



ANALYSIS OF MANAGEMENT MODELS FOR IMPROVING STUDENTS' ENTREPRENEURIAL COMPETENCE SMKN 3 KEMARITIMAN BIAK NUMFOR, PAPUA

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ABSTRACT

The background of this study is rooted in the need to enhance students' entrepreneurial competencies through entrepreneurship programs focused on processed fishery products at SMKN 3 Kemaritiman Biak Numfor, Papua. These efforts aim to contribute to increasing local community income and addressing local and global economic challenges. The objective of this research is to analyse an effective management model to improve entrepreneurial skills among students at SMKN 3 Kemaritiman Biak Numfor, Papua. This study employs a descriptive qualitative approach, with data collected through questionnaires, field observations, and document analysis involving 24 respondents. The findings reveal that implementing a management model that integrates project-based training, collaboration with local fisheries partners, and capacity building for students through workshops and direct mentoring is effective in enhancing students' entrepreneurial competencies. Supporting factors include strong school management support and active student involvement, while the main challenges are limited funding and infrastructure. The conclusion of this study emphasizes that strengthening an effective and adaptive management model enables schools to better prepare graduates who are competent and ready to engage in entrepreneurship, either independently or within the industrial sector. These findings are expected to serve as a reference for other vocational education institutions in developing similar programs to foster entrepreneurial competencies among educators and students.

Keywords: Analysis, Entrepreneurial Competence, Management, Papua, Vocational School

INTRODUCTION

Entrepreneurship education has become a vital component in the curriculum of Vocational High Schools (SMK) because it aims to build an entrepreneurial spirit and prepare students to face a rapidly changing and globalized world. The entrepreneurship curriculum in SMK is designed not only to equip students with vocational skills but also to develop innovative and creative mindsets and an understanding of business (Salam, et al. in Sholahuddin et al., 2023). Enhancing students' entrepreneurial competence is an important effort in education, especially in vocational schools, which aim to produce graduates ready to compete in the job market and who possess the skills to be economically independent. In the era of globalization and dynamic economic development, the demand for adaptability and innovation is increasing. Vocational education, such as that provided in SMKs,

plays a strategic role in addressing these challenges by strengthening practical skills and fostering an entrepreneurial mindset. The concept of educational management aims to support teachers' understanding of the managerial skills needed to effectively manage their classrooms (Wakila in Ahyani, 2023). Through good managerial skills, teachers can easily prepare concrete and structured work plans to achieve specific goals.

According to Sharon E. Smaldino and James D. Russel in “Instructional Technology and Media for Learning,” the learning process is defined as the effort to develop new knowledge, behaviors, and skills through interaction between individuals and their environment (Musfiqon in Wulandari, 2018). Papua, with its abundant natural resources, particularly in the fisheries sector, offers great potential to be developed as the basis for an entrepreneurship program. SMKN 3 Kamaritiman Biak Numfor, as a vocational educational institution, has utilized this local potential by developing an entrepreneurship program based on the processing of fishery products. This program is not only designed to support teaching but also to enhance the income of the local community, in line with the vision of strengthening both the local and global economy.

The term "entrepreneur" was first introduced by the French economist Richard Cantillon in the early 18th century. Cantillon defined an entrepreneur as “an agent who buys production resources at a certain price to combine them.” Soon after, another French economist, Jean Baptiste Say, expanded this definition by adding that an entrepreneur is a leader. Say explained that an entrepreneur is an individual who gathers and directs others to form a productive organization (Kusumandari, 2013). Improving entrepreneurial competence in vocational education has become a priority to prepare graduates who can adapt to the challenges of both local and global economies. SMKN 3 Kamaritiman Biak Numfor, Papua, as a vocational school focused on marine and fishery education, capitalizes on local potential through its entrepreneurship program based on fishery processing.

