

The Effect of the Implementation of Field Work Practices, Quality of Work-Oriented Learning, and Entrepreneurial Experience from Teaching Teachers on the Entrepreneurial Mentality of State Vocational School Students in Nganjuk Regency

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ABSTRACT

This study aims to describe the influence of (1) the application of field work practices (PKL) on students' entrepreneurial mentality; (2) the quality of work-oriented learning; (3) entrepreneurial experience from teaching teachers; and (4) fieldwork practices, work-oriented learning quality, and entrepreneurial experience from teachers about the entrepreneurial mentality of state vocational school (SMKN) students in Nganjuk Regency. This study is quantitative research that uses an ex-post facto research design. The population of this study consists of local residents who include two Vocational High Schools (SMK) centers of excellence in technology and agribusiness in Nganjuk Regency, namely Vocational High School (SMK) 1 Tanjunganom and Vocational High School (SMK) 1 Gondang. This research course includes 14 vocational teachers and 14 students. The instrument used is a questionnaire with a Likert scale that is validated through expert assessment. The sample of this study was determined using non-probability sampling technique with purposive sampling. The data analysis technique used is quantitative descriptive. The results of the study are as follows. (1) The application of fieldwork practices affects students' entrepreneurial mentality by 52.7%. (2) The quality of work-oriented learning affects students' entrepreneurial mentality by 79.3%. (3) There is an influence of teachers' entrepreneurial experience on students' entrepreneurial mentality by 72%. (4) The application of fieldwork practices, work-oriented learning quality, and entrepreneurial experience in teaching teachers together affect students' entrepreneurial mentality by 60.9%. These results are inputs and need to be followed up by policy makers as material to develop programs related to students' entrepreneurial mentality.

Keywords: entrepreneurship, fieldwork practices, mentality, work-oriented learning.

INTRODUCTION

Entrepreneurship is generally considered to be the main driver of social and economic development by researchers and practitioners in different countries. Employers play an important role in economic growth through active participation in the world of work. Entrepreneurship is the ability to innovate and be creative to find opportunities and be open to positive changes that encourage businesses to continue to grow and be valuable (Saragih, 2017).

Currently, vocational schools have a role as a producer of graduates who are ready to enter the industry as workers and are ready to become entrepreneurs with entrepreneurial skills. The Indonesian government encourages the implementation of entrepreneurship education in vocational schools so that graduates can create innovative new businesses. The goal is to produce people who are skilled, creative, and independent. Not only preparing prospective workers but also preparing them to become entrepreneurs and continue their studies. This fact is corroborated by the argument of Yusda et al., (2022), that the competition for jobs will certainly be even tighter. This can be avoided if, from the beginning of their education, they grow up with an entrepreneurial mentality so that when they graduate, they can choose to become entrepreneurs in addition to the option of working in a company or continuing their studies (college).

Vocational High Schools (SMK) have an important role in producing graduates who are not only ready to enter the world of work but also have an entrepreneurial mentality. An entrepreneurial mentality is related to cognitive abilities that refer to the mental abilities that enable a person to think, understand, remember, and solve problems. With a curriculum designed to integrate theoretical learning with practice effectively, Vocational High Schools (SMK) equip students with the technical skills and soft skills needed in the industrial world. In entrepreneurship studies, the development of entrepreneurial mentality is an important issue as an alternative solution to overcome the problem of unemployment. Fostering an entrepreneurial mentality in individuals is expected to trigger the birth of new innovative businesses. This will not only create jobs for yourself but also have the potential to absorb other workers. The development of an entrepreneurial mentality is also in line with efforts to improve the economy of a region or country. Therefore, it is important to continue to encourage and facilitate the growth of entrepreneurial spirit in vocational school students.

