Bridging Theory and Practice: A Learning Management Model for Enhancing Entrepreneurial Creativity and Competency in Students

Akhmad Ramli[1*], Siti Julaiha[2], Achmad Ruslan Afendi[3], Chairul Anwar[4], Chems Eddine Boukhedimi[5]

[1,2,3,4]Islamic Educational Management Department, Universitas Islam Negeri Sultan Aji Muhammad Idris, Samarinda, Indonesia
[5]Commerce Department, University of Tizi-Ouzou, Algeria
Email: akmadramli@uinsi.ac.id[1], siti.julaiha@uinsi.ac.id[2], achmadruslan@uinsi.ac.id[3], chairul.anwar@uinsi.ac.id[4], chemsrko@gmail.com[5]

Abstract:

Education plays a crucial role in shaping the mindset and practical skills students need to navigate the ever-evolving workplace. However, learning practices that focus too heavily on theory lead to suboptimal development of entrepreneurial skills. This study aims to analyze a learning management model that can strengthen students' motivation, creativity, and entrepreneurial competency. This study employed a qualitative case study approach, collecting data through interviews, observation, and documentation. Thematic analysis was used to process the data through six phases: identifying the data, developing initial codes, identifying and reviewing themes, and producing a final report. The results indicate that hands-on experience, entrepreneurial projects, mentoring, and community collaboration play a significant role in shaping students' business attitudes and skills. This model has been shown to enhance their independence, problem-solving abilities, and practical readiness for entrepreneurship. However, challenges such as limited facilities and the need for teacher training remain. These findings provide a theoretical contribution to the development of entrepreneurial learning management and offer an applicable model that other schools can adapt.

Keywords: *Academic Burnout, Photovoice, Total Quality Management, Student Engagement*

Abstrak:

Pendidikan memegang peran penting dalam membentuk pola pikir dan keterampilan praktis yang dibutuhkan siswa untuk menghadapi tantangan dunia kerja yang terus berkembang. Akan tetapi, praktik pembelajaran yang terlalu berfokus pada teori menyebabkan perkembangan keterampilan kewirausahaan kurang optimal. Penelitian ini bertujuan untuk menganalisis model manajemen pembelajaran yang dapat memperkuat motivasi, kreativitas, dan kompetensi kewirausahaan siswa. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus, di mana data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Analisis tematik digunakan untuk mengolah data melalui enam fase, yaitu mengenali data, mengembangkan kode awal, mencari dan meninjau tema, serta menghasilkan laporan akhir. Hasil penelitian menunjukkan bahwa pengalaman langsung, proyek kewirausahaan, pendampingan, dan kolaborasi dengan masyarakat berperan besar dalam membentuk sikap dan keterampilan bisnis siswa. Model ini terbukti meningkatkan kemandirian, kemampuan dalam memecahkan masalah, dan kesiapan

praktis mereka dalam berwirausaha. Meskipun demikian, tantangan seperti keterbatasan fasilitas dan kebutuhan pelatihan untuk guru tetap perlu diperhatikan. Temuan ini memberikan kontribusi teoretis bagi pengembangan manajemen pembelajaran kewirausahaan dan menawarkan model aplikatif yang dapat diadaptasi oleh sekolah lain.

Kata Kunci: *Burnout Akademik, Photovoice, Total Quality Management, Keterlibatan Siswa*

INTRODUCTION

Entrepreneurship education has become a vital focus in modern educational frameworks, particularly as it prepares students for the rapidly evolving job market. As economies become more innovation-driven, individuals with entrepreneurial skills are better equipped to respond to new challenges and contribute to industry growth. While the importance of entrepreneurship is recognized, many educational programs still struggle to bridge the gap between theory and practice. Numerous studies highlight the fact that traditional entrepreneurship programs often focus heavily on theoretical knowledge without providing sufficient opportunities for hands-on experience (Qin et al., 2020; Bruton et al., 2023). This lack of experiential learning creates a gap between students' understanding of entrepreneurship and their ability to apply these concepts in real-world settings. Therefore, there is a pressing need to develop and implement a learning model that better integrates theory with practice to foster a comprehensive entrepreneurial skill set among students.