Entrepreneurial skills are not only about starting and running a business. They also involve the ability to identify opportunities, innovate, adapt to change, and take measured risks to achieve goals. Entrepreneurship education is not just about teaching students how to start a business but also about building a creative, courageous, and solution-oriented mindset (Vernanda & Rokhmani in Merakati, 2023). Entrepreneurial skills are among the essential competencies that students must possess, particularly in vocational education. SMKN 3 Kamaritiman Biak Numfor, Papua, has a great potential to develop its entrepreneurship program based on fishery processing. This program not only supports entrepreneurship education in schools but also has the potential to increase the income of the local community. Facing increasingly complex economic challenges, both locally and globally, strengthening entrepreneurial competence is essential to ensure that graduates are ready to compete in the job market and can manage businesses independently. However, to optimize the implementation of this entrepreneurship program, an effective management model is needed. Proper management can improve students' entrepreneurial skills and address various challenges, such as limited resources and infrastructure. Therefore, this research aims to analyze an effective management model to improve students' entrepreneurial competence at SMKN 3 Kamaritiman Biak Numfor, Papua.

This research stems from the urgent need to find an effective management model to enhance students' entrepreneurial skills. This model must be able to address challenges such as limited resources and infrastructure, as well as leverage opportunities for cooperation with local partners in the fisheries sector. The approach used in this research is descriptive qualitative, which allows for an in-depth analysis of existing management practices. Descriptive qualitative research is a strategy where the researcher investigates events, individual life phenomena, and asks one or a group of individuals to tell their life stories. This information is then retold by the researcher in a descriptive chronology (Adhi, Kusumastuti, and Ahmad Mustamil Khoiro in Rusandi & Muhammad Rusli, 2021). The characteristic of descriptive research is that the data obtained are words, images, and not numbers like in quantitative research.

By using a descriptive qualitative approach, this research explores best practices, opportunities, and obstacles in the implementation of the entrepreneurship program. The results of this research are expected to provide recommendations that will be useful not only for SMKN 3 Kemaritaman Biak Numfor but also for other vocational educational institutions that wish to develop similar programs to support the growth of students' entrepreneurial competence. This research collects data through interviews, field observations, and school document analysis, involving 24 respondents. The findings are expected to provide a clear picture of best practices in managing entrepreneurship programs and can serve as a reference for developing similar programs in other educational institutions. Thus, this research not only contributes to the development of literature related to entrepreneurship management models but also supports the creation of an adaptive and productive educational environment at SMK.

Theoretical Review

Vocational High School Education Orientation

Vocational High Schools (SMK) are educational institutions that play a crucial role in preparing students to enter the workforce or continue their education at higher levels. Designed to produce graduates who are skilled and competent in specific fields according to their chosen programs, SMK aims to provide practical skills that are relevant to the needs of the labor market (Isnaini, 2024). SMK education aims to prepare students to have the skills, knowledge, and attitudes required by the workforce. As stated by Nurfiati in (Santika et al., 2023), education is needed to form future generations as high-quality human resources. The orientation of education in SMK can be seen from two main aspects: the educational aspect and the vocational aspect. In the educational aspect, SMK plays a role in providing a foundation of general knowledge, including compulsory subjects such as Mathematics, Bahasa Indonesia, Civics, and others. Meanwhile, in the vocational aspect, SMK focuses on mastering practical skills relevant to the chosen industry fields, such as Automotive Engineering, Computer and Network Engineering, Hospitality, and others. SMK education orientation also emphasizes the development of character and professional attitudes. Therefore, in SMK learning, students are not only equipped with technical knowledge and skills but are also encouraged to develop good work attitudes such as discipline, responsibility, teamwork, and innovation. The ultimate goal of SMK education is to produce graduates who are ready to compete in the workforce or continue to higher education with specialized expertise.

Educational Management

Educational management is a process of planning, organizing, implementing, and evaluating educational activities to achieve the established educational goals. This management involves various aspects, ranging from curriculum planning, human resource management (teachers and staff), facility management, to supervision and evaluation of student learning outcomes. This must be done to address the complexity of issues such as the lack of teacher competency in performing their roles in schools. As stated by Fuad in (Dewantoro & Andriani, 2023), in general, the level of digital literacy (awareness, knowledge, and use of digital devices), learning material literacy (mastery and ability to organize materials), online presentation skills, and preparation for online teaching among teachers is still relatively low. In the context of education, management aims to create an effective and efficient system so that the teaching and learning process runs well and educational objectives are achieved. Educational management includes several main components, namely:

- 1) Planning: Determining the vision, mission, objectives, and educational policies to be implemented.
- 2) Organizing: Structuring the organization and dividing tasks and responsibilities.

