

## Growing Motivation Entrepreneurship: Implementation of Entrepreneurship Education for Vocational School Students

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**Abstract:** This research aims to explore the effectiveness of implementing entrepreneurship education at Gudo Vocational School, Jombang in fostering entrepreneurial motivation in students. Through a qualitative approach, data was collected through in-depth interviews and observations of student participation in entrepreneurial activities. The research results show that entrepreneurship education at Gudo Vocational School has an impact on students' motivation to become entrepreneurs. Factors such as practical learning, coaching by experienced teachers, and stimulation to innovate encourage students to consider an entrepreneurial career. The implications of these findings emphasize the importance of strengthening entrepreneurship education in secondary education institutions, which can provide a strong foundation for students to develop entrepreneurial skills and prepare them to become key drivers in an economy based on creativity and innovation.

**Keywords:** Motivation Entrepreneurship ; Entrepreneurship Education ; Businessman

### INTRODUCTION

Education plays role crucial in life , being Foundation not inseparable that forms ready Indonesian generation compete . Curriculum education moment In Indonesia , it is focused on development skills , like ability communication , integrity , and adaptability , for prepare capable generation \_ compete in the era of the ASEAN Economic Community .

Approach 21st century , Indonesia is experiencing surge activity entrepreneurship . Although condition economy worrying , p This become pusher for growing Spirit entrepreneurship in various circles . Instructions President Number 4 of 1995 concerning the National Movement Socialize and Civilize Entrepreneurship (GNMMK) is one of them milestone important in movement This . The impact felt through various activity such as seminars, workshops and training increasing entrepreneurship \_ develop .

In curriculum independence , education crafts and entrepreneurship become an integral part for all high school, MA and vocational school students , because considered can increase competence businessman in development . Entrepreneurship taught as part of a possible learning process student develop creative ideas become product quality . This matter become receptacle important For hone talents and interests students , form capable generation \_ join in contribute in overcome challenge economy in Indonesia.

The Central Statistics Agency (BPS) noted decline level unemployment open (TPT) in February 2023 to 5.33 percent from 5.50 percent in the same period year previously . Unemployment is problem disturbing social \_ for developing countries like Indonesia. Problem This become threat Serious for growth economic need \_ proper handling . \_ More Concerning , some unemployment it turns out is student vocational school graduate .

Mentioned that related work \_ with Skills hands and creativity is focus . Likewise with \_ sell buy , which the Prophet also liked and needed goods production , price , as well seller . For strengthen Spirit entrepreneurship and improving amount entrepreneurs , government emit Instructions President Number 4 of 1995 concerning movement national socialize and civilize entrepreneurship . Gudo Vocational School as one of the school has apply learning entrepreneurship Good in curriculum nor extracurricular .

At Gudo Vocational School , learning entrepreneurship supported with curricular programs such as Fashion , Electrical , and Design Mutual products \_ related with eye lesson entrepreneurship . Skills teacher who teaches eye lesson This state that student expected For learn and apply knowledge the in various skills programs , such as Fashion Design , Electrical Engineering , and Design Products , as well as push they For entrepreneurship .

Therefore \_ that , is needed possible learning strategies and models trigger motivation entrepreneurship in students . Successful entrepreneurship education \_ grow motivation entrepreneurship expected can give significant impact \_ in development Indonesian economy . Learning model This considered capable reach objective the with embed Spirit entrepreneurship in students .

According to WH Haynes and JL Massie (2001: 165), " *Motive is something within the individual which incites him to action .*" Opinion This similar with The Liang Gie 's stated view that motive or encouragement become base individual For do something action or work . Motivation become the main capital for somebody For reach objective his life , incl in entrepreneurship .

In the world of entrepreneurship , challenges often need courage in taking decision with all inherent risks . \_ This matter demand high motivation \_ For still survive , even in difficult situation . \_ A entrepreneurs are also necessary become source strong motivation \_ for teams and employees they . Therefore \_ that 's important for generation young For own motivation in create field jobs and contribute to development country's economy .

## **THEORETICAL STUDY**

The theoretical review described in this research comes from several relevant previous studies, as a basis for the theoretical framework, determination and research analysis as follows.

### **Entrepreneurial Motivation**

Boz Semerci & Volery (2018), and Csillag et al. (2019), groups entrepreneurial motivation into three dimensions: ambition for freedom, self-realization, and driving factors. Ambition for freedom refers to a person's drive to achieve independence through entrepreneurship, as explained by Maryetti et al. (2019). This ambition includes freedom in activities, having your own business, gaining recognition, taking the lead in implementing innovative ideas, and developing hobbies in the business sector. Bekmansurov et al. (2019) and Nguyen & Nguyen (2023) also emphasize that the ambition for freedom is not only related to the desire to organize one's own activities but also with the intention to realize one's potential and is a strong drive in seeking opportunities to increase income.

### **Entrepreneurship education**

Entrepreneurship education is a field of study that aims to develop the skills, knowledge and attitudes needed to become a successful entrepreneur. Theories in entrepreneurship education highlight important aspects such as creativity, innovation, idea development, risk management, and communication skills. These theories emphasize the importance of practical learning, where students not only learn theoretical concepts but are also given the opportunity to apply them in real situations, such as business simulations or entrepreneurial projects. Entrepreneurship education approaches also include fostering an attitude of courage to take risks, resilience in the face of failure, and the ability to see opportunities in every challenge. Additionally, these theories highlight the importance of teaching by experienced practitioners or entrepreneurs to provide deep insight into the world of business and motivate students to explore entrepreneurial paths. Thus, entrepreneurship education is not only about imparting knowledge but also about forming the attitudes and skills needed to succeed in the world of entrepreneurship.

