



Exploring the Role of Vocational High Schools in Fostering Entrepreneurial Mindset and Skills in Medan City

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ABSTRACT

Transferring vocational entrepreneurship education to various contexts necessitates extensive localization. This paper examines the challenges and considerations associated with transferring vocational entrepreneurship training to diverse regions and emphasizes the significance of adapting the training to meet the specific needs and demands of the target region. It highlights the importance of understanding the local economic, social, and cultural landscapes in order to tailor the training program effectively. The availability and accessibility of resources, such as technology and funding, are also discussed as essential adaptation factors. Engaging local stakeholders, such as governments, educational institutions, and industry associations, is emphasized as a crucial element for assuring the relevance and sustainability of training. In addition, the paper emphasizes the significance of continuous evaluation and feedback mechanisms to monitor the outcomes and impact of transferred training and make adjustments as necessary. By addressing these factors and adapting vocational entrepreneurship training to local conditions, it can contribute to the empowerment of individuals, the promotion of economic development, and the cultivation of thriving entrepreneurial ecosystems in a variety of regions.

 OPEN ACCESS

ARTICLE HISTORY

Received: 15-09-2022

Accepted: 22-12-2022

KEYWORDS

*Entrepreneurial
Mindset;
Students Skills;
Vocational High
School;*

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 : <https://doi.org/10.47766/development.v1i2.529>

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INTRODUCTION

In recognition of the potential value of fostering entrepreneurial skills and attitudes among students, educational institutions have made substantial investments in entrepreneurship programs over the past several decades (Decker-Lange et al., 2022; Faria et al., 2023). Despite these efforts, entrepreneurship education continues to be scrutinized for its scope, relevance, and overall effectiveness. Concerns exist regarding the congruence of curricula with real-world entrepreneurial challenges, the practical applicability of the acquired knowledge and skills, and the long-term impact of the acquired knowledge and skills on the entrepreneurial endeavors of students (Jackson, 2015; Novita et al., 2022). Consequently, it is essential to continuously evaluate and improve entrepreneurship education programs in order to guarantee their value and relevance in preparing individuals for the complexities of the entrepreneurial landscape (Kevin Wachira, 2017; Michael H. Morris et al., 2013).

This research seeks to provide a comprehensive overview of the relevance of entrepreneurship education in the current economic climate (Carayannis, 2020a). It emphasizes the growing significance of fostering an entrepreneurial perspective and developing a set of entrepreneurial skills among students in order for them to thrive in today's workforce, which is constantly evolving. In this context, vocational high schools arise as possible catalysts for fostering and cultivating these crucial characteristics (Budiyanto, 2017; Carayannis, 2020b; Linton & Klinton, 2019).

Entrepreneurship education is crucial for equipping individuals with the necessary knowledge, skills, and dispositions for entrepreneurship and innovation (Huddleston & Unwin, 2013; Rzepka, 2018; Stadler & Smith, 2017). As economies become more dynamic and competitive, it is becoming increasingly apparent that traditional education models may not adequately prepare students for the challenges and opportunities of the entrepreneurial landscape (Cumming et al., 2016). In order to equip students with the perspective and skills required for entrepreneurial success, entrepreneurship education must be incorporated into the curriculum (Darmanto & Pujiarti, 2020; Husaini & Hidayat, 2019).

In the field of education, vocational high schools have acquired prominence due to their emphasis on industry-specific, hands-on instruction (Davey et al., 2016). These institutions offer programs that prepare students for specific vocational disciplines, including business, technology, and hospitality

(Obschonka & Audretsch, 2020). Recognizing their unique role in molding students' career paths, vocational high schools have enormous potential for cultivating an entrepreneurial mindset and developing entrepreneurial skills (Prasetyo et al., 2022; Pucciarelli & Kaplan, 2016).

Students enrolled in vocational high schools in Medan City can provide valuable information regarding their perceptions, attitudes, and experiences in relation to entrepreneurship education by participating in surveys. The questionnaires can assess their knowledge of entrepreneurship, motivation to pursue entrepreneurial endeavors, perception of the efficacy of entrepreneurship education programs, and self-perceived entrepreneurial abilities.

