

SCHOOL STRATEGY IN IMPROVING STUDENT ENTREPRENEURSHIP SKILLS

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Abstract: This study aims to understand the efforts of SMK N 1 Karanganyar in fostering entrepreneurial skills in students. Entrepreneurial skills are an important aspect to learn at this time given the unstable unemployment rate in Indonesia and the limited job opportunities. This research uses a case study approach with qualitative methods. Data were collected through interviews with principals, teachers, and students involved in the entrepreneurship skills development programme at SMK N 1 Karanganyar. The results showed that the school has made various innovations in providing entrepreneurship programmes. However, there are shortcomings in the implementation of Locket Medio, where not all students get practical experience in application-based services. This condition has the potential to cause knowledge inequality among students. In addition, the school does not have an alternative programme to overcome this obstacle. These findings emphasise the importance of improvements in the entrepreneurship programme to produce graduates who excel in entrepreneurship and are able to contribute to addressing the unemployment problem in Indonesia.

Key words: Unemployment Problem, School Programme, Practical Experience, Cultivating skills, Entrepreneurial Excellence.

The problem of unemployment in Indonesia has been going on for years and affects the welfare of the community. According to the Central Bureau of Statistics, the Open Unemployment Rate (TPT) in Indonesia in February 2024 reached 4.28%. Based on this data, out of 100 people in the labour force there are around 5 unemployed people. Fluctuations in Indonesia's high unemployment rate can significantly lead to an increase in poverty, a decrease in the level of community prosperity, and problems with economic development. The high number of unemployment in Indonesia can be caused by various factors such as the low quality of human resources (HR) and the lack of jobs. The limited number of jobs is considered insufficient to accommodate all graduates of labour produced by schools (Herrmann et al., 2023). These conditions encourage the community and the government to find solutions to be free from the problem of unemployment.

Limited job opportunities encourage a paradigm shift in Indonesia's economic development efforts and make entrepreneurship one of the main pillars. Indonesia as a developing country began to

look at and encourage the field of entrepreneurship to increase its contribution to the country's economy (Kadarusman, 2020). Entrepreneurship is the right job for the community (Nuzulia, 2023). Entrepreneurship is able to increase a country's Gross Domestic Product (GDP) so as to build the Indonesian economy. Entrepreneurship or business ventures have a role in monetary development, this can be interpreted that the level & type of pioneering actions and their relationship with financial development must change efficiently with innovative steps (Bhegawati et al., 2022). Entrepreneurship does not depend on the labour provider so that it is increasingly becoming the choice of people in their livelihood. In the current conditions, it can be said that the key to prosperity is entrepreneurship. entrepreneurship is a type of profession that brings better benefits than other jobs (Undiyaundeye & Otu, 2022). Entrepreneurship is considered promising because it has unlimited potential, is flexible, and increases the prosperity of business actors.

Entrepreneurship is not only related to buying and selling activities, entrepreneurship

is a behaviour and ability. Entrepreneurship is not only a theory of concepts but also forms an entrepreneurial attitude and mindset so as to be able to direct and provide motivation to choose entrepreneurship as a good career choice (Parety & Kwelju, 2023). Entrepreneurship is an attitude, spirit, and ability to create goods that are valuable and beneficial to many people (Nuraeni, 2022). After we understand and are able to practice entrepreneurial skills, we are also able to create innovations that are valuable.

Like a tree that grows from a small seed, humans start life in a simple state without any ability and begin to develop over time. Entrepreneurs are not "born", entrepreneurship is a process (Khamimah, 2021). the more events we experience, it will build an experience and turn an individual into a skilled entrepreneur. Being an entrepreneur brings a sense of joy and fulfilment to our lives because it provides a clear purpose, autonomy, and the opportunity to pursue our *passions* (Sugiyarto & Wicaksana, 2023). A true entrepreneur is a learner who is thirsty for new knowledge in the business world. An entrepreneur must dare to innovate because entrepreneurship will essentially always be related to a creative and innovative attitude, so that both attitudes must be possessed by an entrepreneur (Gupron et al., 2023). But in reality it is not easy to create skilled entrepreneurs. Entrepreneurship in Indonesia is not good enough overall and still needs to be improved to bring national progress and competitiveness (Hutasuhut & Aditia, 2022). Entrepreneurs who do not have skills will find it difficult to achieve success, maintain their business, and have an edge. Entrepreneurial skills are a type of skill that focuses on practical knowledge and a customer-focused approach to running a business (Rizan & Utama, 2020). Entrepreneurial skills help entrepreneurs create businesses that are able to meet consumer demand and survive in the long term.