The problem this research addresses is the significant disconnect between the theoretical nature of current entrepreneurship education and the practical skills students need to thrive as entrepreneurs. Although entrepreneurship is heralded as a key area of study, many learning environments, especially in secondary education, fail to provide students with the tools to truly understand and engage in the entrepreneurial process. At boarding schools, where discipline and structured environments prevail, the curriculum often lacks a comprehensive framework that marries both practical and theoretical aspects of entrepreneurship education. As a result, students graduate with a limited capacity to translate theoretical knowledge into real-world entrepreneurial actions. This issue is particularly relevant in the context of boarding schools, where opportunities for hands-on learning are often underutilized due to a focus on academic performance rather than applied skill development.

In practice, boarding schools face unique challenges in offering effective entrepreneurship education. While some schools have attempted to incorporate entrepreneurship into their curriculum, many still rely on traditional teaching methods that emphasize lectures and theoretical discussions. Students often lack opportunities to engage in real business activities, and when they do, these experiences are often disconnected from their academic learning. This lack of integration between learning management systems and entrepreneurial activities

leaves students unprepared to handle the complexities of running a business. Research from schools like SMA Selamat Pagi Indonesia, however, demonstrates that students involved in experiential learning—such as running a café or managing school-based businesses—show improvements in creativity, leadership, and problem-solving abilities (Wibowo & Syaifuddin, 2022). These phenomena indicate the potential for more effective learning models, particularly when they emphasize real-world entrepreneurial activities.

Previous studies have explored various learning models to develop entrepreneurial skills. Research by Engel et al. (2021) and Isabelle (2020) suggests that experiential learning, which combines theory with hands-on practice, enhances entrepreneurial competencies. However, much of this research has been limited to classroom-based activities or project-based learning in non-boarding school contexts. Additionally, while there has been a growing interest in business simulation and mentorship programs (Fadhli et al., 2023), few studies have addressed how these elements can be integrated into a cohesive, long-term learning management model that incorporates both academic and practical experiences. This research gap is critical, as it underscores the need for an entrepreneurship education framework that aligns with the unique characteristics of the boarding school environment, which is often underexplored in current literature.

Existing research has shown that entrepreneurship education, when successfully implemented, can foster a range of skills, including creativity, risk-taking, and leadership (Chen et al., 2020; Lechuga Sancho et al., 2020). Despite this, the majority of studies focus on teaching methods rather than the management and integration of learning processes across the curriculum. Moreover, studies such as those by Melin & Gaddefors (2023) and Tunstall & Neergaard (2022) suggest that traditional models of entrepreneurship education often overlook the importance of sustained mentorship, real-world experience, and collaborative learning. By addressing these gaps, the proposed research contributes to the development of a more holistic learning management model that incorporates experiential learning, community involvement, and mentorship to enhance entrepreneurial competencies.

This research introduces a novel approach to tailoring learning management systems in boarding schools to foster entrepreneurial skills through experiential learning, project-based activities, and community collaboration. Unlike previous studies that have focused on isolated aspects of entrepreneurship education, this research explores the comprehensive management of entrepreneurship programs, integrating academic theory with practical business experience. By adapting to the specific environment of boarding schools, which feature a unique combination of structured living and learning, this study provides valuable insights into how entrepreneurship education can be transformed into a more applicable and effective model. This approach addresses a critical gap in the literature by establishing a sustainable framework for continuous entrepreneurial learning within an integrated

educational setting.

The central research question that drives this study is: How can a learning management model that integrates experiential learning, applied projects, and mentorship be developed and evaluated in a boarding school context to enhance students' entrepreneurial competencies? This research seeks to identify the key components and strategies for managing entrepreneurship education in boarding schools, with a focus on both planning and implementation. By analyzing the impact of such a model, the study aims to demonstrate how structured, hands-on learning experiences can equip students with the necessary skills to become successful entrepreneurs. The contribution of this study lies not only in developing a contextual learning model but also in providing empirical evidence of how such a model can bridge the gap between theory and practice, preparing students for real-world business challenges.

