



The Influence of Creative Projects Through Entrepreneurship Education on Entrepreneurial Motivation in Vocational High School Students: A Systematic Literature Review

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Keywords: *Creative and Entrepreneurship Projects, Entrepreneurship Education, Entrepreneurship Motivation, Vocational School*

Abstract: *The development of Vocational School Creative and Entrepreneurship Projects (PKK) is expected to produce graduates who can produce products and services that are needed by society while also having economic value. Therefore, PKK learning in vocational schools has an important role in preparing graduates to be ready to enter the world of work through entrepreneurship as well as being a preferred path to employment. The (SLR) method is used to compile this scientific article. About research methods: "Literature" refers to the critical analysis of ongoing research on a particular subject or in the form of scientific questions helps us build a mentality that is consistent with theories, findings, and previous research results to complete the problem formulation of this review. This research aims to study PKK subjects and hopefully be able to serve as a guide for 1. Vocational school education units in implementing PKK subject learning; 2. Vocational School Education Unit in developing and managing human resources, infrastructure, and equipment; 3. Educators and students in implementing PKK subjects who can become entrepreneurs. Learning Creative Products and Entrepreneurship, apart from that, in the Business Opportunities material, students can assess the existence of opportunities for business according to their respective skill competencies, students can provide ideas for their work in the form of innovative and creative products. In implementation, it is very effective and enjoyable for students, because it can develop students' abilities, while the teacher is a facilitator, according to the syntax in project-based learning where students are directed to create projects/products, starting from pre-scheduled planning to reporting results to the teacher.*



Introduction

PKK subjects are expected to provide a vehicle for the development of an entrepreneurial spirit in SMK students so that they can improve certain economic development sectors or support government policies with other specificities to increase the number of SMK graduates who get jobs and become entrepreneurs. The career choices of SMK graduates are partly working in the business world / industrial world, partly entrepreneurship, and some others continue to the Higher Education level. Based on this phenomenon, the Creative Project and Entrepreneurship (CCE) subject is more directed at equipping graduates with competencies that can support careers in the world of work or entrepreneurship. Kepmendikbudristek 262 / M / 2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery says that learning in PKK subjects is a process of actualizing and expressing the competencies mastered in the activities of making products/services work creatively and economically valuable. PKK subjects as a form of implementation of the Link and Match policy for vocational education, the implementation must involve the industrial world.

Creative project and entrepreneurship subjects are the compulsory subjects taught at SMK, having a strategic meaning in the formation of entrepreneurial attitudes and characters, providing students with more knowledge and skills about the world of business and entrepreneurship which are expected to foster students' interest in entrepreneurship. During intense competition in the world of work, students are expected to be able to create their business opportunities, because in the process the Creative Project and Entrepreneurship subjects not only provide theory or material but teach students direct practice, learn entrepreneurship from small things to direct students' entrepreneurial interests based on the competence of expertise learned at school, so that the learning outcomes they get are not just theory, but also experience that can later build their entrepreneurial interest after graduating from school.

Creative project learning and entrepreneurship is a learning process that uses problems as a first step in collecting and integrating new knowledge based on experience in real activities. Through the application of creative project learning, it is hoped that it can increase students' entrepreneurial interest, because, in addition to learning theory in problem-solving, they will be faced with the real business world, producing a skill in the form of projects ranging from learning to process, manage and grow their creativity ideas to the fullest (Lestari, 2019) In creative project learning and entrepreneurship, the teacher acts as a facilitator.

Research Method

This research uses a systematic literature review (SLR) of Creative Projects through Entrepreneurship Education on Entrepreneurial Motivation. A systematic literature review (SLR) is very useful in integrating findings from several studies relevant to the research topic (Cipto Wardoyo, 2023). The combination of relevant findings occurs by using the prism method in a systematic literature review (SLR). The prism method will provide a methodological framework for searching, assessing, and synthesizing relevant literature to

comprehensively understand current research results (2023). In addition, this study will determine the objectives, always relevant literature, use appropriate literature, synthesize, and analyze the results, and present the discussion.