The government can develop entrepreneurial skills in the community as an effort to deal with limited employment opportunities and high unemployment. The development of entrepreneurial skills is a major aspect of modernising the domestic economy (Yaluner et al., 2019). The process

of economic growth can start from small steps in each individual such as growing skills. Fostering entrepreneurial skills aims to build the ability to become successful entrepreneurs by providing knowledge, relevant practical skills, and good entrepreneurial attitudes (Meyanti et al., 2024).

Entrepreneurial skills can be triggered by a variety of factors, one of which is the environment. There are environmental factors behind entrepreneurial spirit and skills (Zulfikri & Nusa Putra, 2022). The closer the environment of an individual to entrepreneurship, the higher the knowledge, it can be started in the school environment through entrepreneurship education. Education has the main task of honing and improving skills, education will improve the quality of life and the nation (Padang & Sitepu, 2023). In recent years, entrepreneurship, which has been made one of the curriculum contents, has continued to be developed into one of the main knowledge for SMA / SMK students. Fostering entrepreneurial skills is considered very important and must be carried out by schools because it affects the quality of students when they have entered the entrepreneurial work environment (Handayani & Suwandi, 2023). The quality of education has a major impact on the economy. Good education will advance the nation (Salsabila et al., 2021). Education indirectly contributes to economic development in Indonesia (Nugraheni & Sudarwati, 2021). In an effort to produce knowledgeable graduates, school strategy is one aspect that has a very important role because the mentality of students will be instilled through education according to entrepreneurial values (Sari et al., 2021). Learners are future generations who must be assisted in order to reach maturity and be formed into self-reliant people who think critically and have good morals (Ujud et al., 2023).

Entrepreneurship requires skills, this condition makes several schools begin to provide entrepreneurship education to students in various ways, one of the schools that has done this is SMK N 1 Karanganyar. SMK N 1 Karanganyar has made many achievements and is known for being able to

produce graduates with qualified abilities. SMK N 1 Karanganyar has made several efforts and innovations in fostering entrepreneurial abilities in students majoring in AKL (Accounting and Finance Institutions) with the hope of producing graduates who have skills and are able to become independent entrepreneurs when facing a lack of jobs. SMK N 1 Karanganyar's strategy in fostering AKL students' entrepreneurial skills is something that needs to be studied more deeply as an effort to increase knowledge.

METHOD

This research is case study-based using qualitative methods. Data collection techniques through interviews, observation, and documentation. The qualitative method was chosen because it can convey the results in more depth and answer the research focus in analysing the efforts of SMK N 1 Karanganyar in fostering the entrepreneurial spirit of students.

The object of research is SMK N 1 Karanganyar which is located on Jalan Monginsidi No.1, Manggeh, Tegalgede, Karanganyar Regency, Central Java. The informants involved in this study were the Principal, Creative Product and Entrepreneurship Teacher (PKKWU) as well as the activity manager, and students who participated in the entrepreneurship skills programme at school.

Data validity was carried out by triangulating techniques and sources. Triangulation of techniques is done by finding out the truth of data on the same source with different techniques. Data were analysed descriptively in accordance with the facts in the field. The analysis was done gradually through the stages of data reduction, data presentation, and conclusion drawing.

- a. Data Reduction. It starts in the form of a process of selection, simplification, and transformation of the data obtained at SMK N 1 Karanganyar. The data obtained will be filtered so as to get facts that are relevant to the focus of the research.
- b. Data Presentation. Data that has gone through the reduction process is then presented in the form of descriptive

narratives with the aim of making it easier for researchers to see patterns of relationships between data categories.

- c. Conclusion Drawing and Verification. After the data is successfully presented systematically, conclusions are drawn to ensure the validity of the findings.

