



## Implementation of Entrepreneurship Education through Business Plan for Student Character Building

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### INFO ARTICLE

#### Keywords:

Implementation  
Entrepreneurial learning  
Business plan  
Entrepreneurial character  
Vocational school

### ABSTRACT

**Purpose** - This study aims to analyze and evaluate the implementation of entrepreneurship learning through a business plan to shape the entrepreneurial character of students at SMK. The expected entrepreneurial character includes creativity, independence, courage to take risks, responsibility, and perseverance.

**Methodology** - The approach in this study is qualitative, supported by descriptive data, and data collection using interview techniques, consisting of the principal, head of department, entrepreneurship teacher, and travel business expertise program department students. The data analysis technique uses the Miles and Huberman approach including data reduction, data display, and conclusion.

**Findings** - The study results indicate that applying a business plan in entrepreneurship learning can strengthen students' understanding of the entrepreneurial process systematically and in a planned manner. In addition, this learning significantly increases students' motivation and confidence to start an independent business. This entrepreneurship learning through business plans has proven effective in shaping students' entrepreneurial character, preparing them for challenges in the world of work, and opening up opportunities to become competent young entrepreneurs.

**Contribution** - This study provides scientific facts about entrepreneurship learning through business plans as an effort to shape students' entrepreneurial character, through data collected by researchers, so that it can be used as a reference and consideration for policies that will be taken, both in improving instructor skills and developing more contextual learning modules to support the success of entrepreneurship programs in vocational schools.

Received 10 June 2025; Received in revised form 18 June 2025; Accepted 12 October 2024

Jurnal Eduscience (JES) Volume 12 No. 5 (2025)

Available online 30 October 2025

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## INTRODUCTION

Education plays a crucial role in producing skilled and job-ready labor in Indonesia. Vocational schools (SMK) are designed to equip students with technical and professional skills aligned with industry, business, and workplace demands in the Industrial, Business, and Work World. Vocational training programs are positively associated with improved employment outcomes, especially when aligned with industry needs (Mustajab & Irawan, 2023). Research shows that vocational education increases workforce participation and reduces unemployment risks, particularly for women (Pritadrajati, 2022). High-quality vocational education contributes to socioeconomic mobility, enabling individuals to secure better job opportunities (Mustajab & Irawan, 2023). Despite its vital role, the challenges faced by vocational schools include a mismatch of competencies with the development of industrial technology and minimal access to modern training facilities. Therefore, cooperation is needed between the government, the Industrial World, the Business World, the Work World, and schools to strengthen the role of vocational schools as producers of skilled workers who are ready to compete globally. The Central Statistics Agency of the Republic of Indonesia released data that shows that the unemployment rate in Indonesia is still relatively high and is dominated by vocational education graduates. Ironically, considering that vocational education is designed to prepare graduates who are ready to work (Ali et al., 2020).

However, unemployment among vocational school graduates in Indonesia remains a pressing issue, driven by factors such as skill mismatches, inadequate curricula, and low competency levels, all of which contribute to high unemployment rates (Widayana, 2023). The gap between school-taught and industry-demanded skills exacerbates the situation, underscoring the need for improved curriculum alignment and educator quality to enhance student competencies and employability (Rahmadhani et al., 2022). Although some Vocational School graduates secure jobs post-graduation, overall unemployment rates remain significant, necessitating strategic policy measures to address vocational graduate unemployment (Amira et al., 2022).

The implementation of business plan-based learning should be integrated into the curriculum to ensure students acquire theoretical knowledge and practical skills that foster entrepreneurial character (Arief et al., 2021). Through business plan development, students are encouraged to critically and analytically evaluate market opportunities and design competitive business strategies. This aligns with vocational education goals that emphasize work-based skill development. Innovative pedagogical methods, such as experiential learning, problem-based learning, and collaborative pedagogy, have positively influenced students' entrepreneurial intentions (Eunah et al., 2024). In reality, many teachers still deliver lessons without considering students' abilities, using monotonous methods and applying less suitable learning models. This leads to disinterest, boredom, or fatigue among students (Wijayanti et al., 2018).

Previous research indicates that practice-based learning significantly increases student interest and engagement (Mardiah et al., 2023). Business learning models aim to cultivate students' Pancasila learner characteristics—active, independent, innovative, critical, creative, faithful, and pious—through entrepreneurship training (Ayu Setiawati, 2022). Other studies highlight that entrepreneurship education builds self-confidence and reduces perceived barriers to entrepreneurship, motivating students to take steps to turn their entrepreneurial aspirations into tangible ventures (Wang Hanbin Magasi, 2023).