Nganjuk Regency has five Central Vocational Schools of Excellence which are the pride of the region. The presence of the Vocational High School (SMK) Center of Excellence shows the commitment of the local government to improve the quality of vocational education and produce graduates who are ready to work. With the existence of the Superior Vocational High School (SMK) Center, it is hoped that it can encourage economic growth in Nganjuk Regency by improving the quality of competent human resources in their fields. The five Vocational High Schools (SMK) Centers of Excellence in Nganjuk Regency are Vocational High School (SMK) Negeri 1 Tanjunganom, Vocational High School (SMK) Negeri 1 Lengkong, Vocational High School (SMK) Negeri 1 Nganjuk, Vocational High School (SMK) Negeri 2 Nganjuk and Vocational High School (SMK) Negeri 1 Gondang.

Of the five existing vocational schools, the researcher is interested in further researching two schools that have different characteristics, namely the State Vocational High School (SMK) 1 Tanjunganom and the State Vocational High School (SMK) 1 Gondang. Sekolah Menengah Ketean Negeri (SMK) 1 Tanjunganom was chosen because of its focus on technology, especially welding techniques that reflect the development of modern industry. Meanwhile, the State Vocational High School (SMK) 1 Gondang was chosen because it emphasizes the field of agribusiness which is relevant to the potential of the agricultural sector in the region. By comparing these two schools, it is hoped that a more comprehensive picture of the implementation of the vocational school curriculum in various fields of study can be obtained. This study also aims to identify the variables that affect the success of each school in producing people who are skilled in working while having an entrepreneurial mentality. Vocational education institutions, in this case vocational schools need to reform the education system with a work-based learning approach to equip their graduates with skills that support their careers as workers and carry out linear business fields with the skills learned during education in schools so that the implementation of work-based education in vocational schools is expected to improve the entrepreneurial mentality of vocational school students.

Based on these facts, this study aims to describe the factors that affect the entrepreneurial mentality of students in vocational schools who are included in the workforce age in Nganjuk Regency, which are formed through the application of fieldwork practices, the quality of work-oriented learning, and entrepreneurial experience from teachers. This research has an urgency to improve the quality of vocational school graduates in Nganjuk Regency. By analyzing the influence of fieldwork practices, work-oriented learning quality, and teachers' entrepreneurial experience on students' entrepreneurial mentality, this study aims to contribute to the development of vocational education. The results of this study will not only provide an overview of the aspects that affect students' entrepreneurial mentality, but can also be considered in designing a more effective entrepreneurial mental development program. In addition, the results can be used in literature for stakeholders in the field of education and other researchers to improve the quality of entrepreneurship education in Indonesia, especially in Nganjuk Regency.

RESEARCH METHODS

This study is quantitative research that uses an ex-post facto research design because the data obtained is data from the results of events that have occurred. The ex-post facto approach was chosen in this study because it is experimental research, for example the correlation between variables (Widarto, 2013). This research was conducted at a State Vocational High School (SMK) in Nganjuk Regency. The vocational school that is the place

of research is the State Vocational School which is the Central Vocational School of Excellence. This research was carried out from August to September 2024.

Quantitative research in this study uses stratified random sampling. The strata that will be used is the Central Excellence State Vocational School in Nganjuk Regency. This sampling technique is used so that the sample selection can represent the population well and reduce the selection bias and all group populations are well represented. The purposive sampling approach in this study was used because not all samples were in accordance with the specified criteria, so a representative sample was selected.

RESEARCH RESULTS AND DISCUSSIONS

The subject of this study consisted of 28 respondents who were taken through filling out a questionnaire. The researcher surveyed schools to obtain data on research respondents. The respondents in this study consisted of students and teachers from the State Vocational High School (SMK) 1 Tanjunganom and the State Vocational High School (SMK) 1 Gondang. The following is an explanation of the description of the data obtained in detail on each variable.

Fieldwork Practice

The results of the analysis of the variable frequency distribution of the implementation of fieldwork practices are presented in Figure 1. The results of the calculation were obtained by a total of 7 students with an implementation in the "very high" category. This category is obtained based on filling out a questionnaire, that the student gets certain responsibilities from the instructor based on his ability to adapt to the existing work culture in the field work practice so that when the instructor is late or unable to attend, the student is required to replace him for a specific job.

