

# Building an Entrepreneurial Spirit through Literacy and Its Application in Learning in Vocational Schools

<sup>a,1</sup>Sri Hapsari\*, <sup>a,2</sup>Nur Amega Setiawati, <sup>a,3</sup>Abdul Munir, <sup>b,4</sup>Samuel P. Ritiau, <sup>a,5</sup>Hendro Prasetyono

<sup>a</sup> Indraprasta PGRI University, Indonesia

<sup>b</sup> Pattimura University, Indonesia

Email : <sup>1</sup>srihapsari112@gmail.com\*, <sup>2</sup>nur\_amega@yahoo.com, <sup>3</sup>hajimunir\_251972@yahoo.com,

<sup>4</sup>pritiauw@gmail.com, <sup>5</sup>hendro\_prasetyono@unindra.ac.id

\* Correspondence author

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## ABSTRACT

The learning process in Vocational High Schools (VHS) aims to prepare graduates to be ready for work and entrepreneurship. However, many VHS graduates remain unemployed. To address this issue, students need skills aligned with job market demands and entrepreneurial competencies. This study aims to develop an entrepreneurial spirit in VHS students through literacy and assess their cognitive abilities. The research was conducted at a vocational school in Jakarta using purposive sampling. The method employed was digital ethnography, focusing on student behavior in digital spaces. Data were collected through digital observation and in-depth interviews with two students. The research process included problem identification, literature review, data collection and analysis, and data presentation. Instilling an entrepreneurial spirit is vital to broaden students' perspectives, spark interest in entrepreneurship, and inspire them through stories of entrepreneurial figures. This transformation is supported by comprehensive and continuous entrepreneurial literacy, enhanced by teacher-led taxonomic assessments of learning activities. The study reveals students' entrepreneurial spirit through literacy initiatives and provides teachers with insight into students' cognitive dimensions in understanding entrepreneurship. These insights enable teachers to design entrepreneurial learning programs that address all levels of the cognitive taxonomy.

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## Introduction

Vocational High Schools (VHS) are the government's mainstay in preparing skilled workers, so that VHS is intended to produce specific human capital that follows industry needs. The process of globalization and increasingly widespread competition is a challenge for VHS in preparing a competitive workforce. However, the large number of workers is not balanced by the availability of jobs. In fact, during the COVID-19 pandemic, many predict that the number of unemployed will increase. The COVID-19 pandemic has had an impact on the decline of the economy, and there have been many layoffs. The Minister of Manpower at that time, Ida Fauziyah, stated that more than 2 million workers had been laid off (Karunia Putri et al., 2021).

Data on the number of unemployed is also shown by the Central Statistics Agency, which in February 2020, the open unemployment rate was 4.99%, and based on education level, VHS had the highest unemployment rate compared to other levels of education, namely 8.49%. This data is certainly an important consideration for vocational schools. VHS must change the paradigm of entrepreneurship learning. Although entrepreneurship education is still a challenge for vocational education today because the structure and perspective of education still focus on creating a workforce (Widiyanti, 2021). However, on the other hand, entrepreneurship education must be positioned as the main driving instrument for a nation's economic growth. In addition to the main instrument, entrepreneurship education at the vocational high school level must be able to contribute to the development of students' knowledge in taking opportunities so that entrepreneurship education is expected to be able to educate individuals who are creative and able to take risks in developing an entrepreneurial spirit (Van Gelderen et al., 2015).

Entrepreneurship education is not a short process to form entrepreneurs, for that entrepreneurship education must be designed in such a way that it can increase students' knowledge to build a business, students have the skills needed in entrepreneurship, so that after students receive learning in class, students have the competence to do business (Elia et al., 2021), such as proactiveness, innovativeness, and risk-taking (Yang, n.d.). This is also reinforced by previous research conducted by (Liu et al., n.d.) that entrepreneurship education plays a very important role in improving entrepreneurial competence, and students gain good experience in entrepreneurship (Handayati et al., 2020). Meanwhile, (Fayolle & Liñán, 2014) argue that research on entrepreneurship should be rethought because of the importance of start-up activities in employment and economic growth.