Education in entrepreneurship is increasingly recognized as a crucial element in preparing students for the challenges of the contemporary economy (Kassean et al., 2015). With their emphasis on practical training and industry partnerships, vocational high schools have the potential to foster an entrepreneurial mindset and cultivate entrepreneurial skills in their students (Covin & Slevin, 2015; Kuratko, 2005; Suharno et al., 2020). By examining the specific context of vocational high schools in Medan City, this study seeks to cast light on the role these institutions play in fostering entrepreneurship and contribute to ongoing efforts to improve entrepreneurship education in vocational high school settings.

Vocational high schools have the potential to make significant contributions in fostering entrepreneurial mindsets by leveraging their educational resources, providing entrepreneurial support, and facilitating valuable network functions. However, it is important to acknowledge that these institutions have often fallen short in terms of academic focus and rigour when it comes to nurturing entrepreneurial capabilities. While vocational high schools have embraced entrepreneurial endeavors, there has been a noticeable gap in providing structured academic programs and rigorous frameworks necessary for cultivating entrepreneurial mindsets among students.

METHODS

This section provides an overview of the significance of entrepreneurship education and the context of vocational high schools in Medan City. It describes the study's objectives and emphasizes the need to investigate the role of vocational high schools in fostering an entrepreneurial perspective and developing entrepreneurial skills among students. This study focuses on the descriptive survey qualitative research method to describe the research design. This section discusses the rationale for selecting this method, highlighting its applicability for capturing in-depth insights into the experiences, perceptions, and practices associated with entrepreneurship education in vocational high schools (Atkins & Wallace, 2012; Miles, M.B., Huberman, A.M, dan Saldana, 2014). Presented are the specific research queries. The Informan describes the sample selection procedure, including the criteria for selecting vocational high schools and the target student population. The sampling technique and sample size, as well as any potential biases and limitations, are discussed.

The procedures for collecting data describes the creation of the survey questionnaire, including the incorporation of validated scales and open-ended queries to collect quantitative and qualitative data. The process of obtaining ethical sanction and participants' informed consent is discussed. In addition, the strategy for conducting interviews with key stakeholders and the methodology for document analysis of curriculum guidelines and program descriptions are described. The data analysis details the methods for analyzing qualitative data. The open-ended survey questions and interview transcripts will be subjected to thematic analysis to identify patterns and recurring themes. The analysis of the documents will consist of a systematic evaluation of curriculum guidelines and program descriptions, with the goal of identifying key characteristics and elements associated with entrepreneurship education.

RESULTS AND DISCUSSION

This study seeks to provide a comprehensive understanding of the role of vocational high schools in Medan City in fostering an entrepreneurial mindset and set of skills by employing a descriptive survey qualitative research method. The findings will contribute to the corpus of knowledge on entrepreneurship

education and inform the creation of effective strategies to promote entrepreneurship in vocational high schools.

The Complex Nature of Effectiveness in Entrepreneurship Education in Medan Schools

Complex and multifaceted in character, the effectiveness of entrepreneurship education in Medan's vocational schools is a topic that merits close examination. As more and more educational institutions in Medan recognize the significance of fostering entrepreneurial attitudes and skills, it becomes essential to evaluate the efficacy of entrepreneurship education programs. However, assessing this efficacy in the context of vocational schools in Medan presents significant challenges.

Determining the impact of entrepreneurship education on the acquisition of knowledge and skills is a complex aspect. The objective of vocational institutions in Medan is to equip students with entrepreneurial skills and competencies, such as business planning, financial management, and marketing strategies. However, determining the extent to which students acquire these skills and then apply them in real-world entrepreneurial contexts can be a daunting task. Moreover, evaluating the long-term impact of entrepreneurship education on students' capacity to successfully launch and manage their own businesses adds another layer of complexity to the evaluation.