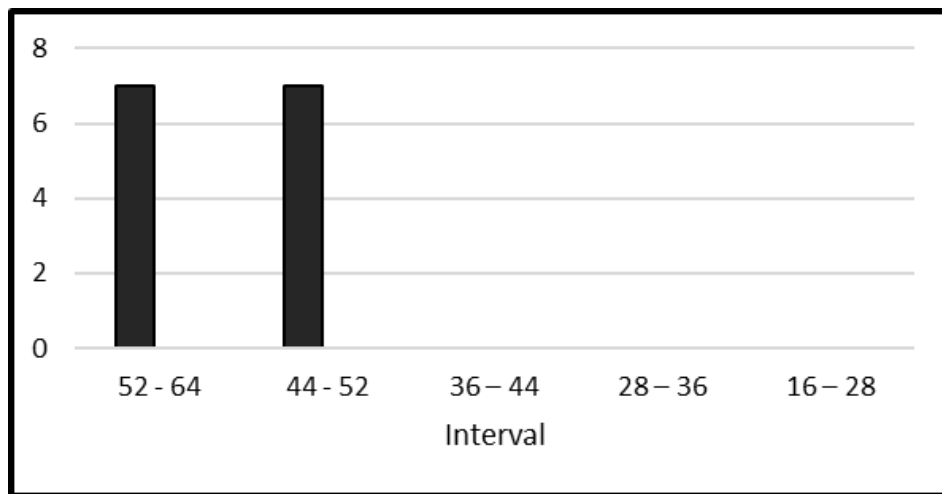


Figure 1. Field Work Practice Implementation Histogram Chart

This data shows a significant relationship between the implementation of street vendors and the entrepreneurial mentality of students. Students who are in the "Very High" and "High" categories experience an increase in Intellectual Ability and Physical Ability because physical ability is also influenced by mental activity, such as the opinion of W.S. Winkel (1996) regarding 7 psychomotor domains ranging from perception, readiness, guided movements, familiar movements, complex movements, adjustments, to creating new patterns or movements or creativity. Creativity is one of the indicators of entrepreneurial mentality that is widely used by researchers, including the research of Zulianti & Nawawi (2022) with the results of creative and innovative students having a high entrepreneurial mentality. Therefore, the improvement of practical experience and measurement in the field work practice program on students' entrepreneurial mentality needs to be developed even better to equip graduates with an entrepreneurial mentality. The implementation of street vendors is one of the key variables in improving the entrepreneurial mentality of vocational school students. The implementation of street vendors is a factor that forms an entrepreneurial mentality in students obtained from the process of learning experiences in the workplace. Entrepreneurial mentality cannot be separated from someone's experience of entrepreneurial

activities, because if someone has an entrepreneurial mentality, he has confidence and confidence in doing various tasks related to his field of expertise. In this case, the implementation of street vendors strengthens the confidence and mentality of vocational school students in entrepreneurship. This is supported by the statement of Suranto, (2022) who stated that the activities of the depot internship program improve mental health with empowered mental indicators that are measured, namely business plans, business motivation, business character, business independence, production and packaging, and business marketing. The implementation of street vendors can actually affect a person's mentality towards certain jobs based on their experience of what has been successfully passed while working in the field. Doing entrepreneurial activities requires confidence in yourself to be able to complete the tasks that must be passed, this is what prepares a person to carry out entrepreneurial activities.