Bouchard and Gasse explain that schools should be used as the best place to improve students'

entrepreneurial skills and potential to start a business, so that the training provided can increase the number of entrepreneurs (Badri & Hachicha, 2019).

Referring to several research results and opinions above, vocational schools must change the paradigm not only to prepare the workforce but also their graduates are able to create jobs from the skills they have learned, so that young entrepreneurs emerge. Vocational high school graduates are expected to be able to create jobs (Tahir, 2023), so they must have an entrepreneurial spirit.

In the vocational schools that we observed, there was still minimal entrepreneurial literacy. Vocational schools focus more on developing students' skills according to the majors they take. Entrepreneurial ideas can grow from the skills possessed by the students. So, students do not only think about becoming workers, but are encouraged to become entrepreneurs, equipped with the skills they acquire in vocational schools. Through literacy, it is hoped that interest and motivation to become entrepreneurs will grow. Through literacy, it also adds information about how entrepreneurs make decisions (Wildani & Suwandi, 2022). Thus, it is hoped that the number of entrepreneurs in Indonesia can continue to increase. The number of entrepreneurs is also an indicator of a country's economic progress. McClelland argues that a developed country has at least 2% entrepreneurs from its total population, or in Indonesia, 4.8 million entrepreneurs are needed to advance the nation's economy (Iskandar & Sudarwadi, 2020).

Interest in entrepreneurship in Indonesia can now be said to be growing quite a lot, which is also supported by the government in the form of startup development programs and access to capital. When viewed from various social media, many start-up companies have grown. Data from the Indonesia Digital Creative Industry Society states that in 2018, the number of technology startups was 992 companies (Ramadhan, 2023). Even in the Covid-19 pandemic, this has not reduced people's interest in entrepreneurship, such as data presented in the databox in 2022, Indonesia is ranked fifth in the world with 2346 startups, after the United States, India, Great Britain, and Canada (Makmu, n.d.).

Seeing this condition, entrepreneurship learning should be more meaningful. Students are starting to be encouraged to increase their insight into becoming entrepreneurs through literacy movements. The entrepreneurial literacy movement sometimes experiences obstacles in implementing learning in schools. This is due to the time needed by teachers to be close to books, the limitations of increasing the number of books in a short time, and the absence of appreciation for students who excel in literacy (Wibowo, n.d.). Therefore, the literacy movement must be carried out comprehensively and sustainably. The role of schools, families, and communities as the three centers of education must be the main pillars of developing literacy knowledge, attitudes, and skills

of students. To realize this, schools play an important role in fostering a culture of literacy, which can be implemented in the classroom or outside the classroom (Nurul et al., n.d.)

The realization of small businesses is based on the existence of an entrepreneurial spirit, which is a personality and has been internalized through entrepreneurial values for people who carry out business activities. The entrepreneurial spirit has the following characteristics: innovation, creativity, daring to take risks, and the desire to take responsibility (Lidya Rima Ranti et al., 2024). While the synthesis carried out (Suroto et al., n.d.), the entrepreneurial spirit has the following characteristics:

1. Strong will, which means there is a strong will to work from students in learning and later to try and apply their knowledge in the business itself.
2. Able to make decisions, in business decisions are made to ensure the correct direction and goals are made, decisions are used as a basis for support.
3. Creative, being a creative student will create innovation, this innovation is a value that creates different opportunities that can be created by students.
4. Diligent, the meaning of diligent here is identical to the meaning of diligent; a student is required to be diligent in doing something, this craft provides value for students in achieving success.
5. The spirit of togetherness, working with this spirit of togetherness, makes a person have a wider network.
6. Business ethics, a prospective entrepreneur needs to know ethics in business, in business all parties want profit. However, this profit must be obtained in a good way and liked by many people. The profit obtained in a good and liked way will provide continued business and this sustainability is a form of hospitality in the business world.
7. Making changes, change is a condition that must be done, because if we don't want to change, then the situation will change us later.
8. Seizing opportunities, through efforts to be able to calculate quickly.