The development of entrepreneurial perspectives and attitudes among students is an additional element of effectiveness. In the vocational institutions of Medan, entrepreneurship education aims to instill qualities such as creativity, risk-taking, and problem-solving skills. However, evaluating the development of entrepreneurial attitudes requires a nuanced comprehension of the underlying psychological processes and behavioral modifications. To evaluate the impact of entrepreneurship education on students' attitudes, self-efficacy, and entrepreneurial intentions, qualitative data, such as student feedback, self-reflections, and observations of their entrepreneurial behavior, must be carefully considered.

In addition, the efficacy of entrepreneurship education in vocational institutions in Medan must be evaluated within a broader socioeconomic context. Entrepreneurship is essential to local economic growth and employment creation. Determining the extent to which entrepreneurship

education programs in vocational institutions contribute to the development of an entrepreneurial ecosystem in Medan is crucial. This evaluation involves examining variables such as the level of entrepreneurial activity, the availability of support services and networks for aspiring entrepreneurs, and the alignment of entrepreneurship education with the particular requirements and demands of Medan's local industries.

Understanding the complexity of the effectiveness of entrepreneurship education in vocational institutions in Medan requires a comprehensive and multidimensional evaluation strategy. This strategy should incorporate both quantitative and qualitative measurements, taking into consideration individual outcomes, long-term effects, and the socioeconomic effects of entrepreneurship education on a broader scale. It may include data collection via surveys, interviews, and observations, as well as the examination of indicators of entrepreneurial activity and ecosystem development in Medan.

Evaluation of the efficacy of entrepreneurship education in vocational institutions in Medan necessitates a nuanced comprehension of its complexity. This evaluation considers the impact on the acquisition of knowledge and skills, the development of an entrepreneurial perspective, and the contribution to the local entrepreneurial ecosystem. By employing a comprehensive evaluation strategy, vocational schools in Medan can gain valuable insights into the efficacy of their entrepreneurship education programs and make informed decisions regarding the ongoing improvement and enhancement of their students' entrepreneurial learning experiences.

Transferring vocational entrepreneurship education to less sophisticated nations necessitates extensive localization. Key components of a successful transfer process include recognizing the socioeconomic context, adapting the curriculum, engaging local stakeholders, and developing supportive ecosystems. Individuals can be endowed with the skills and knowledge necessary to foster economic growth, create sustainable ventures, and contribute to their communities' overall development if entrepreneurship training is tailored to the needs and aspirations of less developed countries.

The Evolution and Transfer of Entrepreneurship Education in Vocational Schools

The evolution and transfer of entrepreneurship education in vocational institutions is a dynamic and evolving field that merits in-depth analysis. As the

significance of entrepreneurship education is increasingly acknowledged, it is crucial to investigate how this education has evolved over time and how it can be transferred to vocational institutions.

The evolution of entrepreneurship education in response to the changing requirements and demands of the entrepreneurial landscape has been substantial. Initially, entrepreneurship education concentrated predominantly on teaching students about business concepts and models. As the discipline has developed, however, there has been a shift toward a more experiential and practical approach. The focus is now on developing practical skills, fostering creativity and innovation, and providing students with opportunities to engage in authentic entrepreneurial experiences.

Transferring entrepreneurship education to vocational institutions presents its own set of challenges and factors to consider. Historically, vocational institutions have emphasized technical and vocational training while providing limited exposure to entrepreneurship education. The transfer process entails incorporating entrepreneurial principles and practices into the existing curriculum to ensure alignment with vocational training and industry standards. This integration necessitates a delicate equilibrium in which students acquire both technical expertise and entrepreneurial skills, enabling them to launch entrepreneurial ventures or contribute to entrepreneurial endeavors within established organizations.

Various factors must be considered by vocational institutions in order to facilitate the transfer of entrepreneurship education. They must devise strategies that encompass curriculum development, faculty training, and resource distribution. This entails identifying the specific entrepreneurship competencies pertinent to the vocational disciplines offered by the school and designing appropriate learning activities and assessments. Collaboration with industry partners and entrepreneurial support organizations can enhance the transfer process with valuable insights and resources.