Other studies highlight the importance of integrating local wisdom into the entrepreneurship curriculum to form a contextual entrepreneurial spirit (Rahmawaty & Nadiroh, 2022). Although contributing to curriculum development, the study did not focus on fundamental project-based learning strategies like business plans. In contrast, Andayani (2021) has begun to examine the role of business plans in improving the entrepreneurial competence of vocational high school students. They concluded that preparing a business plan helps students understand business planning and strategy, but entrepreneurial character has not been used as a primary variable in measuring learning outcomes.

Based on the research gaps found from previous studies, the study aims to determine how implementing entrepreneurship education through a business plan shapes students' entrepreneurial

character at Vocational School Putikecwara Batu. This study has several significant novelties. First, this study examines the business plan as an active learning approach used not only to understand business theory but also as a medium for forming students' entrepreneurial character, such as independence, self-confidence, responsibility, and never giving up. Second, this study places character formation as the primary goal, not just increasing cognitive competence alone, thus producing a holistic understanding of students' readiness to become entrepreneurs. Third, this study was conducted contextually at Vocational school Putikecwara Batu, which has its own local characteristics and educational culture, so the results of this study provide an empirical contribution to the development of entrepreneurial learning relevant to real conditions in the field.

This research provides a theoretical contribution by enriching the entrepreneurship learning model by analyzing the relationship between business plan-based learning and entrepreneurial character development. Practically, the results of this study serve as a reference for vocational high schools and educators in designing applicable entrepreneurship learning models, relevant to industry needs, and effective in developing students' entrepreneurial competencies and character.

## **METHODOLOGY**

### **Research Design**

This study used a qualitative approach with a descriptive research design because this method allows researchers to explore in-depth students' processes, experiences, and perceptions in developing entrepreneurial character through business plan learning. This approach was chosen to obtain a comprehensive picture of the learning dynamics, interactions between students, and changes in entrepreneurial attitudes and behavior that may not be quantitatively measurable, so that the research results can provide a richer and more contextual understanding. It was conducted at SMK Putikecwara Batu, located at Jl. P. Sudirman No. 99 Batu, which offers two vocational programs. One of these programs is the Travel and Tourism Business Competency. The research was planned to run from July to December 2024.

### **Informants**

Informants were selected using purposive sampling based on their involvement, knowledge, and experience relevant to implementing business plan learning and developing students' entrepreneurial character. The informants consisted of one entrepreneurship teacher, one Head of the Travel and Tourism Business Expertise Program to obtain perspectives on policy and learning implementation, fifteen students representing a variety of learning experiences and achievement outcomes, and one principal to provide strategic insights regarding institutional support. This composition was chosen to ensure validity through diverse perspectives and the relevance of the data obtained, so that the research findings can describe the phenomenon in its entirety and be methodologically accounted for.

### **Instruments and Data Collection**

The research instruments were divided into four indicators, each based on the required data sources, followed by data collection methods such as document studies, observations, and interviews. Data were collected using several techniques to ensure triangulation, including: (1) interview (2) Observations were conducted as passive observers to understand the learning environment in and outside the classroom. (3) Documentation included syllabus, Lesson Plans (RPP), students' business plan results, photos of learning activities, and product sales practices.

### **Data Analysis**

The data analysis technique used in this study is the qualitative data analysis method of Miles and Huberman (2018), which consists of four stages: data collection, data reduction, data presentation, and conclusion drawing. Data was collected through in-depth semi-structured interviews, observations of business plan learning, and documentation studies of teaching materials and student reports. Data

reduction was done by sorting, coding, and grouping information according to the research focus, such as learning strategies, obstacles, and impacts on entrepreneurial character. The reduced data were then presented in narrative form, tables, and matrices to facilitate the identification of patterns and relationships between findings. Furthermore, conclusions were drawn through data triangulation to ensure validity, resulting in findings regarding the contribution of business plan learning to forming students' entrepreneurial character and supporting and inhibiting factors.

Data reduction involves summarizing information. After interviewing subjects or informants, the researcher summarizes the interview results. This study applies triangulation to ensure data validity, which includes: (1) source triangulation, namely comparing information obtained from various sources such as teachers, students, and school documents to identify consistency and differences in views; and (2) technical triangulation, namely validating data through comparing the results of in-depth interviews, participant observations, and documentation studies. All data obtained from various techniques and sources are analyzed simultaneously to find points of agreement (convergence) and clarify differences (discrepancies), so that the research findings can be scientifically accounted for. This approach aligns with the views of Patton (2015) and Miles, Huberman, & Saldaña (2018), who emphasize that triangulation is an important strategy to increase credibility and reduce bias in qualitative research.