The cognitive process is a comprehensive classification of students' cognitive processes contained in the objectives in the field of education. The level of cognitive level used in Indonesia is the revised Bloom Taxonomy, which includes remembering, understanding, applying, analyzing, evaluating, and creating (Sudirtha et al., 2022). These aspects are Bloom's taxonomy, revised by Kratwohl and Anderson.

Teachers need to understand the cognitive condition of each student so that they can manage the cognitive dimensions in the learning process. The aspect of remembering is taking certain knowledge from long-term memory; understanding is constructing meaning from learning messages; applying is involving the use of certain procedures to work on practice questions or solve problems; analyzing means involving the process of breaking down material into its constituent parts and determining the relationships between the parts and the relationship between the parts and the overall structure or purpose; evaluating is defined as making decisions based on criteria and standards; creating is combining parts to form something new and coherent or making an original product (Muna et al., 2024).

Based on the explanation above, this study aims to direct students to carry out entrepreneurial literacy, explain how students can develop an entrepreneurial spirit, and compile learning evaluation questions through entrepreneurial cognitive skills that can be carried out by teachers.

## **Method**

This study uses a qualitative approach in the form of exploring the richness of human experience to find social meaning, which then produces descriptive data in the form of written or spoken words from people and observed behavior or research that presents concepts, behaviors, perceptions, and issues about humans being studied in detail (Judijanto et al., 2024). The research method uses digital ethnography. Ethnography is one of the strategies in qualitative research. Digital ethnography involves online data and observing participant activities through online media and using ethnography in the research process, in line with the recognition of the significance of digital media in human daily experiences (Effendi & Purwanto, 2021). Digital ethnography is the choice of research method, especially during the COVID-19 era, with the policy of restricting face-to-face meetings. In digital ethnography, understanding social interactions and human behavior is considered relevant to understanding the concept of entrepreneurship, which requires interaction with it. Meanwhile, data collection is carried out through participant observation and in-depth interviews with research stages, namely proactive identification, access negotiation and in-depth interviews, literature review, data collection, and data analysis.

The research was conducted at VHS 2 Purnama Jakarta with informants taken by purposive sampling, namely 2 (two) Class XII students with the consideration that students have entrepreneurship subject scores above the Minimum Completion Criteria (MCC), have entrepreneurial experience, and have a desire to become entrepreneurs. The determination of this sample was also based on the consideration of the entrepreneurship teacher who teaches in class

XII. After contact was made through the specified access, two participants were obtained, namely AMR and ZN.

To obtain data, the researcher used participant observation, in-depth interviews with research stages, namely proactive identification, access negotiation, literature review, data collection, and data documentation (Abidin Achmad et al., 2018). After the data was collected, the researcher then carried out a data triangulation process, which was then ended with the process of analyzing research data using interactive data analysis from Miles and Huberman, which consisted of data reduction, data presentation, and concluding/verification (Zulfirman, 2022). The triangulation process was carried out through three stages, namely triangulation of observation results, triangulation of interview data, and triangulation of documentation data during the research process. The triangulation process that was carried out ended with analysis, describing and presenting the overall research results.

AMR is a 12th-grade student majoring in Office Administration. He got a score of 85 on his report card for Entrepreneurship. AMR saw business opportunities in his class. He often saw his friends going to the school cafeteria when no teachers were teaching or when class hours were empty because the teacher was absent. His classmate, ZN, also had a report card score for the Entrepreneurship subject above the MCC, which was 85. This student, born in 2002, was interested in becoming an entrepreneur because of his interest in entrepreneurial activities that create a business that is beneficial to himself and the surrounding environment. ZN has not started a business like AMR due to capital constraints, but from the results of the interviews conducted, this student has an entrepreneurial spirit.

## **Result and Discussion**

### **Literacy**

The literacy movement continues to be echoed in schools, which aims to foster and instill a culture of reading. Although the main objective of the School Literacy Movement program is in Elementary Education, it is never too late to foster an interest in reading. Literacy is also needed for adults to facilitate their work demands. This literacy movement is an effort that can be carried out by schools through teachers to accustom students to literacy. Through good literacy, students will gain knowledge (Nay et al., 2024).