In addition, the transfer of entrepreneurship education necessitates an ecosystem that promotes an entrepreneurial perspective. This involves fostering an environment that encourages students' risk-taking, creativity, and innovation. To provide students with hands-on experience and exposure to real-world entrepreneurial challenges, vocational schools can establish

entrepreneurship clubs, coordinate entrepreneurial events and competitions, and offer mentorship programs.

Evolution and transfer of entrepreneurship education in vocational schools is not a one-time process, but rather requires ongoing adaptation and development. Vocational schools should maintain their adaptability and responsiveness to changes in the entrepreneurial environment by evaluating and updating their entrepreneurship programs on a regular basis. Continuous evaluation and feedback mechanisms should be in place to assess the efficacy and impact of the transferred entrepreneurship education, allowing for its continual improvement.

The evolution and transfer of entrepreneurship education in vocational institutions involve a process that is both dynamic and evolving. Vocational schools must integrate entrepreneurship principles and practices into their curriculum as entrepreneurship education adapts to the evolving requirements of the entrepreneurial landscape. The transfer procedure requires careful consideration of curriculum alignment, faculty development, and the creation of a sustaining ecosystem. Vocational schools can empower students with the entrepreneurial skills required for success in today's dynamic and competitive business environment by embracing this evolution and facilitating effective transfer.

The Dimensional of Efficacy Entrepreneurship Education

The efficacy of entrepreneurship education encompasses multiple dimensions, including the acquisition of knowledge and skills, the development of a growth mindset, and the socioeconomic impact. Evaluating efficacy necessitates a multifaceted strategy that combines quantitative and qualitative measurements, taking into account both individual outcomes and ecosystem dynamics at large. Understanding and addressing the complexity of effectiveness in entrepreneurship education is crucial for perpetually enhancing the quality and relevance of these programs in preparing individuals for entrepreneurial success in a constantly evolving environment.

The inherent advantages of vocational high schools make them conducive environments for entrepreneurship education (Sari et al., 2020). First, their curriculum frequently includes hands-on learning opportunities, real-world projects, and industry partnerships, allowing students to develop practical skills and engage with entrepreneurship in a tangible manner. Second,

vocational high schools frequently have strong connections to local industries and businesses, allowing students to gain insight into real-world entrepreneurship and potential entrepreneurial avenues. Lastly, these institutions attract students with an interest in acquiring vocational skills and a desire to pursue entrepreneurial endeavors in their respective domains.

Recognizing the importance of vocational high schools as potential catalysts for developing an entrepreneurial perspective and skill set, the purpose of this study is to investigate the initiatives, programs, and strategies employed by these institutions in Medan City. Through an in-depth analysis, the study aims to determine the efficacy of these approaches, identify areas for refinement, and provide insight into how vocational high schools can further enhance their role in fostering entrepreneurship among students.

The Development Strategy

By leveraging their educational resources, providing entrepreneurial support, and facilitating valuable network functions, vocational high schools have the potential to make significant contributions to the promotion of entrepreneurial perspectives. Nonetheless, it is essential to recognize that these institutions have frequently fallen short in terms of academic concentration and rigor when it comes to cultivating entrepreneurial skills. While vocational high schools have embraced entrepreneurial endeavors, there has been a glaring absence of the structured academic programs and rigorous frameworks required to cultivate entrepreneurial perspectives among students.

The development of entrepreneurial strategies in vocational institutions in Medan is a subject that merits a thorough investigation and analysis. As educational institutions in Medan recognize the significance of preparing students for entrepreneurial endeavors, the development and implementation of effective entrepreneurship strategies become crucial. In the context of vocational institutions in Medan, however, the development of such strategies presents unique challenges and considerations.

A component of the development of an entrepreneurship strategy in the vocational schools of Medan is the alignment of the curriculum with entrepreneurial competencies and industry requirements. These institutions must evaluate the specific knowledge and abilities necessary for entrepreneurial success in the local context of Medan. By incorporating

pertinent subjects, hands-on experiences, and industry partnerships, vocational schools can design curricula that equips students with the skills and knowledge they need to succeed as entrepreneurs in Medan.