- 3) Implementation: Implementing the planned actions involving all relevant parties such as teachers, students, parents, and the community.
- 4) Evaluation: Assessing the process and outcomes of education to determine the extent to which educational goals are achieved and to identify necessary improvements. Effective educational management is essential for creating an environment that supports optimal learning processes.

Entrepreneurship

Entrepreneurship is the ability to create, organize, and manage a business with the goal of earning a profit. Entrepreneurs are individuals who possess the capability to seize opportunities, manage risks, and organize resources to create products or services that benefit society. Entrepreneurship is often associated with innovation, creativity, and bold decision-making. Starting a business aims to increase competitiveness by enhancing job creation, reducing unemployment, and alleviating poverty (Sujarwadi et al., 2024). The functions of entrepreneurship include several important aspects that play a role in economic development, such as:

- 1) Job Creation: Entrepreneurs create job opportunities for others through the businesses they run.
- 2) Economic Development: Entrepreneurs drive economic growth by creating new products or services that meet societal needs.
- 3) Innovation: Entrepreneurs are expected to bring new creative ideas that improve the quality of life, whether through products, services, or business methods.
- 4) Risk Management: Entrepreneurs must manage the risks associated with their businesses, such as financial, market, or competition risks.

Entrepreneurship Competencies

Man & Lau in (Tamara et al., 2024) stated that entrepreneurship competencies stem from an entrepreneur's background (personality traits, attitude, self-image, and social roles) and can be acquired through theory or practical experience (skills, knowledge, and experience). Entrepreneurial competencies refer to the skills and abilities needed to be a successful entrepreneur. Some key competencies required in entrepreneurship include:

- 1) Managerial Skills: The ability to manage various aspects of a business, such as finance, production, marketing, and human resources.
- 2) Creativity and Innovation: The ability to generate new ideas and develop creative solutions to challenges.
- 3) Decision-Making Skills: The ability to make sound decisions based on careful analysis and consideration of risks.
- 4) Marketing Skills: The ability to understand the market and develop effective marketing strategies.
- 5) Adaptability: The ability to adapt to changes in the market, technology, and industry trends.
- 6) Networking Skills: The ability to build relationships with various parties who can support the business, such as customers, business partners, or investors.

Overall, entrepreneurship is not just focused on creating personal profits but also contributes to broader social and economic well-being. Therefore, entrepreneurship education is important, especially in the context of vocational high schools (SMK), to equip students with the practical skills needed in the business world.

MATERIALS AND METHODS

According to Sugiyono (2023), qualitative research is an approach used to understand social phenomena in-depth, prioritizing meaning, experiences, and perspectives of individuals or groups in their natural context. This research is descriptive, flexible, and focuses on a holistic understanding of the phenomena being studied. Some key characteristics of qualitative research include:

1. Purpose: To understand phenomena in the context of everyday life, exploring the meaning embedded in an event or social interaction.
2. Data: Uses data in the form of words, texts, or narratives, which are obtained through interviews, observations, or document analysis.
3. Inductive Approach: Researchers analyze data inductively to identify relevant patterns or themes, without relying on initial hypotheses.
4. Process: Involves an open and flexible process, where the researcher can adjust methods and procedures during the study.
5. Analysis: Data are analyzed thematically or categorically to identify and understand the phenomena being studied.