RESEARCH METHODS

This research employs a qualitative approach to gain an in-depth understanding of the entrepreneurship-based learning management model at SMA Selamat Pagi Indonesia. The qualitative Design was chosen as it allows for a deep exploration of the subjective experiences and perspectives of key informants, including the principal, dormitory head, curriculum coordinator, student affairs officer, and students. This approach is well-suited to uncover how interactions among various learning elements (curriculum, daily student activities, and community collaboration) contribute to the development of students' entrepreneurial skills. It aligns with understanding the process and impact of contextual learning models that emphasize experiential learning and entrepreneurial values.

The study was conducted at SMA Selamat Pagi Indonesia, a school in East Java known for its entrepreneurship-based education and boarding system. This location was selected for the school's strong reputation for promoting experiential learning and entrepreneurship, and for integrating entrepreneurial values into the curriculum and students' daily activities. The school serves as an exemplary case for studying the implementation of an entrepreneurship-based learning model that involves collaboration between the school, teachers, and the community. Furthermore, SMA Selamat Pagi Indonesia's focus on character education and entrepreneurial development made it a highly relevant setting for this research.

Data for this study were collected through three primary techniques: in-depth interviews, field observations, and documentation. In-depth interviews were conducted with five key informants: the principal, dormitory head, curriculum coordinator, student affairs officer, and selected students. Field observations were conducted to directly observe learning activities and interactions among students, teachers, and the community in the context of entrepreneurship. Documentation, including curriculum records, activity reports, and related documents, was also analyzed to provide a comprehensive

understanding of the learning management practices. To ensure validity, methodological triangulation was employed by comparing insights gathered from interviews, observations, and documents.

Data were analyzed using thematic analysis following Braun and Clarke's (2021) six-phase procedure: familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. Interview transcripts, observation notes, and documents were repeatedly read to deepen understanding before coding. Initial codes were developed inductively to capture meaningful units related to the planning, implementation, and evaluation of entrepreneurship learning. These codes were then refined and grouped into themes that reflected recurring patterns in the data. To ensure validity, the findings were cross-checked through triangulation by comparing insights from interviews, observations, and documentation. This approach ensured that the findings were credible and grounded in participants' real experiences.

RESULTS AND DISCUSSION
Results
The Entrepreneurship-Based Learning Model

The findings indicate that SMA Selamat Pagi Indonesia implements an entrepreneurship-based learning management model that systematically integrates academic instruction with authentic business practices. Learning is not confined to classroom activities but extends to dormitory life and community-based engagement. This integrated model positions entrepreneurship not merely as a subject but as a lived educational experience embedded in students' daily routines.

Classroom learning serves as the conceptual foundation for students to acquire theoretical knowledge in business, management, and economics. These theories are then directly applied through real entrepreneurial projects such as managing a school café, running small-scale businesses, and organizing school-based events. This alignment between theory and practice ensures that students develop a meaningful understanding of entrepreneurship through direct experience.

Dormitory life plays a strategic role in reinforcing entrepreneurial values such as discipline, responsibility, and independence. As the dormitory head stated, living in a structured residential environment allows students to internalize entrepreneurial routines through daily practices. This setting encourages time management, accountability, and teamwork, which are essential competencies for entrepreneurial success.