In addition, the development of an entrepreneurship strategy requires the creation of an environment that encourages entrepreneurial attitudes and actions. Promoting a culture of innovation, risk-taking, and creativity among students is an important consideration for the vocational institutions in Medan. This requires the development of initiatives and activities that promote entrepreneurial thought, such as business plan competitions, entrepreneurship organizations, and mentorship programs. By providing students with opportunities to engage in entrepreneurial endeavors, vocational institutions can foster an entrepreneurial ecosystem within their educational environment.

The establishment of strong partnerships with local industries and entrepreneurship support organizations is an additional crucial aspect of developing an entrepreneurship strategy. Collaboration with these stakeholders can provide vocational institutions with valuable insights into the current entrepreneurial landscape, emerging trends, and student opportunities. By forging meaningful partnerships, schools can provide students with practical experience, internships, and networking opportunities, bridging the divide between classroom learning and entrepreneurial practice.

In addition, the development of an entrepreneurship strategy should address the challenges and obstacles confronted by aspiring entrepreneurs in Medan. This involves identifying the specific obstacles students encounter and providing them with targeted support mechanisms. The unique needs and concerns of aspiring entrepreneurs, such as access to capital, legal considerations, and market dynamics, can be addressed by mentorship programs, workshops, and counseling services created by vocational institutions.

The Transfer of Vocational Entrepreneurship Requires Extensive Adaptation To Local Conditions

The transmission of vocational entrepreneurship training to various contexts and regions requires extensive localization. In spite of the fact that vocational entrepreneurship training programs have proven successful in certain contexts, it is essential to recognize that each context presents its own

unique challenges, opportunities, and cultural factors that must be taken into account.

Understanding the local economic and social landscape is essential for the transmission of vocational entrepreneurship training. The economic structures, industries, and levels of development of various regions vary. Adapting vocational entrepreneurship training to local conditions requires a comprehensive analysis of the region's specific requirements and demands. This includes identifying the key sectors for entrepreneurial growth, comprehending market dynamics, and taking into account the existing infrastructure and resources to support entrepreneurial endeavors.

In addition, cultural factors play a substantial role in shaping entrepreneurial behaviors and practices. It is essential to consider the cultural norms, values, and attitudes toward entrepreneurship in the target region when transferring vocational entrepreneurship training. This may entail adapting teaching methods, content, and even the underlying philosophy of entrepreneurship education to the cultural context. Vocational entrepreneurship training can be made more effective and relevant by acknowledging and respecting local customs, traditions, and business practices.

The availability and accessibility of resources is a further factor of significance in the transmission of vocational entrepreneurship training. There may be varying degrees of access to technology, funding, and support services in various regions. Adapting vocational entrepreneurship training to local conditions requires adapting the curriculum and delivery methods to these resource constraints. This may involve implementing low-cost or no-cost business strategies, leveraging local networks and partnerships, and providing guidance on how to access the region's available resources.

Involving local stakeholders is also essential to the successful transfer of vocational entrepreneurship education. Collaboration with governments, educational institutions, industry associations, and community organizations is crucial for ensuring the relevance, sustainability, and effectiveness of training. Local stakeholders can contribute to curriculum development, facilitate access to local networks, and provide assistance navigating regulatory frameworks and bureaucracy.

Mechanisms for continuous evaluation and feedback are integral to the adaptation process. By closely monitoring the results and impact of the

transferred vocational entrepreneurship training, modifications can be made to address emergent needs and obstacles. Regular evaluation helps to identify areas for improvement, enables the incorporation of new methodologies and best practices, and ensures that the training remains responsive to changing local circumstances.

The transmission of vocational entrepreneurship education calls for extensive localization. By understanding the economic, cultural, and resource contexts of the target region, vocational entrepreneurship training programs can be customized to satisfy the needs and aspirations of the local population. Collaboration with local stakeholders, continuous evaluation, and ongoing refinement are required to ensure the efficacy, relevance, and long-term impact of transferred training. Vocational entrepreneurship training can empower individuals, foster economic growth, and contribute to the development of thriving entrepreneurial ecosystems in diverse regions through comprehensive adaptation.