## **RESEARCH METHODS**

This research applies a qualitative approach with a case study design to understand how motivation works entrepreneurship grown in the environment school . The use of case studies was chosen because of the complexity of the phenomena that need to be explained. The initial stage includes preliminary studies and preparation by preparing interview guidelines.

The main data was obtained through interviews and supported by secondary data in the form of photos and documents, involving teachers and students. Researchers act as the main instrument in the research process. Data collection was carried out through triangulation involving participant observation, in-depth interviews, and documentation. Data analysis follows the Miles and Huberman model which involves collecting, reducing, presenting and drawing conclusions from data. The validity of the data is verified through credibility, transferability, dependability and confirmability tests. The research stage includes pre-field work, data collection, data analysis, evaluation, and preparation of a report detailing the problem, research context, research process, results, and discussion of research findings.

## **RESULTS AND DISCUSSION**

### **Planning for the Implementation of Entrepreneurship Education in Growing Students' Entrepreneurial Motivation at Gudo Vocational School**

Based on observations and interviews then obtained that Planning for the implementation of entrepreneurship education at Gudo Vocational School is an important foundation in fostering entrepreneurial motivation in students. This planning stage includes several key aspects that must be considered. First, establishing a curriculum that does not only rely on theory but also emphasizes practical aspects in learning entrepreneurship. This involves developing learning modules or programs that are integrated with real industry-based activities or entrepreneurial simulations. Next, selection or training for teachers is to ensure they have competence and in-depth understanding in teaching entrepreneurship with the right approach and motivating students. Planning must also include aspects of collaboration with local industry players or the entrepreneurial community to provide students with real and relevant insight into the world of business. Additionally, a comprehensive evaluation strategy needs to be designed to periodically measure program effectiveness, allowing for necessary adjustments to improve implementation outcomes. With careful and integrated planning, the implementation of entrepreneurship education at Gudo Vocational School can become a strong foundation for students to build motivation, skills and interest in running a business in the future.

### **Implementation of Entrepreneurship Education in Growing Students' Entrepreneurial Motivation at Gudo Vocational School**

Based on observations and interviews then The implementation of entrepreneurship education at Gudo Vocational School is the key to forming entrepreneurial motivation in students. This implementation process requires several in-depth strategic steps. First, curriculum integrity is the main focus; creating programs that not only teach entrepreneurship

theory but also encourage students to experience and apply that knowledge in real contexts. This could mean aligning course material with industry case studies or facilitating practical projects that allow students to experience business dynamics first-hand. Second, the role of the teacher as an inspirational and informative learning facilitator is very important. They should be models that inspire, guide, and provide students with real insight into the world of entrepreneurship. Through adequate training, teachers can improve their ability to guide students in developing ideas, managing risks, and understanding the skills needed for entrepreneurship.

Additionally, collaboration with local industry players can provide valuable perspectives. Bringing in business practitioners to share their experiences, providing internships, or supporting learning activities based on industry needs can turn theory into empowering practical experiences. No less important is a continuous evaluation process. Regular evaluation of program effectiveness helps in identifying successes, barriers, and opportunities for improvement. From this evaluation, strategic adjustments can be made to improve the quality and relevance of entrepreneurship education delivered to students. With an integrated and focused implementation process throughout, entrepreneurship education at Gudo Vocational School can become a vehicle that encourages students to not only learn, but also build enthusiasm, skills and confidence to take on their role as future entrepreneurs.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

From a series of observations and interviews conducted, it is clear that the planning and implementation of entrepreneurship education at Gudo Vocational School has a crucial role in forming entrepreneurial motivation in students. The integrated planning stage is the main foundation, which includes the preparation of a curriculum that is not only theoretical but also practical. This involves developing industry-related learning programs or entrepreneurial simulations. Training for teachers and collaboration with local industry players are also key elements, ensuring a deep understanding accompanied by an up-to-date view of the business world. Regular evaluation processes play an important role in evaluating program effectiveness, enabling necessary adjustments for improved implementation results. With structured planning and targeted implementation, entrepreneurship education at Gudo Vocational School can become a solid foundation for students to build strong motivation, skills and interest in developing an entrepreneurial career in the future.

## **Suggestion**

Based on the research results, there are research suggestions that can be submitted. First, it needs to focus on a curriculum that is not only theoretical, but also prioritizes practical aspects in entrepreneurship learning. This involves developing programs that are integrated with real industrial situations or entrepreneurial simulations. Furthermore, there is a need for training and selecting teachers who have deep competence in teaching entrepreneurship, with an approach that can motivate students. Collaboration with local industry or entrepreneurial communities should also be included in planning, providing students with actual insight into business. Finally, a comprehensive evaluation strategy is key to periodically measuring program success, allowing for necessary adjustments to improve implementation outcomes. With well-integrated planning, the implementation of entrepreneurship education at Gudo Vocational School can become a solid foundation for students in building their motivation, skills and interest in starting a business in the future.

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