Community engagement further strengthens the learning model by exposing students to real social and economic contexts. Through interaction with local communities and external stakeholders, students learn to manage risk, negotiate collaboration, and respond to real market demands. The principal emphasized that this approach enables students to understand entrepreneurship not only as a profit-oriented activity but also as a socially responsible endeavor.
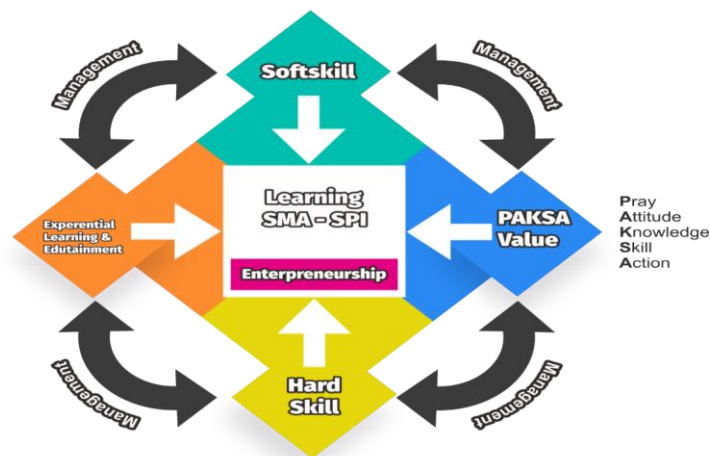
Figure 1. SMA Selamat Pagi Indonesia Learning Management Model

The entrepreneurship-based learning model at SMA Selamat Pagi Indonesia reflects the principle of "learning by doing." Students are positioned as active learners who experiment, fail, evaluate, and improve their entrepreneurial practices. This process allows them to develop resilience and adaptability, critical traits for entrepreneurial development.

Overall, the learning model demonstrates a holistic educational approach where academic learning, life skills, and entrepreneurship are inseparable. By embedding entrepreneurial activities into everyday school life, the model effectively bridges formal education and real-world practice, creating a sustainable framework for developing students' entrepreneurial competencies.

The Role of Teachers and School Management

Teachers and school management play a central and strategic role in the successful implementation of entrepreneurship-based learning at SMA Selamat Pagi Indonesia. Their involvement extends beyond administrative coordination to include pedagogical leadership, curriculum innovation, and the cultivation of an entrepreneurial school culture. Through consistent policy direction and instructional guidance, school leaders ensure that entrepreneurship education aligns with the school's vision, mission, and long-term educational goals. This coherence between leadership, curriculum, and practice creates a stable foundation for entrepreneurship-based learning to function effectively in daily school activities.

Table 1. Educational Factors in the Learning Management Process

Elements/ Processes	Plan	Do	Check	Action	Output
SoftSkill	Applying the principle of 24-hour learning	Organizing learning in non-academic fields with extracurricular activities	Affective Evaluation (Personality, Discipline, Cleanliness, Neatness, and order of students while	The Alumni can apply the entrepreneurial knowledge they have gained while being students	Students can become confident, which is demonstrated in the improvement of thinking, communication,

				in the environment)	and acting skills in religious values and guidance
Experiential Learning & Edutainment	Create learning tools based on students' backgrounds.	Activities at the Transformer Center or Life Skill Laboratory	Psychomotor Evaluation	Study tours abroad, with the hope that children grow up by seeing the outside world	Knowledge and mindset: Students develop and grow by seeing the outside world
Hardskill	Guided by interests and talents	Learning using IT-based learning media and foreign language habituation	Psychomotor Evaluation	Increasing students in IT mastery and use of foreign languages	Students can compete in the global era by using IT-based learning media and being able to speak foreign languages
PAKSA	Guided by the school's vision and mission	Students are equipped with basic skills in running a personal life, socializing in a dormitory environment, and being equipped to explore their potential.	Implementation of piety of students and students in daily life in the form of real actions and good attitudes	Organizing lifeskill-based learning to make students an independent generation	Students can compete in the academic and non-academic fields in the global era.

The curriculum is collaboratively designed to integrate entrepreneurial values across all subjects rather than confining them to a single entrepreneurship course. The curriculum coordinator emphasized that each subject contributes to developing students' character, creativity, and entrepreneurial mindset. This interdisciplinary integration enables students to view entrepreneurship as a way of thinking and acting, not merely as business knowledge. By embedding entrepreneurial concepts into academic subjects, the school ensures that cognitive, affective, and psychomotor domains are developed simultaneously, strengthening the holistic nature of the learning process.