Qualitative research provides a deeper, contextual understanding of social issues that cannot be explained solely through numbers or statistics. The type of research applied to achieve the research objectives is qualitative research with a descriptive approach. This type of research is used to uncover phenomena occurring in the field related to the management of student competency development programs at SMKN 3 Kemaritiman Biak Numfor, Papua. Qualitative research is a research method based on philosophy, using the researcher as a key instrument (Sugiyono, 2023). This study uses a descriptive qualitative approach. Data collection was conducted at SMK Negeri 3 Kemaritiman Biak Numfor because it is the only vocational school in the region, located in Biak Numfor District, Papua Province. The school has 17 teachers (10 civil servants and the rest are honorary) and 99 students. Currently, the school offers 3 areas of expertise: Fishery Ship Navigation, Brackish and Marine Fisheries Agribusiness, and Light Automotive Engineering. This school is ideal for research because its region is predominantly maritime, where the potential of natural resources is abundant but underutilized for family income. Therefore, it is important to conduct research at SMK Negeri 3 Kemaritiman Biak Numfor to assess the role of entrepreneurship material provided to students, which they can later apply in their community life.

The researcher selected a sample through a questionnaire with 24 students, field observations, and document analysis related to the entrepreneurship program. This approach allows the researcher to comprehensively understand the management practices that support the improvement of entrepreneurial competencies. According to Miles and Huberman in (Sustiyo Wandu & Tri Nurharsono, 2013), data processing involves four main steps: data collection, data reduction, data presentation, and conclusion/verification. Below is a brief explanation of these techniques and activities at each step: (1) Data Collection in this case, the researcher collected research data in the form of interview results, observations, and documentation from the field objectively. (2) Data Reduction is the process of filtering, selecting, and simplifying data to focus on information relevant to the research. Activities performed consist of Data selection by choosing data relevant to the research objectives. Data classification by grouping data based on themes or categories. Data simplification by removing irrelevant data and shortening lengthy data. (3) Data Presentation is the step of organizing the reduced data in a structured format for easy comprehension. Activities performed Data organization by arranging data in tables, graphs, or narratives. Pattern identification by identifying relationships between presented data to detect relevant patterns. (3) Conclusion or verification In this stage, the researcher draws preliminary conclusions based on data analysis and verifies their accuracy. Activities performed consist of Preliminary conclusion drawing by identifying key findings.

And Verification by checking findings against other data or theories to ensure the validity of the conclusions.

According to Miles and Huberman, data processing is an iterative process involving reduction, presentation, and conclusion drawing that is verified to develop a deep understanding of the phenomenon under study. Below are the instruments in the form of questionnaire questions for the 24 respondents as follows:

Table 1. Research Instrument Based on Research Indicators

No.	Research Instrument Based on Research Indicators
Student Entrepreneurial Competence	
1.	To what extent do you feel competent in managing a business after participating in the fisheries-based entrepreneurship program at SMKN 3 Kemaritaman Biak Numfor?
2.	Do you feel capable of marketing the processed fishery products you have created during this entrepreneurship activity?
Effective Management Model	
3.	To what extent do you feel that the management model applied, such as project-based training and collaboration with local fisheries partners, is effective in enhancing your entrepreneurial skills?
4.	How would you rate the quality of the workshops and mentorship training conducted by the school?
School Management Support	
5.	To what extent does the support from the school management in terms of facilities, funding, and policies affect the development of your entrepreneurial competence?
6.	Do you feel that the school management has given enough attention to the fisheries-based entrepreneurship program?
Student Involvement in the Program	
7.	How involved are you in the entrepreneurial activities, such as projects, training, and workshops organized by the school?
8.	Do you feel motivated to continue the business you started during this program after graduating from school?
Supporting Factors and Challenges in the Program	
9.	What do you think are the main factors that support the success of this entrepreneurship program?
10.	What are the biggest challenges you have faced while participating in the fisheries-based entrepreneurship program at SMKN 3 Kemaritaman Biak Numfor?

RESULT AND DISCUSSION

The research findings indicate that the integrative management model, which involves project-based training and collaboration with local fisheries partners, is effective in enhancing entrepreneurial competencies. Students experience capacity building through workshops and hands-on training, which are then applied in the learning process. Active student involvement in fisheries processing projects fosters practical skills and entrepreneurial motivation. Key factors supporting the success of this model include the school management's support in providing adequate resources and facilities. However, the main challenges faced include

limited funding for acquiring standard packaging equipment and fishing gear for raw materials, as well as infrastructure that still requires improvement.