## FINDINGS

Based on interviews and documentation, learning planning was carried out by referring to the applicable curriculum and the needs of the industry and entrepreneurship. Teachers developed Lesson Plans (RPP) that integrated entrepreneurship material with a Project-Based Learning approach through business plan development. Key aspects considered in this planning included: (1) Setting learning objectives, (2) Selecting learning models and methods, (3) Developing teaching materials and learning media, (4) Preparing evaluation instruments.

**Table 1.** Research Results Based on Data Collection Techniques

Aspect / Results	Documentation Study	Interviews	Observations
Learning Planning	<ol style="list-style-type: none"> <li>The entrepreneurship learning plan at Vocational School includes basic entrepreneurship material, small business practices, and management.</li> <li>The learning plan is integrated with character development, such as discipline, independence, and self-confidence.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers state that entrepreneurship learning aims to equip students with basic entrepreneurial knowledge.</li> <li>Students express understanding of the importance of entrepreneurial character, such as discipline and perseverance.</li> </ol>	<ol style="list-style-type: none"> <li>Students appear to follow the material enthusiastically, though some struggle with basic entrepreneurial concepts.</li> <li>The use of group discussions seems effective in shaping student character.</li> </ol>
Implementation	<ol style="list-style-type: none"> <li>Learning uses varied media, such as business simulations and entrepreneurship case studies.</li> <li>Evaluation is done through theoretical exams and practical</li> </ol>	<ol style="list-style-type: none"> <li>Teachers feel the learning process runs smoothly, though time management is challenging.</li> <li>Some students find learning easier through direct practice, though</li> </ol>	<ol style="list-style-type: none"> <li>Students actively discuss and respond well during business simulations, though some participate less.</li> <li>Many students are creative when creating business plans, but</li> </ol>

	assessments (business simulations).	theory necessary.	remains identify facilities as the main obstacles.	require intensive guidance.
Obstacles	<ol style="list-style-type: none"> <li>Lack of supporting facilities, such as entrepreneurship practice spaces and complete teaching materials.</li> <li>Limited time in the schedule prevents in-depth material delivery.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers insufficient and time as the main obstacles.</li> <li>Some students struggle with theoretical understanding due to a lack of practical exercises.</li> </ol>	<ol style="list-style-type: none"> <li>Students feel restricted in small business practices due to inadequate tools and space.</li> <li>Students focus more on simpler tasks, despite interest in more complex ventures.</li> </ol>	
Impact	<ol style="list-style-type: none"> <li>Assessments show improvement in students' business planning skills.</li> <li>Exam results indicate a growing understanding of basic entrepreneurship concepts, though not yet fully mastered.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers report emerging entrepreneurial traits in students, such as self-confidence and initiative.</li> <li>Some students express increased interest in entrepreneurship.</li> </ol>	<ol style="list-style-type: none"> <li>Some students show positive behavioral changes, like greater independence in decision-making.</li> <li>Increased student interest in starting small businesses, though some remain unsure of their abilities.</li> </ol>	

The table above shows data obtained from three different research sources, indicating consistency and accuracy in the findings. The alignment of data from various sources provides confidence that the issues and solutions applied in entrepreneurship education yield similar and effective impacts on shaping students' entrepreneurial character. Subsequently, the collected data were analyzed as shown in the table below.

**Table 2.** Research Data Analysis

Aspect	Findings	Analysis
Learning Planning	<ol style="list-style-type: none"> <li>The entrepreneurship learning plan covers basic material and character development (discipline, independence).</li> <li>Emphasis on practical activities like small business simulations.</li> </ol>	<ol style="list-style-type: none"> <li>The plan aligns with educational goals but needs stronger integration of entrepreneurial character in all materials.</li> <li>Business simulations help link theory to practice, but more real-world examples are needed.</li> </ol>
Implementation	<ol style="list-style-type: none"> <li>Methods include lectures, discussions, and business simulations.</li> <li>Focus on practical skills and entrepreneurial attitudes.</li> </ol>	<ol style="list-style-type: none"> <li>Methods are effective, but some students struggle to connect theory to practice. More case studies could improve understanding.</li> <li>Skill-based learning motivates entrepreneurship, but additional time is needed to hone practical skills. Project-based learning could enhance effectiveness.</li> </ol>
Obstacles	<ol style="list-style-type: none"> <li>Limited time for comprehensive entrepreneurship material coverage.</li> <li>Insufficient facilities for practical learning (e.g., practice rooms, tools).</li> </ol>	<ol style="list-style-type: none"> <li>Time constraints reduce material depth. Rescheduling or extra sessions could help.</li> <li>Limited facilities hinder practical learning, which is crucial for entrepreneurial character. Temporary solutions like utilizing shared spaces may help.</li> </ol>
Impact	<ol style="list-style-type: none"> <li>Students show improved understanding of entrepreneurship concepts.</li> </ol>	<ol style="list-style-type: none"> <li>Positive impacts on understanding show the program's success, but character-building</li> </ol>