Quality of Work-Oriented Learning

Results The results of the analysis of variable frequency distribution of work-oriented learning quality. Presented in Figure 2. The results of the calculation were obtained from a total of 6 teachers who received the quality of work-oriented learning in the "very high" category. This is obtained from the learning results from the teacher's questionnaire which states that students consider it important to master the material learned when engaging in hands-on experience, and are more confident in the presentation, Students have healthy physical and mental strength as a result of the direct learning process, this result is supported by the research of Siswanto (2012) which states that Work-Based Learning (WBL) or work-oriented learning in education has positive influence on achievement, motivation, and continuing education. Then a total of 7 teachers occupies the "high" category. This was obtained from a teacher questionnaire which stated that feedback from teachers makes students more motivated to correct mistakes, helps students develop problem-solving skills, and appreciation from teachers increases student confidence. Then some 1 teachers are in the "moderate" category for the ownership of work-oriented learning quality. The results were obtained through a teacher questionnaire which stated that situation-based learning makes students more confident in their abilities because teachers assess student learning outcomes using standards that apply in the world of work. In addition, there are no teachers with work-oriented learning quality in the "low" and "very low" categories.

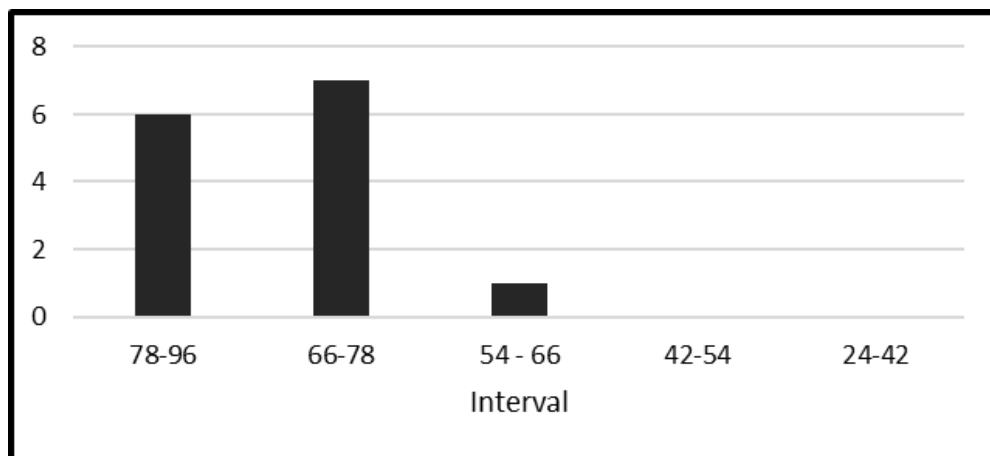


Figure 2. Work-Oriented Learning Quality Histogram Chart

This data shows a significant relationship between work-oriented learning in equipping students with an entrepreneurial mentality. Teachers who are in the "moderate" to "very high" category in work-oriented learning have carried out their learning with the aspect of Work Base Learning (WBL) as stated by Levy (1989), which is to connect learning with work roles and identify interrelated components that each make an important contribution to learning. The components in question include structuring learning in the workplace to provide the right training or learning opportunities in the workplace.

The aspect of work-oriented learning also improves students' entrepreneurial mentality with responsibility indicators shown from questionnaires stating that students are motivated to correct mistakes and confidence indicators shown by students who are more confident in their abilities after going through work-oriented learning. This indicator is also used by previous research from Maulida (2016), namely strong will, strong belief

in personal strength, honesty and responsibility as a measure of the entrepreneurial mental characteristics of students in the automotive field with the results of students who have a high entrepreneurial mentality can potentially become entrepreneurs. Thus, work-oriented learning also affects students' entrepreneurial mentality. To cultivate a mentality in entrepreneurship, students must have a comprehensive view of a business. A comprehensive view of a business is obtained through a learning process that instills knowledge and skills through direct experience as the skills are used in a business, feedback from instructors and of course the relevance of the business to the student's field of expertise. Therefore, students who have a comprehensive view also give a positive assessment in themselves to tend to be interested in entrepreneurial activities. However, on the other hand, if students do not have a comprehensive view related to the picture of entrepreneurship, then the mentality in entrepreneurship cannot be stimulated properly. Work-oriented learning is very important in providing a comprehensive overview of the business field from the implementation process to its relevance to the student's field of expertise.