RESULTS AND DISCUSSION

A. RESULTS

Improving entrepreneurial skills can be an investment in students' future. Entrepreneurial skills are an important ability for students to develop their potential and prepare themselves for the world of work in the future. Improving entrepreneurial skills can also help students become more innovative and creative in solving problems. Students are taught to think outside the box and look for unique solutions, they can develop the ability to face challenges in new and effective ways. Investing in improving entrepreneurial skills can also help students to become more independent and confident. Students are expected to be better equipped to face challenges and take the risks needed to achieve success.

Based on the interview process, observation, and documentation, it is known that SMK N 1 Karanganyar has 3 programmes as a school effort to foster entrepreneurial skills, namely: 1) SPW (Entrepreneurial Printing School), 2) Bank Unggul Arta, 3) Locket Medio for the development of student potential and preparation for future challenges.

SPW (Sekolah Pencetak Wirausaha)

The Sekolah Pencetak Wirausaha (SPW) programme was designed by the Directorate of Vocational Development to instil an entrepreneurial spirit in students. This programme is a form of government attention to the field of entrepreneurship. The following presents the results of interviews, observations, and documentation of SMK N 1 Karanganyar's efforts to foster student entrepreneurship skills through the SPW programme.

Table 1. SPW (Sekolah Pencetak Wirausaha)

SPW Programme	Results of Interview, Observation, Documentation
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Destination	Foster an entrepreneurial spirit early on in students, encouraging them to take risks, be innovative, and have high morale. Equip students with the necessary skills to start and run a business, such as creating a business plan, marketing, and financial management.
Activities	Initially, the school socialised the programme, trained basic entrepreneurship, formed teams and developed ideas, marketed the products and measured the success of the programme. Activities are carried out from developing business ideas to marketing, as well as financial management of the business. Students are usually creative in determining their products and marketing. Promotion is done by utilising social media. Students are asked to carry out production, making mangadir sweet potatoes inspired by a tiktok influencer and developed so as to create an innovation.
Challenges and obstacles	In SPW activities, the form is more focused on the culinary field. Through the SPW programme alone, it is not enough to deepen the entrepreneurial knowledge of AKL students. Reducing entrepreneurial interest when finding complex problems.
How to overcome obstacles	Organise other programmes for AKL students in an effort to improve students' skills. To overcome students' decreased interest in dealing with problems, namely by providing motivation or providing suggestions in solving problems.

Results on entrepreneurial skills	The skills enhanced from the SPW programme are not only useful in future entrepreneurial businesses but can also be useful in companies. The SPW programme can hone students' trading skills. After graduating from school, SMK N 1 Karanganyar students already have entrepreneurial <i>skills</i> and help earn additional income to meet their needs. The SPW programme and all entrepreneurship programmes provided by the school are able to open up opportunities in making profits.
Further planning/development	Collaborate with other institutions.

The table above explains the results of observations, interviews, and documentation related to the implementation of Sekolah Pencetak Wirausaha (SPW) Programme. This programme aims to foster an entrepreneurial spirit in students, encouraging students to take risks, be innovative, and have a high spirit. Activities carried out in this programme include socialisation, basic entrepreneurship training, team building, business idea development, product marketing, and evaluation.

The results of this programme showed some positive things. Students became more creative in developing products and doing promotions. They also learnt about financial management and marketing. However, the programme also faced some challenges, such as business ideas focused on the culinary field and students' difficulties in dealing with complex problems. To overcome these challenges, the school plans to conduct additional programmes that are more specific to the students' needs. In addition, the school will also continue to provide motivation and support to students so that they remain enthusiastic in developing their business.

Overall, the SPW programme had a positive impact on students' entrepreneurial skills. Students become more confident, independent, and have the ability to start their own business. The skills gained from this

programme are not only useful for entrepreneurship, but can also be applied in everyday life. In the future, the school plans to develop the SPW programme in collaboration with other institutions. This aims to provide wider opportunities for students to learn and develop their potential.

Unggul Arta Mini Bank

Unggul Arta Mini Bank is a production unit for AKL students of SMK N 1 Karanganyar in the form of a mini bank. The following presents the results of interviews, observations, and documentation of SMK N 1 Karanganyar's efforts to foster student entrepreneurship skills through the Unggul Arta Mini Bank.