2. Some students develop greater independence, self-confidence, and initiative in daily life. requires more intensive, sustained approaches.
2. Significant character development in some students. The program fosters independence and decision-making, but needs reinforcement for less participatory students.

After data analysis, validity testing in qualitative research using source, technique, and time triangulation showed that the data obtained through interviews, observations, and documentation were mutually supportive and consistent. The results of validity testing using triangulation techniques are presented in the table below:

**Table 3.** Data Validity Test Result

Triangulation Aspect	Methods Used	Validation Results	Reference
Source Triangulation	1. Documentation Study: Analysis of syllabi, lesson plans (RPP), and learning evaluations	1. Data Consistency: Documents confirm alignment of taught material with learning objectives (theory and practice) 2.	(Sugiyono, 2010), Metode Penelitian Pendidikan.
	2. Interviews: Discussions with teachers and students about entrepreneurship learning implementation.	3. Data Convergence: Interviews with teachers and students support documentation findings.	Moleong (2018), Metodologi Penelitian Kualitatif.
	3. Observation: Direct observation of classroom activities.	4. Findings Alignment: Classroom observations reflect lesson plans and character integration, matching interview and documentation results.	Creswell (2014), Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.
Technique Triangulation	1. Interviews: Insights from teachers and students on learning challenges and impacts.	1. Technique Verification: Interviews reveal challenges and impacts, corroborated by observations.	Patton (2002), Qualitative Research and Evaluation Methods.
	2. Observation: Monitoring teacher-student interactions.	2. Data Consistency: Observations show student engagement in discussions/practices, supporting interview claims.	Denzin (2009), The Research Act.
	3. Documentation Review: Comparing lesson plans with actual implementation.	3. Data Comparison: Documents confirm that the taught material matches the RPP/syllabi, aligning with interviews and observations.	Neuman (2014), Social Research Methods.
Time Triangulation	1. Data Collection at Different Times: Evaluations before, during, and after	1. Data Comparison: Pre- and post-activity data show consistent achievement of learning goals.	Maxwell (2013), Qualitative Research Design: An Interactive

learning activities.	Approach.
2. Learning Evaluations: Assessments at various stages (pre-, mid-, post-learning).	2. Temporal Validation: Post-learning evaluations indicate improved student entrepreneurship skills (theory and practice). Flick (2018), An Introduction to Qualitative Research.

The research results indicate that implementing entrepreneurship education through a business plan significantly shapes students' entrepreneurial character. Through this learning process, students were actively involved in every business plan development stage, from opportunity analysis to financial planning and marketing strategies. These activities encouraged students to think creatively, critically, and innovatively while honing practical skills relevant to the workplace. The data show that this approach effectively develops entrepreneurial traits such as responsibility, self-confidence, hard work, independence, and risk-taking.

School support for entrepreneurship education includes teacher training, partnerships with businesses, and exhibitions of student work. However, interviews with the school principal revealed that monitoring and evaluation of the entrepreneurship program need to be improved for greater systematicity. Vocational schools must collaborate with industries to create learning environments relevant to market needs (Soleh et al., 2023). In this regard, Vocational School Putikecwaru Batu can expand partnerships with local businesses to provide students with direct business management experience.

## DISCUSSION

Research findings indicate that the implementation of business plan-based entrepreneurship education significantly impacts the development of students' entrepreneurial character. Theoretically, this model aligns with the principles of experiential learning, which position students as active participants in the learning process through direct experience. Student involvement from market opportunity identification, business strategy development, and financial planning fosters creative thinking, enhances decision-making skills, and strengthens a sense of responsibility for the results achieved. Character traits such as risk-taking, independence, and teamwork develop as students are exposed to situations that mimic real-life business dynamics, where every decision has consequences.

Field reflections indicate that this theory is reflected in students' increasingly confident behavior when presenting ideas, their ability to manage differences of opinion within a team, and their initiative to solve problems without direct instruction from the teacher. However, its implementation faces obstacles, primarily limited learning time and differences in students' understanding levels. Time constraints stem from the busy schedule of subjects in vocational high schools, often resulting in missed conceptual understanding. Meanwhile, differences in students' understanding arise from diverse academic backgrounds and experiences. These obstacles impact the quality of the resulting business plans. Solutions implemented include providing additional tutoring sessions outside of class hours, utilizing digital platforms for remote mentoring, and implementing project-based learning across subjects to expand practice time.