According to Thomas, (Wena, 2009) The project-based learning model is a pedagogical approach that facilitates teachers in managing student learning through the implementation of project work. This result is agreed upon by several studies that report the significant influence of the quality of work-oriented learning in equipping a comprehensive picture of the business world, stimulating the growth of entrepreneurial mentality in students. However, other research also provides an important note stating that in cultivating a student's mentality for entrepreneurship depends on the student in perceiving the images of the business provided by the school through the education provided.

The education-oriented learning process in stimulating students' entrepreneurial mentality can also be in the form of practices that are in accordance with real situations, can be in the form of workshop places equivalent to industrial property or direct learning through several visits and practices in the industry. Supporting learning with real situations and getting direct feedback from the instructor is the main thing in work-oriented learning. The more fulfilling aspects of work-oriented learning, the more students have a good experience in entrepreneurial activities, so that students are mentally ready for entrepreneurship. Research conducted by Zulianti & Nawawi (2022) also provides consistency in results that show that the entrepreneurial mentality needs to be supported by experience. Then experiential support refers to support in the form of practical activities with tools such as in industry, visits to industrial places, or bringing in teachers from the industrial world. The fulfillment of these aspects also plays a role in shaping the mentality in students to carry out entrepreneurial activities. In addition, sufficient experience provides better convenience to students in carrying out entrepreneurial activities. A high entrepreneurial mentality can be shown through mental indicators of having a high fighting spirit, solid confidence, unwavering integrity, extraordinary perseverance, excellent physical and mental endurance, and the ability to think constructively and creatively. As reported by (Zulianti & Nawawi, 2022) which revealed that entrepreneurial motivation and entrepreneurial mentality are influenced by the attitude of hard work, rigidity, optimism, creative, innovative, tenacious, multi-tasking, daring to take risks and frugality. The perception of students that they feel an increase in confidence in completing work when the learning takes place is in accordance with the tools in the industrial world and is supported by feedback or feedback from the teaching instructor.

Teacher Entrepreneurship Experience

The results of the frequency distribution analysis for the variables of teachers' entrepreneurial experience are presented in Figure 3. The results of the calculation were obtained by a total of 4 teachers with entrepreneurial experience teaching teachers in the "very high" category. This result was obtained from filling out a questionnaire stating that the teacher has created new and innovative ideas in marketing, such as developing a unique marketing campaign or finding new ways to reach the target market, having experience in developing new products or making improvements to existing production processes, and making financial decisions in a business, such as preparing a budget, manage cash flow, or analyze financial statements. Then there were 7 teachers who occupied the "high" category from the questionnaire which stated that teachers have direct experience in managing business finances both on a small and large scale, have experience in managing production resources and ensure the smooth production process, and have been involved in marketing activities in a business, either as part of a team or as a personal initiative. A total of 3 teachers are in the "medium" category for the ownership of entrepreneurial experience of teaching teachers. This result was obtained from a questionnaire that stated that

teachers have direct experience in carrying out marketing tasks in a business, such as conducting market research, developing marketing strategies, or interacting with customers, have been involved in various stages of the production process, from planning to finished products, and are quite competent in analyzing finances and recording accurate financial statements.