Table 2. Unggul Arta Mini Bank

Unggul Arta Mini Bank	Results of Interview, Observation, Documentation
Destination	Providing students with hands-on experience in managing finances and running a banking business on a small scale. In accordance with the needs of the department, we created the Bank Unggul Arta production unit as a banking activity and tried to enliven the programme.
Activities	Bank Unggul Arta serves loans, savings, and a Locket Medio managed by the school. Every grade 11 AKL student is required to picket and contribute to the activities of Bank Unggul Arta. Bank Unggul Arta serves loans, savings, and Locket Medio. In the service of Bank Unggul Arta, there is a <i>Customer Service</i> to help school community to make savings and Teller in charge of processing savings.
Challenges and obstacles	Financial miscalculation.
How to overcome obstacles	Be more careful so that there are no calculation errors.

Results against entrepreneurial skills	In relation to entrepreneurship, students gained practical skills in managing finances, serving customers and making business decisions. The experience of managing a mini bank boosts self-confidence.
Further planning/development	Offer more diverse banking products and services, such as small loans or bill payments. Keeping up with technological developments to simplify transactions and improve efficiency. Conduct regular evaluations to identify shortcomings and make improvements.

Unggul Arta Mini Bank aims to give students hands-on experience in managing finances and running a banking business on a small scale. The main objective of the programme is to equip students with entrepreneurial skills, particularly in finance. By being actively involved in the management of a mini bank, students can learn about financial management, customer service, and business decision making. Activities conducted in this programme include various banking activities, such as accepting deposits, providing loans, and servicing other students' financial needs. All grade 11 AKL students are required to participate in this mini bank activity.

A challenge faced in the implementation of this programme was the miscalculation of finances. This shows that students still need to improve their accuracy in managing finances. To overcome this challenge, students need to be more careful in making calculations. In addition, schools can also provide additional training related to financial management so that students have a better understanding.

The results obtained from this programme were quite positive. Students gained practical skills in managing finances, serving customers, and making business decisions. In addition, the experience of managing a mini bank also increased students' self-confidence. For further development, the school plans to expand the products and services offered by the mini

bank, such as small loans or bill payments. In addition, the school will also endeavour to improve the efficiency of running the mini bank activities by utilising technology.

Loket Medio

Loket Medio is one of the services provided by Bank Unggul Arta in non-banking activities. The following presents the results of interviews, observations, and documentation of SMK N 1 Karanganyar's efforts to foster student entrepreneurship skills through the Locket Medio.

Table 3. Locket Medio	
Locket Medio	Results of Interview, Observation, Documentation
Destination	Locket Medio aims to create young entrepreneurs. Locket Medio also aims to enliven the transactions of Unggul Arta Bank. The school facilitates us with the programme to improve our skills.
Activities	Locket Medio is one of the services provided by Bank Unggul Arta in non-banking activities. The Locket Medio programme is carried out on the basis of student initiative without any coercion from the school, there are roles as sellers and buyers that are freely chosen by students. The minimum transactions that must be achieved by students each month vary depending on the class. Grade XI must make at least 5 transactions through the medio application every month, while grade XII must make at least 7 transactions. Students get capital from the school if they participate as sellers with their own initiative.
Challenges and obstacles	Students compete with each other for greater benefits, which can trigger conflict.
How to overcome obstacles	Form working groups to reduce competition and encourage co-operation.

Results against entrepreneurial skills	Students learnt how to offer products, negotiate with customers, and overcome rejection. There is a desire to continue Locket Medio's business in the future because the profits are quite lucrative although uncertain.
Further planning/development	Conduct regular evaluations to measure the success of the programme and make improvements.

The Locket Medio programme is designed to foster an entrepreneurial spirit in students. Through Locket Medio, students are invited to be directly involved in buying and selling activities like a small business. The main objective of this programme is to equip students with practical experience in entrepreneurship. By being actively involved in the management of Locket Medio, students are expected to learn about various aspects of business such as financial management, marketing, and customer service. Activities carried out in this programme include buying and selling simple products. Students have their own initiative to determine what products to sell and how to market them. The school provides seed capital for students who actively participate.