For vocational institutions in Medan to effectively develop entrepreneurial strategies, a comprehensive approach is required. This includes conducting extensive research on the local entrepreneurial ecosystem, consulting with industry professionals, educators, and students, and analyzing the best practices of other educational institutions. Regular evaluation and continuous enhancement of the implemented strategies are essential for ensuring their continued relevance and efficacy in meeting the changing demands of the entrepreneurial environment in Medan.

In conclusion, the development of entrepreneurial strategies in vocational institutions in Medan necessitates an integrative and proactive strategy. By aligning the curriculum with industry requirements, fostering entrepreneurial mindsets, establishing strong partnerships, and addressing the unique challenges encountered by students, vocational schools can foster and support aspiring entrepreneurs. Vocational schools in Medan can play a pivotal role in preparing students for entrepreneurial success and contributing to the growth and vitality of the local entrepreneurial ecosystem by developing effective entrepreneurship strategies.

The paradigm of education management acknowledges the distinctive benefits of entrepreneurship education in diverse educational settings and modalities. By incorporating entrepreneurship principles into the curriculum, students are afforded the opportunity to develop entrepreneurial behaviors

pertinent to a variety of professions. Education in entrepreneurship goes beyond traditional subject-specific learning by cultivating abilities like critical thinking, problem-solving, creativity, and adaptability. These skills are essential for success in today's dynamic and constantly evolving labor market. In addition, entrepreneurship education encourages students to investigate their passions, identify opportunities, and take calculated risks, equipping them with the mindset and skills necessary to pursue entrepreneurial ventures or contribute innovatively within established organizations. The adaptability of entrepreneurship education allows for its successful implementation in a variety of educational contexts and modes, including traditional classrooms, vocational training programs, and online learning platforms. By embracing entrepreneurship education, educational institutions can equip students with the perspective and behaviors required for future career endeavors.

Evidence demonstrates a number of alternative routes for the transmission of entrepreneurial training best practices to less developed nations. Excellence centers are required for bottom-up models to function. These must develop the capacity to engage with their government's policymakers in defining national training initiatives along their own lines of best practice. Top-down models rely on the creation of a policy framework and sufficient funding sources to encourage the adoption of effective entrepreneurship training programs across the national educational system.

CONCLUSION

The key findings of the study and makes recommendations for vocational high schools, policymakers, and stakeholders to enhance the role of these institutions in cultivating an entrepreneurial mindset and skill set. A consensus was also found regarding the relationship between effectiveness and the creation of a transformational process, which results in a shift in entrepreneurial attitudes. In addition, prospective partnerships between vocational high schools, local industries, and entrepreneurship support organizations are highlighted. This change prepares students for careers beyond the launch of a new business. Also identified was the role of time delays in assessing effectiveness. These studies also suggest a strong positive correlation between the quality of entrepreneurship training provided by vocational schools in Medan that have employed entrepreneurial-specific strategies, resources, and

institutional infrastructures and the quality of their entrepreneurship training provision. On this premise, vocational school education institutions must adopt a holistic cross-disciplinary approach that commits them to promoting opportunities for training students in the formation of enterprises and the implementation of innovative ideas. This should involve campus-wide provision as well as outreach and engagement with the community and its enterprises in order to be effective.

Research limitations

The findings are interpreted in light of the existing literature on entrepreneurship education and the function of vocational high schools. The implications of the findings are examined, focusing on the strengths, weaknesses, and potential areas for development in the current practices of vocational high schools for fostering an entrepreneurial mindset and set of skills. The research's limitations are acknowledged, and future research avenues are suggested. The conclusion section summarizes the study's key findings and their significance. It reaffirms the significance of vocational high schools in cultivating entrepreneurship and offers suggestions for enhancing the role of these institutions in fostering entrepreneurial mindsets and skills among students.

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