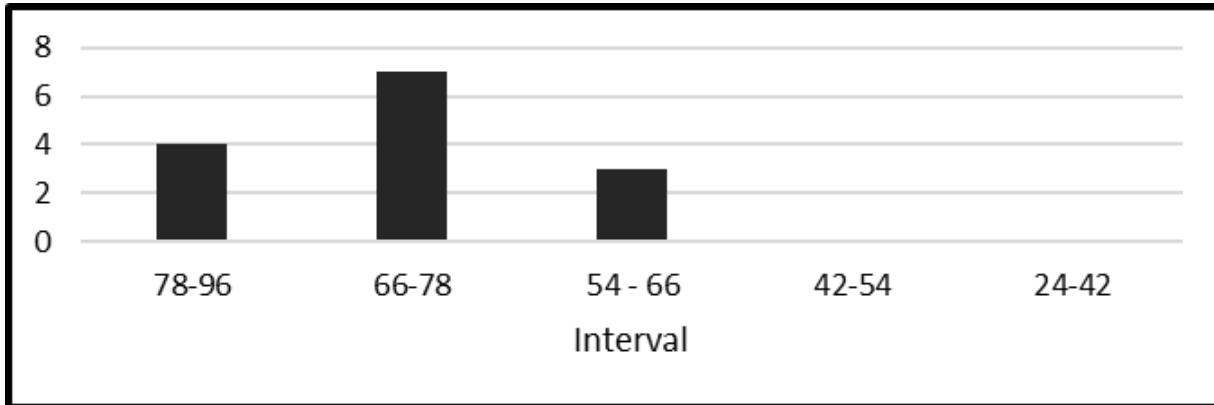


Figure 3. Histogram of Teacher Entrepreneurship Experience

All of these results, according to Shmitt, define experiential *marketing* as an experience that comes from personal events that occur due to certain stimuli, for example those given by marketers before and after the purchase of goods or services (Hadiwidjaja, 2013). So that the entrepreneurial experience in question is not in the sense of having business experience but experience before and after the purchase of goods or services, this can include experience in production, marketing to financial management in a business, even though the person concerned is not the business owner but the responsibilities and things done are entrepreneurial experience as stated by Riyanti (2018) regarding entrepreneurial experience obtained when A person is directly involved in entrepreneurial activities. These experiences include marketing experience, production experience, financial management experience, and experience of getting involved with business activities such as sales even if it is only in a small scope. Entrepreneurial experience is obtained if a person has direct involvement in entrepreneurial activities, both on a large and small scale, is the main prerequisite for obtaining comprehensive entrepreneurial experience. This experience covers various aspects of the business, from planning and production to marketing and financial management. The amount of entrepreneurial experience from a teacher has a direct effect on the student's mentality in undergoing the entrepreneurial process. A student who has a teacher with entrepreneurial experience can gain experience of learning quality and practice derived from real experience in entrepreneurship.

Student Entrepreneurship Mentality

The results of the analysis of the frequency distribution of the variables of students' entrepreneurial mentality are presented in Figure 4. The results of the calculation were obtained from a total of 2 students who had an entrepreneurial mentality with the category of "very high", this result was obtained from a student questionnaire that stated that students can manage their time effectively so that they can balance work and personal life, as well as improve their ability to provide the best performance, Students are always ready to face new challenges as an opportunity to learn and develop, Confident in conveying opinions and ideas in meetings or discussions, students are confident that with hard work and dedication, one can achieve success in a career. Then a total of 6 students occupied the "high" category, obtained from a questionnaire stating that students completed tasks and responsibilities as best as possible, even when facing difficulties, students were committed to completing tasks on time, ready to accept greater responsibility, learning from mistakes and continuing to improve themselves, A total of 4 students in the "moderate" category towards entrepreneurial mental ownership, these results were obtained from a questionnaire that stated that students were able to maintain focus and concentration despite being faced with various distractions, and students had strong mental resilience to face pressure and challenges at work. Furthermore, as many as 2 students had an entrepreneurial mentality with a "low" category, obtained from the results of a student questionnaire stating that students believe that creativity is the key to facing challenges and changes in the world of work, students are open to criticism and suggestions to develop creative ideas.