A challenge faced in the implementation of this programme is the competition among students for greater profits. This unhealthy competition can trigger conflict among students. To overcome these challenges, schools need to encourage cooperation among students. By working together, students can help each other and share knowledge so that they can achieve common goals.

The results obtained from this programme are quite positive. Students gained entrepreneurial skills such as the ability to negotiate, sell products, and manage finances. In addition, this programme was also able to arouse students' interest to continue entrepreneurship in the future.

For further development, schools need to conduct regular evaluations to measure the success of the programme and make improvements. This evaluation can be done by interviewing students, teachers and

other related parties. The results of the evaluation can be used as a consideration to develop better programmes in the future.

DISCUSSION

This research reveals the efforts made by SMK N 1 Karanganyar in improving students' entrepreneurial skills through three core programmes: SPW (Sekolah Pencetak Wirausaha), Unggul Arta Mini Bank, and Locket Medio. While these initiatives demonstrate a proactive approach, the discussion could further elaborate on the specific strategies implemented within each program to overcome common challenges, such as students' difficulty in tackling complex business scenarios and financial miscalculations. Moreover, assessing the long-term sustainability of these initiatives, including their potential for scalability and adaptability to other vocational schools, would provide a more comprehensive understanding of their impact.

Sekolah Pencetak Wirausaha (SPW) programme has demonstrated its success in fostering entrepreneurial spirit in students. Various studies, such as those conducted by Brilianti et al. (2023) and Zahra (2023) have proven that the SPW programme is effective in improving students' creativity, promotional skills, and financial literacy. In addition, the programme also contributes to increasing students' self-confidence and independence, as confirmed by Silaen et al. (2024) in their research.

Through the SPW programme, students not only gain theoretical knowledge about entrepreneurship, but also get the opportunity to apply it directly in real business projects. This allows students to develop various soft skills that are important in the world of work (Lestari et al., 2022), such as communication skills, teamwork, and leadership. In addition, the SPW programme also encourages students to think critically, creatively, and innovatively in finding solutions to various business problems faced.

Despite the positive results, the SPW programme still has some challenges that need to be overcome. In line with research conducted by Arfah & Subali (2021), it shows that many business ideas developed by students tend to be fixated on the culinary field. This shows the need for broader

diversification of business ideas, for example in the fields of technology, services, or creative production. In addition, Maulia (2020) in her research also highlighted students' difficulties in dealing with complex problems that often arise in entrepreneurial development activities. Students often have difficulties in analysing situations, making the right decisions, and coping with risks. Therefore, it is necessary to provide additional training to students in developing problem-solving and decision-making skills (Karsim et al., 2023). The SPW programme needs to encourage students to develop more diverse and innovative business ideas. This can be done through workshops, mentoring with successful entrepreneurs, and comparative studies to successful start-up companies (Safitri et al., 2023). In addition to soft skills, students also need to be equipped with technical skills needed in running a business, such as digital marketing, product design, and accounting. The SPW programme needs to provide more intensive mentoring to students, both from teachers, mentors, and entrepreneurs. This assistance can be done individually or in groups, according to the needs of each student. Building partnerships with businesses can provide opportunities for students to learn directly from business practitioners, gain access to wider resources, and even get internship or employment opportunities. The SPW programme needs to be evaluated regularly to measure its success and identify areas for improvement (Sari et al., 2021). Evaluation can be done through student satisfaction surveys, business performance data analysis, and interviews with relevant stakeholders (Sholeh, 2023).

Furthermore, the Unggul Arta Mini Bank Programme at SMK N 1 Karanganyar has been a strategic step in the effort to improve students' entrepreneurial skills. In line with the concept of *learning by doing*, through the school mini-bank programme, students have significantly improved their skills in managing finances, serving customers, and making business decisions (Novianti, 2019). The hands-on experience in managing students' financial transactions has equipped students with practical knowledge and skills relevant to the world of work (Alkahfi, 2023).