This reading culture needs to be driven and empowered in schools and made into a slogan as proclaimed by UNESCO, "Literacy for all," which emphasizes the right of every human being to be "literate" as a capital to face life (Hasanah & Silitonga, 2020). Through the literacy movement in

schools, students have important life skills, namely literacy. Entrepreneurial literacy can be done in various ways. In the study conducted by asking students were asked to read the stories of entrepreneurs. They can choose according to their idols, types of businesses, or anything that can inspire them to become entrepreneurs. Entrepreneurial literacy can also be provided as early as possible in the world of schooling, for example, by teachers showing videos in class about several skills that make students interested in observing and learning them. After that, teachers can inspire students that the skills they have can also make money.

Another effort from educational institutions to carry out literacy movements is by inviting entrepreneurs to schools. These entrepreneurs can explain directly how they built their businesses from scratch. Entrepreneurship learning will become more interesting with the presence of these entrepreneurial figures, and it is hoped that an entrepreneurial spirit will emerge in students.

Literacy in this study was carried out in the classroom in Class XII Entrepreneurship learning on business ideas and opportunities. In the core activity, the teacher provided motivation and guidance to see, observe, read, and rewrite articles about entrepreneurial figures. In this study, for the data to be more in-depth, two students were selected as participants. The reading movement began by opening students' horizons of knowledge about entrepreneurship. Furthermore, students began to read about entrepreneurial figures who inspired them and read how to make products. After reading, it is hoped that an entrepreneurial spirit will grow in students. So, literacy can start from reading things that you like, which will arouse interest (Prasrihamni et al., 2022).

The substance of literacy can also be directed according to learning objectives. In Entrepreneurship learning on Business Ideas and Opportunities, teachers can direct students to choose entrepreneurial figures who inspire students. The first participant was named AMR. He chose an entrepreneur named Rizka Wahyu Romadhona, a cake entrepreneur with the Talas Bogor brand, AMR also idolized the figure of the entrepreneur. After reading his profile, AMR was determined to continue selling Bakpao. From the results of his literacy, he tried several times making Bakpao cakes, finally he succeeded in making delicious Bakpao that was worth selling. Bakpao is a typical Chinese food, shaped like a filled bun. However, in Indonesia, Bakpao has been adjusted to the tastes of local people, from the size, color of the food, to the filling. Likewise, Bakpao is made by AMR. This is a product innovation carried out in entrepreneurship. Schumpeter defines innovation as creating something new continuously so that changes occur and even have an impact on the economic structure. (Wahyudi, 2019). Figure 1 1 is a Bakpao made by AMR that is smaller than the usual Bapao. The color is also appetizing, with the green color coming from natural dyes, different from Bapao, which is generally white and large. AMR understands the tastes of teenagers

in general, namely liking chocolate, so he put chocolate into Bapao, so that when the Bapao is bitten, liquid chocolate comes out of the Bapao.



Fig 1: Products from AMR

In the culinary world, ZN also idolizes entrepreneurs who work in the culinary field, namely Ruben Onsu. He learned from the journey of his idol until he finally had a successful business. Through the business that was built, it can provide many benefits for many people and create jobs for the community. From reading this literature, ZN tried several recipes and tried to make Fried Fish Meatballs that shown on figure 2.



Fig 2: Products from ZN

The two students who were the subjects of the research applied the results of this literacy by making products. The products they produced were also innovated by the students. Schumpeter defines innovation as creating something new continuously, so that changes occur and even have an impact on the economic structure (Śledzik, 2013).

### **Entrepreneurial Spirit**

In this study, observations were made on the entrepreneurial activities of two students. This observation used digital ethnography, where the research team observed the daily lives of participants in carrying out entrepreneurship through the social media they had. The observation technique was chosen in line with technological developments and considering that its implementation was still in the COVID-19 pandemic situation, so it was considered relevant.

The entrepreneurship carried out by students was in the form of making products. AMR made Bakpao Hijau. He also explained the production process carried out. While student ZN in marketing the fried fish meatball product he made, he offered it to the closest people, namely his extended

family and colleagues. He also sold it via WhatsApp status and asked his friends to help sell his products.