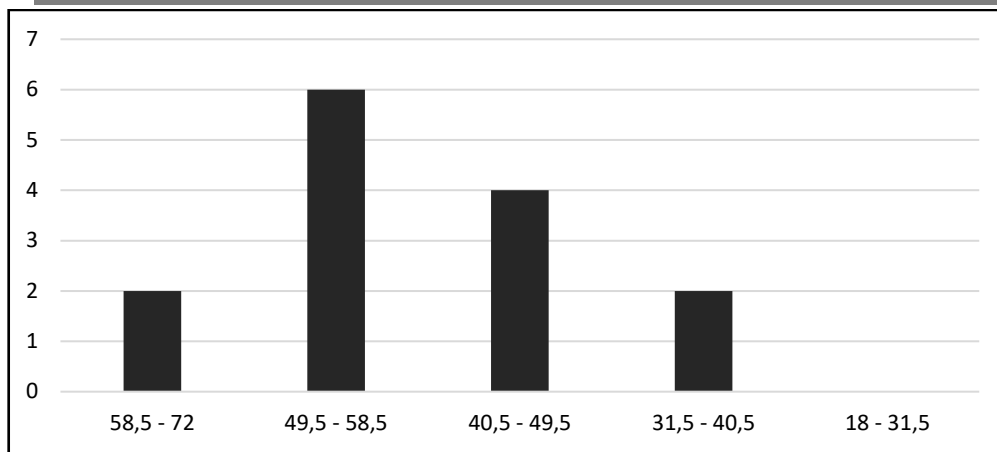


Figure 4. Student Entrepreneurship Mental Histogram Chart

All of these results are supported by the opinion of Koentjaraningrat (1985) who states that attitude reflects the mental state in a person's psyche when responding to the surrounding environment, be it the physical environment or nature. This mentality is obtained through *intellectual ability* and physical ability that have been honed from a series of processes that have been experienced through street vendors, work-oriented learning, and entrepreneurial experience from teaching teachers given to students. The measurement results are also based on the opinion of John A. Welsh and Jerry F. White (Astamoen, 2005) about the profile of an *entrepreneur*, namely spiritually and physically healthy, having maximum responsibility, confidence, and innovation. The results of this research prove that the implementation of street vendors plays a positive role in the entrepreneurial mentality of students. The implementation of street vendors can actually affect a person's mentality towards certain jobs based on their experience of what has been successfully passed while working in the field. Doing entrepreneurial activities requires confidence in yourself to be able to complete the tasks that must be passed. This is in accordance with the theory of the source of field work practice (PKL), namely learning through experience or experiential learning. David Kolb, (1984) proposed experiential learning as a holistic learning model, in which humans learn, grow, and develop. The term experiential learning is used as an emphasis on experience that plays a major role in the learning process, it distinguishes between experiential learning and other learning models, such as behaviorism theory or cognitive learning.

Based on this definition, it can be described that field work practice activities provide experience through learning at work and learning from work / learning through work experience. Thanks to previous successes, these individuals are increasingly motivated to take on new challenges. This experience has taught him to recognize his own strengths and weaknesses so that he is able to draw up a more mature plan to avoid future failures. Furthermore, according to Rahmatullah (2021), the implementation of a systematic street vendor program is expected to achieve the goals of street vendors, namely growing and developing professional character and work culture in students, improving competence, students according to the curriculum and the needs of the world of work, and preparing students' independence to work and entrepreneurship.

Successful implementation of street vendors is able to produce a high entrepreneurial mentality. A high entrepreneurial mentality can bring students to feel that they are able to take responsibility for their work, work creatively and innovatively, be full of confidence and have physical and mental resilience to the workload. On the other hand, if the implementation of street vendors experienced is not successful, then students easily feel unconfident, desperate and when they experience difficulties they tend to always want to give up on their work. The results of the study show that part of the cause that affects students' entrepreneurial mentality is work-oriented learning. According to Eman Suherman, (2010) stated that the learning process involves mutual communication between teachers as teaching facilitators and students as recipients of knowledge. Learning means that each activity is prepared to provide assistance to someone in gaining new knowledge or ability. The entrepreneurial mentality is not just formed but is pursued with experiences in the implementation of education and training that involve interactive situations with feedback from the instructor as part of the learning process.

Siswanto, (2012) stated that Work-Based Learning (WBL) or work-oriented learning in education has a positive influence on achievement, motivation and career continuation in education. By combining classroom and field

learning, and supported by comprehensive evaluations, the program can produce graduates who are ready to work and make a real contribution to the industry.