The experience of managing a mini bank not only improves students' technical competence, but also has a positive impact on psychological aspects. Students' confidence in facing challenges in the world of work increases rapidly (Dimenggo & Yendi, 2020). They become more courageous in taking initiatives, responsible for the tasks assigned, and able to work together in teams. In addition, the programme successfully bridges the theories learned in the classroom with real-world practices. Students can apply the concepts of accounting, financial management, and marketing directly in the context of mini bank operations.

Despite the positive results, the Unggul Arta Mini Bank programme still faces some challenges. One of the main challenges is the frequent calculation errors. This shows that students still need to improve their accuracy and understanding of basic accounting concepts (Khabibah & Wahyudin, 2020). In addition, the limited products and services offered by mini banks can also be an obstacle in attracting students to actively participate (Siregar, 2023). However, this challenge also opens up opportunities to improve the quality of the programme. Schools need to provide more intensive training related to financial management, especially in terms of calculation and accounting. Training can be conducted in the form of workshops, business simulations, or mentoring with banking practitioners (Sihotang et al., 2024). In addition, it is necessary to diversify the products and services offered by mini-banks (Bastari, 2020). For example, mini banks can offer bill payment services, credit purchases, or even simple financial products such as term savings.

To improve the efficiency and effectiveness of mini-bank management, schools can utilise information technology. The use of mobile-based banking applications or management information systems (SIM) can facilitate the transaction process, reporting, and data analysis (Pagan, 2024). In addition, the use of technology can also expand the reach of mini-bank services, for example through the development of mobile banking applications that allow

students to make transactions online (Mukhtisar et al., 2021).

In order for the Unggul Arta Mini Bank programme to continue to grow and provide optimal benefits, it needs to be evaluated regularly (Rohmah et al., 2019). Evaluation can be conducted through student satisfaction surveys, analysis of transaction data, and interviews with mini bank supervisors. Evaluation results will be the basis for identifying areas that need improvement and developing more effective strategies (Indra & Novika, 2022).

Efforts to foster further entrepreneurial skills in the Locket Medio programme have shown quite positive results in fostering the entrepreneurial spirit in students. In line with Ramdan & Septiana (2024) research with student-run entrepreneurial programmes, students not only gain theoretical knowledge about business, but also gain practical experience in running a small business. The skills of negotiating, selling products, and managing finances acquired by students during the programme are valuable assets for students to face the competitive world of work (Soesilo et al., 2023).

Students succeeded in improving their entrepreneurial skills, which include the ability to negotiate, sell products, and manage finances. The programme has successfully generated students' interest to continue entrepreneurship in the future, thus creating a creative and independent young generation (Miles et al., 2019). While there is competition, the programme also encourages students to work together in teams, share knowledge, and help each other. Through the experience of running Locket Medio, students learnt about the importance of honesty, responsibility and business ethics (Abdillah, 2020).

Competition among students for greater profits can trigger conflicts and disrupt teamwork is a challenge that students must face. Some students may need more intensive guidance in running their business, especially in terms of marketing and business strategies. Schools need to emphasise the importance of cooperation and collaboration among students (Rohmah et al., 2023). This can be done through group activities, joint projects, and rewarding teams that

successfully work together. According to Nursanti et al. (2024) to reduce unhealthy competition, schools can encourage students to sell different products. This can be done by providing training on new product development or providing access to suppliers who provide a variety of products (Said, 2024). Schools need to provide more intensive mentoring for students, either from teachers, mentors, or entrepreneurs. Mentoring can be done individually or in groups, tailored to the needs of each student.

CONCLUSION

Efforts to foster entrepreneurial skills in students are made through various programmes designed to enhance creativity, technical skills and practical experience in entrepreneurship. These programmes have proven to be effective in fostering an entrepreneurial spirit, increasing self-confidence, promotional skills, financial management, and decision-making skills. However, challenges such as limited business ideas, problem-solving skills and the need for more intensive mentorship still need to be addressed. In addition, it is important to ensure all students have equal access to practical experience to reduce knowledge inequality. Continuous programme development and relevant innovations are key to producing graduates who are competent, highly competitive and ready to face the challenges of the world of work. Further research, such as longitudinal studies, is needed to measure the long-term impact of entrepreneurship programmes on students' career success.

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