In this article, the researcher analyzes several studies that were previously examined by other researchers. The results of the analysis conducted by the author are presented in the form of an analysis table to facilitate understanding of how to foster leadership spirit towards vocational students. This type of research is a Systematic Literature Review (SLR). The stages carried out in SLR are as follows:

1. Develop a Research Question (RQ)
2. Search for relevant literature
3. Conducting a Review
4. Analysis of findings

The research question in this article is: "How does entrepreneurship knowledge affect the entrepreneurial interest of Vocational High School students?". The author collected 10 (10) articles to be reviewed sourced from Google Scholar. The articles collected are articles published in 2019-2023. The articles were sorted based on variables related to the previously designed RQ with the keywords Influence, entrepreneurial knowledge, entrepreneurial interest, and Vocational High School. The articles were filtered through the keywords that had been created and only used articles that matched the keywords that had been entered. If the article does not contain any of the keywords entered, then the article will be rejected or will not be used. For more details on how the article search process is carried out, it can be seen in the example of a search result display using Google Scholar in Figure 1 below:



Figure 1. Google Scholar Articles

The researcher used inclusion and exclusion criteria in selecting the literature that would be the source of the paper. The literature that met the inclusion criteria were as follows, (1) literature related to Creative and Entrepreneurship Projects, (2) literature related to entrepreneurship, (3) literature related to Creative and Entrepreneurship Projects, Entrepreneurship Education, Entrepreneurship Motivation, Vocational school and (4)

literature written in English. While the literature meets the exclusion criteria, such as (1) literature from books, (2) literature that is not written in English, (3) literature that cannot be accessed, and (4), literature that is not part of the research topic. All literature will be reviewed by the researcher starting from the title, abstract, content, and conclusion.

Table 1. Resume Artikel Penelitian yang Sesuai dengan Penelitian Ini

Years	Author (s)	Journal Title
2020	Handoyono et al	The Effect of Entrepreneurial Knowledge, Entrepreneurial Motivation, and Family Environment on Entrepreneurial Interest in Polines Managerial Accounting Study Program Students
2019	Apiatun & Prajanti	The Role of Self-Efficacy as an Intervening Variable The Effect of Entrepreneurial Knowledge and Prakerin Experience on Entrepreneurial Readiness
2021	S et al.	The Effect of Entrepreneurial Knowledge on Entrepreneurial Intention
2023	Brammantio, Novita Ekasari , Jamal. S	Analysis of the Effect of Entrepreneurship Education on Entrepreneurial Skills
2019	Helisia Margahana , Eko Triyanto	Building a Tradition of Entrepreneurship in Society
2023	Indah Merakati	Analysis of Student Entrepreneurship Skills in the Economic Education Program: A Case Study of High School in Cirebon
2020	Helisia Margahana	The Effect of Entrepreneurship Knowledge on Entrepreneurial Interest of Vocational High School Students
2023	Agnes Natalia Dwi Ani, Riza Yonisa	The Urgency of Entrepreneurship Education in Shaping Student Entrepreneur Character

Result and Discussion

In this study, the results of the literature study analysis revealed several relevant findings related to student entrepreneurship skills in entrepreneurship education programs in vocational schools. The importance of entrepreneurial skills in entrepreneurship education The literature shows that entrepreneurial skills are an important component of economic education. Skills such as creativity, innovation, problem-solving, and strategic decision-making are key aspects in equipping students to become successful entrepreneurs (Wikanta & Gayatri, 2018).

Implementation of Entrepreneurship Education Curriculum in Vocational Schools Based on the literature, the entrepreneurship education curriculum in vocational schools has been designed to include elements of entrepreneurship. However, there are still challenges in its implementation, such as a lack of resources, teacher training, and teaching methods that can facilitate the development of entrepreneurial skills (Vernanda & Rokhmani, 2021).3. Gaps in Previous Research The results of the literature review also identified gaps in previous research related to students' entrepreneurial skills in SMK. More in-depth and specific research for this area is still limited, so there is potential for further research contributions.4.

Recommendations and Implications Based on the findings of the literature, this study recommends several steps that can be taken to improve students' entrepreneurial skills in SMK. These include the expansion of teacher training in integrating entrepreneurial aspects in economics teaching, the use of teaching methods that support the development of entrepreneurial skills, and better monitoring and evaluation of students' learning outcomes in terms of entrepreneurship. The research results of this literature study provide a valuable initial understanding of the state of students' entrepreneurial skills in SMK. However, it is important to keep in mind that further research, including empirical studies involving primary data, may be needed to confirm and develop these findings in more depth.

The conclusions of this study underscore the importance of continuously improving entrepreneurship education, with a focus on developing students' entrepreneurial skills to prepare them for a challenging future in the business world. The following discussion will analyze in depth the findings in the literature as well as the implications that can be drawn from the results of this literature study.