It is concluded from previous research that work-oriented learning is an aspect that affects students' mentality in entrepreneurship, mentality is formed when students practice with the knowledge and skills learned in real situations as the minimum standards owned by the industry in that field, so that the understanding and skills obtained are more profound because of the support of teaching instructors who provide feedback on each work done. Students who do not experience work-oriented learning tend to be less confident in their abilities and have weak physical and mental endurance in carrying out certain jobs related to their field of expertise.

According to Bukhari (2018), an entrepreneurial mentality is an attitude possessed by a human being in behavior, a person with an entrepreneurial mentality will be strong-willed so that his goals and life needs are achieved. To become an entrepreneur, an entrepreneurial mentality is needed so that the business that is run can run and continue to grow. Work-oriented learning combines knowledge learned in the classroom with hands-on practice in the world of work, so that students can apply their knowledge in real life combined with experience in completing real projects, internships, or cooperation with industry can increase students' confidence and abilities, armed with these experiences students can have a qualified entrepreneurial mentality.

Learning that occurs in the context of work or real situations that provide practical experience to improve understanding and skills (Jean Lave and Etienne Wenger, 1991). Entrepreneurial experience is the experience gained from a person's direct involvement in entrepreneurial activities. These experiences include marketing experience, production experience, financial management experience, and experience of involvement with business activities such as selling even if only in a small scope. In this study, the researcher used entrepreneurial experience indicators which include experience in marketing a business, production in a business and financial management experience in a business. There is a significant and positive influence of the implementation of fieldwork practice, the quality of work-oriented learning and entrepreneurial experience from teaching teachers on the entrepreneurial mentality of vocational school students in Nganjuk Regency.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of the research and data analysis that has been carried out, the conclusions of this study are as follows:

There was a significant positive influence of the application of fieldwork practices on the entrepreneurial mentality of students, with an achievement of 52.7%. These findings show that learning in the workplace and learning from work experience through the application of fieldwork practices form physical abilities and intellectual abilities that improve students' entrepreneurial mentality.

The quality of work-oriented learning has a significant positive influence on students' entrepreneurial mentality, which is 79.3%, which means that students' entrepreneurial mentality can be formed through aspects of Situated Learning, Experience Learning, and Learning by Doing in work-oriented learning.

There is a significant positive influence of the entrepreneurial experience of the teaching teacher on the entrepreneurial mentality of the students, with 72%, which means that the entrepreneurial experience of the teacher in the aspects of marketing, production, and financial management experience of a business also affects the entrepreneurial mental state of the students. There was a significant positive influence of the implementation of fieldwork practice, the quality of work-oriented learning, and the entrepreneurial experience of co-teaching teachers on the entrepreneurial mentality of students, with an acquisition of 60.9%, which means that the entrepreneurial mentality of students was influenced by the physical ability and intellectual ability formed during the implementation of fieldwork practice, then the teacher's entrepreneurial experience strengthened it in work oriented learning carried out. The mental aspects of entrepreneurship that are affected are the aspects of responsibility, creativity and innovation, a sense of self-conduct, and a strong soul and body in carrying out work.

Suggestion

Suggestions for teachers in shaping the entrepreneurial mentality of vocational school students should be able to provide a forum for practice in the field that forms responsibility, fosters innovation, confidence, and a strong spirit in carrying out work, as well as providing work-oriented learning by teaching skills and knowledge relevant to the situation in which the skills are used and feedback from the practices carried out by students. Presenting entrepreneurial experience into vocational subjects and entrepreneurship subjects that also equip vocational students with the entrepreneurial mentality of vocational students with the resources available in school.

Advice for schools, schools must present the formation of an entrepreneurial mentality for students by providing quality teachers, equipping teachers with entrepreneurial experience through Ministry of Education and Culture programs such as teacher internships in the business world. Facilitate entrepreneurship education in schools with production unit and teaching factory programs. Each vocational school must have its own superior products produced by students.

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