This entrepreneurial spirit emerged inseparable from the stimulus of the literacy movement. After reading the profiles of entrepreneurs, how entrepreneurs build their businesses, fail, and rise again. These entrepreneurs are not only useful for themselves because of their independence, but their existence also contributes to the country's economy (Ardyan et al., 2018). By understanding the importance of the role of entrepreneurship, it is hoped that an entrepreneurial spirit will grow in students to apply the entrepreneurship education that has been provided by teachers. The third dimension is applying. Students read about several businesses they can do. They choose to try a culinary business, read several recipes, and apply the knowledge gained.

### **Learning**

After students increase their knowledge through literacy and entrepreneurial practices to foster an entrepreneurial spirit, the teacher measures the dimensions of their cognitive processes, which in the learning stages can be practiced in learning evaluations. Measurement of cognitive categories refers to the revised Bloom's taxonomy, namely remembering, understanding, applying, analyzing, evaluating, and creating. These cognitive skills can be interpreted as a hierarchy of low, middle, and high-level cognitive skills (Boeren & Íñiguez-Berrozpe, 2022). The following are evaluation instruments for cognitive skills based on Bloom's taxonomy (Tuma & Nassar, 2021):

Table 1. Measuring Instruments	
Category	Instruments
Remembering	Explaining the concept of entrepreneurship
Understanding	Making a summary of the steps to create a product
Applying	Implementing entrepreneurial procedures from the literature
Analyzing	Analyzing several obstacles to running a business
Evaluating	Finding the causes of the obstacles faced and their solutions
Creating	Making a product

The first cognitive process dimension is remembering. Students can define the meaning of entrepreneurship. They define entrepreneurship as an independent business or business activity where all resources and efforts are charged to the actor (referred to as the entrepreneur) in recognizing new products, determining new production methods, or arranging an operation and marketing and managing its capital. Remembering is an effort to regain knowledge from memory

that has been obtained in the past. This memory can be newly obtained or has been obtained for a long time through recognition or recall.

The understanding aspect is shown by participants by understanding the production steps. They can change information from production practices and then describe the steps both verbally and in writing, and through pictures of the production steps as explained in figures 3 and 6. Furthermore, the measurement of the application aspect is carried out by the teacher by asking students to make a business plan. The business plan made by these students is still simple. They determine the business capital that has been detailed, the needs or materials that need to be purchased, up to the calculation of the selling price and the profits obtained. However, even though the business plan made is still simple, the teacher assesses that students understand the procedures that need to be carried out by entrepreneurs quite well.

The analysis aspect is solving a problem by separating each part of the problem. Each participant analyzed several problems faced, such as making products that needed to be done several times, cost constraints, and the chosen promotional mix. From this analysis dimension, the next aspect is evaluating, namely, from the existing problems, students find the cause of the problems that occur. Students need to try the recipe several times because they have no experience in making the product. With several attempts, they find tips for producing the desired product, from taste to product shape. The next problem is cost constraints. Students do not have much business capital, so the number of products produced is not much. After the product is finished, the next problem is choosing a promotional mix. Initially, participants carried out direct promotions, but buyers were limited, so profits were small. Students must be smart in choosing the promotions carried out, especially in the current pandemic and industrial revolution 4.0 conditions, as the use of social media is more effective than direct promotions.

After evaluating the obstacles faced, the last aspect is creating. At this stage, the teacher measures the students' ability to produce products that are worthy of sale. At this stage, respondents can be said to have succeeded in creating products that are worthy of sale, as evidenced by the products they produce and the sales profits they obtain.

## **Conclusion**

Students have an entrepreneurial spirit through literacy activities and entrepreneurial practices. Among the characteristics of this entrepreneurial spirit shown by both respondents is a strong ability to try entrepreneurship even with minimal capital. The ability to make decisions to make snack products at relatively cheap prices is considered appropriate during the current pandemic

conditions. Students are quite creative in creating products. After students carry out literacy and entrepreneurial practices, students find it easier to solve entrepreneurial questions. Entrepreneurial literacy activities can be carried out by teachers in the stages of the learning process, such as at the beginning of core activities, namely observing where students can carry out reading activities according to the learning objectives of the entrepreneurship material. This study has not explored external factors that influence students' reading interest, so it is a note for further research.

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