The following is an analysis of the effectiveness of the entrepreneurship program based on questionnaire data collected from 24 respondents who participated in the fisheries-based entrepreneurship training at SMKN 3 Kemaritaman Biak Numfor, Papua:

Table. 2. Questionnaire Results on Entrepreneurial Improvement

No	Indicator	Percentage (%)				
Evaluation of Training Materials						
1.	To what extent do you feel competent in managing a business after participating in the fisheries-based entrepreneurship program at SMKN 3 Kemaritaman Biak Numfor?	Very Incompetent 8,3	Incompetent 4,2	Fairly Competent 12,5	Competent 25	Very Competent 50
2.	Do you feel capable of marketing the processed fish products you created during this entrepreneurship activity?	Very Incapable 4,2	Incapable 4,2	Fairly Capable 20,8	Capable 58,3	Very Capable 12,5
Effective Management Model						
3.	To what extent do you feel the management model applied, such as project-based training and collaboration with local fisheries partners, is effective in enhancing your	Very Ineffective 8,3	Ineffective 0	Fairly Effective 25	Effective 37,5	Very Effective 29,2

	entrepreneurial abilities?					
4.	How would you rate the quality of the workshops and training conducted by the school?	Very Poor 4,2	Poor 0	Fairly 25	Good 54,2	Very Good 16,7

School Management Support

5.	To what extent has the school management's support in terms of facilities, funding, and policies affected the development of your entrepreneurial competencies?	Very Unsupportive 4,2	Unsupportive 4,2	Fairly Supportive 0	Supportive 50	Very Supportive 41,7
6.	Do you feel the school management has given sufficient attention to the fisheries-based entrepreneurship program?	Very inattentive 8,3	Inattentive 0	Fairly Inattentive 16,7	Inattentive 54,2	Very Inattentive 20,8

Student Involvement in the Program

7.	How involved do you feel in the entrepreneurship activities such as projects, training, and workshops organized by the school?	Not Involved at All 4,2	Slightly Involved 4,2	Fairly involved 8,3	Involved 54,2	Very Involved 29,2
8.	Do you feel motivated enough to continue the business you started during	Not Motivated at All 4,2	Not Motivated 0	Fairly Motivated 0	Motivated 66,7	Very Motivated 29,2

the program after graduating from school?

Supporting Factors and Challenges in the Program

9. What do you think is the main factor supporting the success of this entrepreneurship program? (Select one or more)	School Management Support 20,8	Quality of Training 20,8	Local fisheries partners 16,7	Student Involvement 66,7	Sufficient Infrastructure 0
10. What is the biggest challenge you faced in participating in the fisheries-based entrepreneurship program at SMKN 3 Kemaritaman Biak Numfor?	Limited Funds 58,3	Limited Infrastructure 8,3	Lack of Experience 0	Lack of Motivation 25	No Significant Challenges 12,5





Figure 1. Entrepreneurship Activities by Students of SMKN 3 Kamaritiman Biak Numfor, Papua.

CONCLUSION

Based on the findings of this study, future research can be focused on evaluating the long-term impact of the entrepreneurship program on the career success of graduates, as well as the improvement of infrastructure and funding to support the program's sustainability. This recommendation is grounded in the research results, where the guidance provided on entrepreneurship material, which was well mastered by the students, leads to the creation of high-quality products. The good quality of these products, combined with entrepreneurship lessons on how to market them to consumers, ensures a smooth product marketing circulation. However, some challenges or limitations were identified, including weather conditions, electricity, funding, and transportation for marketing products to the city. Future research could also examine the expansion of collaboration with more industry partners and the integration of technology in entrepreneurship education. The results of this study are crucial for further research as they provide a solid foundation for developing a more effective entrepreneurship management model at SMKN 3 Kemaritiman Biak Numfor. Additionally, it offers valuable references for improving vocational education quality in Indonesia, particularly in preparing graduates who are ready to compete in the business and industrial world. This, in turn, will positively impact local and national economic growth.

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