character to increase interest in entrepreneurship. The results of the research conducted show that the better character education is implemented, the higher the interest in entrepreneurship through the development of respondents' emotional intelligence. Effective character education can form the basis of positive values, proactive attitudes, and interpersonal skills needed for entrepreneurship. In addition, good character education can also build emotional intelligence, strengthening an individual's ability to manage emotions, understand the emotions of others, and adapt in various situations.

#### **H7 The Effect of Parenting Patterns (X2) on Entrepreneurial Interest (Y) Through Emotional Intelligence (Z) in Vocational Students in Sidoarjo Regency**

The results of the study there is a positive and significant indirect effect between emotional intelligence mediating parenting patterns on entrepreneurial interest in vocational students in Sidoarjo district with the results of the path coefficient value of 1.063 and a p-value of 0.000. These two variables have a significant relationship because the p-value is below 0.05. The findings of this study are in line with the results of research conducted by Ajzen (1991) which shows that parenting patterns have a significant effect on a person's level of self-confidence. The results of this study found that behavior reflects expertise and self-assessment can be influenced by parenting patterns. In addition, the higher the level of individual emotional intelligence, the stronger the influence of parenting patterns on entrepreneurial interest. Supported again by Rathakhishnan's research (2023) which also states that emotional intelligence can be used as a full mediation between parenting patterns and children's desired behavior in the future.

The results of the research conducted show that the better the parenting patterns applied by parents or guardians, the higher the interest in entrepreneurship through the development of respondents' emotional intelligence. Supportive and responsive parenting can create an environment that allows children to develop their emotional intelligence. Emotional support, freedom to express themselves, and trust provided by parents can play an important role in strengthening children's ability to manage emotions, adapt to various situations, and establish healthy social relationships.

## **CONCLUSIONS AND RECOMMENDATIONS**

The findings of this study provide the conclusion that:

1. Character education variables have a direct and significant influence, indicating that students in Sidoarjo Regency have an awareness of the importance of character development in shaping entrepreneurial interest. The results of this study show that strengthening character education can positively shape the foundation for the development of entrepreneurial interest among vocational students.
2. The parenting pattern variable has a direct and significant effect, indicating that the parenting pattern applied by parents of vocational students in Sidoarjo Regency has an important role in shaping their children's entrepreneurial interest. The results of this study illustrate that the family environment and parenting patterns that support and provide freedom of exploration to children can stimulate and strengthen entrepreneurial interest.
3. The character education variable has a direct and significant effect on emotional intelligence, indicating that efforts in building student character at the vocational level in Sidoarjo Regency effectively also increase their level of emotional intelligence. The results of this study indicate that character education that focuses on values such as respect, creativity, honesty, responsibility can make a positive contribution to students' ability to manage emotions, understand themselves, and interact socially positively.
4. The parenting pattern variable has a direct and significant influence, indicating that the way parents educate and accompany their children emotionally can thoroughly influence the development of students' emotional intelligence in Sidoarjo Regency vocational schools. It can be concluded that the family environment, through positive and supportive parenting patterns, contributes greatly to the formation of students' emotional intelligence.
5. The emotional intelligence variable has a direct and significant effect, indicating that students' ability to recognize, understand, manage emotions, and interact socially positively, thoroughly influences their entrepreneurial interest. It can be concluded that students who have a higher level of emotional intelligence tend to be more interested and ready to face challenges in the entrepreneurial world.
6. Emotional intelligence variable has an indirect and significant effect in mediating character education on entrepreneurial interest. This finding illustrates that through character building, students can develop emotional intelligence skills and attitudes which then become important mediators in shaping their entrepreneurial interest. It can be concluded that character education implemented in the school environment can create a strong foundation for the development of students' emotional intelligence. This process involves strengthening positive values, morality and ethics in guiding students to face the challenges and opportunities in the entrepreneurial world.



7. The emotional intelligence variable has an indirect and significant effect in mediating parenting patterns on entrepreneurial interest. This finding highlights the importance of the interaction between parenting patterns applied by parents and the development of students' emotional intelligence as a strong intermediary in shaping their entrepreneurial interest. It can be concluded that the family environment, through positive and supportive parenting, can create a foundation for the development of students' emotional intelligence.

Based on the findings of this study, the researcher provides suggestions that the author feels are able to provide benefits to several parties. The researcher's suggestions are as follows:

1. Schools and teachers are expected to integrate a holistic character education program in the school curriculum, with an emphasis on values such as integrity, cooperation, and exemplary to shape students' positive character.
2. Implement teaching methods that pay attention to aspects of emotional intelligence, such as cooperative learning, group discussions, and reflective activities to strengthen students' ability to manage emotions and social relationships.
3. Parents are expected to increase their understanding of the importance of parenting patterns that support and give freedom to children to develop entrepreneurial interests.
4. Encourage open communication with children, provide emotional support, and model positive behavior related to entrepreneurship.

#### **ADVANCED RESEARCH**

There are related aspects that factor into the limitations of this study. The following are some of these limitations:

1. Students' views and responses to character education, parenting, emotional intelligence, and interest in entrepreneurship are subjective and vary between individuals. Therefore, during the data collection process through questionnaires, the information submitted by respondents sometimes does not reflect the actual views of the respondent.
2. The data generated in this study comes from a questionnaire based on respondents' views and responses. In other words, conclusions can be drawn only based on data collected using questionnaires without involving interviews or interview.

For future researchers, add other variables that can contribute to future research, and improve the limitations that exist in this study by taking a wider range of respondents to get better results.

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