**Table 4.** Analysis of Entrepreneurship Education Implementation through Business Plan for Student Entrepreneurial Character Building

Aspect	Indicators	Current Conditions	Grand Theory of Character Education	Project-Based Learning (PBL) Theory
Learning Planning	Entrepreneurship material includes business plan creation.	Learning focuses more on theory than on practical <i>business plan</i> skills.	Character Education Theory (Lickona, 2004): Character education	PBL (Thomas, 2000): PBL focuses on developing problem-solving skills through real-world projects.

			integrates values like integrity, honesty, and hard work.	Project-based learning provides students with hands-on experience in creating practical solutions.
	Development of entrepreneurial traits (discipline, creativity, independence).	Student character begins forming but lacks depth in discipline/creativity.	Lickona (2004): Character education integrates values like moral values in systematic learning.	Project-based learning fosters character development as students are required to work independently, think creatively, and solve problems collaboratively.
Implementation of Learning	PBL methods for business plan development.	PBL is partially applied; some students struggle with <i>business plan</i> execution.	Character Education Theory (Lickona): Learning emphasizes character development through hands-on practice and direct experience.	Students engage in real-world projects, where developing a business plan is challenging and fosters critical thinking, problem-solving, and collaborative skills.
	Student collaboration in business planning.	Collaboration is emerging, but some students work individually.	Lickona: Student collaboration fosters the development of social character traits, including empathy and collaborative abilities.	Collaboration is central to PBL, as students work in groups to plan and complete projects collectively.
Obstacles	Student gaps in entrepreneurship/ <i>business plan</i> concepts.	Many students struggle with structuring a comprehensive <i>business plan</i> .	Lickona: Barriers in comprehension and practice impede the development of mature character traits, such as perseverance and responsibility.	Theoretical comprehension barriers impede successful project outcomes. Ineffective instructional guidance in helping students overcome these challenges may diminish the benefits of PBL.
	Limited time for thorough <i>business plan</i> completion.	Time constraints hinder deep exploration of each aspect.	Lickona: Time constraints limit opportunities to cultivate deeper character values.	Project-Based learning requires extended timeframes for complex projects such as business plan development. Time constraints present a significant barrier to



				comprehensive implementation.
Impact	Stronger entrepreneurial traits (discipline, creativity, independence).	Traits are emerging but need reinforcement (e.g., risk-taking)	Lickona (2004): The development of entrepreneurial character encompasses discipline, self-confidence, and a heightened sense of responsibility..	Project-based learning can enhance entrepreneurial skills through direct experience, providing students with opportunities to develop greater autonomy and responsibility.
	Increased student interest in entrepreneurship/business planning.	Some students show high interest; others remain hesitant.	Lickona: Entrepreneurship education cultivates the courage to take action and innovate, which is essential for developing entrepreneurial character.	Through Project-Based Learning, students can implement their ideas and observe tangible outcomes, enhancing their self-confidence.

## CONCLUSION

This study has fundamental differences compared to the research by Minarsih et al. (2022) and Hindasah & Syamsudin (2021). Minarsih et al. emphasized technical skills in developing business plans, while Hindasah & Syamsudin focused on the effectiveness of contextual learning in increasing entrepreneurial interest. This study, in contrast, prioritizes the development of entrepreneurial character by positioning business planning as an active learning process encompassing idea development, implementation simulations, and evaluation of results. The novelty of this study also lies in the implementation of sustained business practice, namely, student involvement in ongoing business activities relevant to the plan, rather than simply simulations.

The final reflection recommends that teachers in vocational education adopt this model realistically by integrating business plans with fieldwork programs, collaborating with industry partners, and utilizing learning technology. Thus, learning does not stop in the classroom but fosters entrepreneurial character prepared to face the challenges of the workplace sustainably.

## ACKNOWLEDGEMENTS

We express our deepest gratitude to the University of Muhammadiyah Malang for providing special scholarships for Muhammadiyah school teachers. I would also like to thank the Muhammadiyah Regional Leadership of Batu City and the Elementary and Secondary Education Council for recommending that I pursue higher education to improve education in the Muhammadiyah environment of Batu City. I would also like to thank the Supervisor who patiently and diligently accompanied me in compiling my thesis until the publication of this article in a reputable journal.

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