1. The Importance of Entrepreneurial Skills in Entrepreneurship Education The literature study confirms that entrepreneurial skills are an important aspect of entrepreneurship education. These skills are not only relevant for those who want to become entrepreneurs, but also important in developing other important competencies such as creativity, innovation, and problem-solving skills. This is in line with global trends where these skills are considered increasingly vital in the ever-changing and competitive world of work (Vernanda & Rokhmani, 2021). Implications: Entrepreneurship education in SMKs needs to ensure that entrepreneurship skills are given sufficient attention in the curriculum. This will help students develop skills that are relevant to the current and future world of work.

2. Implementation of Entrepreneurship Education Curriculum in SMK: The literature study noted that although the entrepreneurship education curriculum in SMK includes elements of entrepreneurship, there are still obstacles in its implementation. Lack of resources, especially teacher training, is often an issue that hinders the effective development of students' entrepreneurial skills. In addition, conventional teaching methods may not fully support the learning of entrepreneurial skills (Hasbi & Mahmudah, 2020). Implication: Improved teacher training in integrating entrepreneurship into economics teaching is a must. Teachers who are skilled in teaching entrepreneurship skills will be better able to motivate and guide students in developing these skills. The use of innovative teaching methods oriented towards the development of entrepreneurial skills should also be a focus in curriculum renewal.

3. Gaps in Previous Research: The literature review identified gaps in previous research related to students' entrepreneurship skills in vocational schools.

Research that is more in-depth and specific to this area is limited. This suggests that there is potential for further research that could fill this knowledge gap. Implications: There is an opportunity for researchers to undertake more focused empirical research on students' entrepreneurial skills. This research could help fill the existing knowledge gap and provide deeper insights into the challenges and potential solutions in the context of economic education in the region.

4. Recommendations and Practical Implications: Based on the findings of the literature, this study recommends several practical measures to improve students'

entrepreneurial skills in vocational schools. These include increased teacher training, improved teaching methods, and better monitoring and evaluation of student learning outcomes in entrepreneurship.

The implementation of these recommendations will require support from schools, local governments, and relevant stakeholders. These measures can have a positive impact on improving the quality of entrepreneurship education and preparing students for a more successful future in various fields. To achieve more in-depth and relevant research objectives, this literature study can be a useful starting point. However, further research, including empirical research involving primary data, will be needed to validate these findings and develop a more in-depth understanding of students' entrepreneurial skills in SMK.

Discussion

Based on the analysis of research using literature studies, it shows that the application of the Creative Project and Entrepreneurship learning model affects students' interest in entrepreneurship, this interest can be seen from the increased willingness to learn students in learning material about the concept of entrepreneurship, students are quite interested in learning by using creative project learning and entrepreneurship for students quite easily understand entrepreneurship learning, giving a very positive influence on efforts to increase the spirit and entrepreneurial spirit of students, it can be seen that students are more enthusiastic in carrying out project-based learning because they get income from the results of the projects they work on, mastery of personality (soft skills) high entrepreneurship and business skills (hard skills), has an important role to improve the entrepreneurial mindset of students in honing the process of mastering knowledge and skills to become an entrepreneur who can think critically, creatively, and innovatively.

The application of this active learning model with Project Learning can increase students' entrepreneurial learning interest, especially in learning Creative Products and Entrepreneurship, besides that in the material Business Opportunities students can assess the existence of opportunities for business according to their respective skill competencies, students can provide ideas for work in the form of innovative and creative products. In implementation, it is very effective and fun for students, because it can develop the abilities of students, while the teacher is a facilitator, according to the syntax in project-based learning where students are directed to make projects/products, starting from pre-scheduled planning to reporting results to the teacher.

Conclusion

Project Creative and Entrepreneurship learning can foster students' entrepreneurial interest, this learning can make students have communication, critical thinking, creative, and collaborative skills. In addition, it also presents abilities such as increasing interest in learning interest in entrepreneurship, which can be seen by increasing the ability to, understand entrepreneurship, leadership skills, courage to take risks, ability to solve problems, increased activeness, confidence, and increased enthusiasm. This model is very appropriate for learning that is designed to shape the entrepreneurial characteristics of students. Creative and

entrepreneurial project learning is worth developing to increase students' interest in entrepreneurship following the development and environment of society. Based on the results of the reviewed literature, it is concluded that entrepreneurship education, interest, readiness, entrepreneurial spirit, and motivation for entrepreneurship greatly influence and provide positive things to students.

PKK subjects are the actualization and expression of competencies mastered in the activities of making products/services work for each subject given to students at school. Learning activities can be carried out through various approaches tailored to the character and resources owned by Vocational High Schools (SMK).

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