Teachers primarily function as facilitators, mentors, and learning partners rather than as authoritative knowledge transmitters. In this role, teachers guide students through real entrepreneurial projects while allowing them to take responsibility for planning, decision-making, and execution. This shift in pedagogical approach encourages student autonomy and self-directed learning, which are essential elements of entrepreneurship education. By providing space for experimentation and controlled risk-taking, teachers help students develop confidence, initiative, and problem-solving skills through authentic experiences.

The mentoring system implemented by teachers plays a crucial role in sustaining students' engagement throughout the entrepreneurial learning

process. Teachers continuously monitor students' progress, provide constructive feedback, and facilitate reflective discussions on both successes and failures. This reflective mentoring approach helps students learn from mistakes and understand entrepreneurship as a learning journey rather than a linear path to success. The balance between guidance and independence allows students to experience responsibility while still receiving the support needed to navigate complex challenges.

School management strengthens this learning culture by aligning institutional policies, schedules, and facilities with entrepreneurial objectives. Time allocation, dormitory regulations, and access to learning spaces are deliberately designed to support project-based and experiential learning. Participatory management practices encourage collaboration among teachers, administrators, and students, fostering a sense of shared responsibility for learning outcomes. This institutional support ensures that entrepreneurship education is not dependent on individual teachers alone but is embedded within the school system.

Overall, the synergistic roles of teachers and school management form the backbone of the entrepreneurship-based learning system at SMA Selamat Pagi Indonesia. Their active and coordinated involvement ensures that entrepreneurial values are internalized through daily practices, structured mentoring, and reflective learning. Rather than relying on directive instruction, the school adopts a facilitative management approach that empowers students to learn through experience, initiative, and collaboration. This integrated role of educators and leaders creates a sustainable learning environment where entrepreneurship becomes a natural and continuous part of students' educational lives.

Impact on Students' Entrepreneurial Attitudes and Skills

The results indicate that students experience substantial development in entrepreneurial attitudes and skills as a direct outcome of the entrepreneurship-based learning model. These developments are reflected in increased creativity, self-confidence, leadership capacity, and problem-solving ability. Students demonstrate greater readiness to take initiative, manage responsibilities, and respond to challenges in both academic settings and non-academic entrepreneurial activities. This growth suggests that continuous exposure to real entrepreneurial tasks enhances students' ability to think independently and act decisively.

Student testimonies provide strong qualitative evidence supporting the effectiveness of experiential learning. One student reported that managing the school café significantly improved their understanding of financial management, teamwork, and leadership. Such experiences expose students to real-world responsibilities, including budgeting, customer service, and decision-making under pressure. These authentic learning situations offer practical insights that cannot be fully achieved through conventional classroom instruction, reinforcing the value of hands-on entrepreneurship education.

The integration of entrepreneurship into everyday school routines fosters proactive and innovative behavior among students. By consistently engaging in

entrepreneurial activities, students learn to identify opportunities, assess risks, and evaluate outcomes independently. This continuous cycle of action and reflection nurtures a growth-oriented mindset, enabling students to adapt to changing circumstances and improve their strategies over time. As a result, students become more resilient and open to learning from both success and failure.

Entrepreneurial learning also contributes to the development of social competence and ethical awareness. Through collaborative projects and community engagement, students practice effective communication, teamwork, and conflict resolution. They learn to respect diverse perspectives and understand the social impact of their decisions. These experiences help students internalize ethical values such as responsibility, integrity, and empathy, which are essential to sustainable, socially responsible entrepreneurship.

The balance between teacher guidance and student autonomy is critical to strengthening experiential learning outcomes. While students are given freedom to explore ideas and manage projects, teachers provide mentorship, feedback, and reflective support. This balanced approach allows students to experiment and take calculated risks while still benefiting from professional guidance. Consequently, students develop confidence in their abilities and learn to take ownership of both achievements and setbacks.

Overall, the findings suggest that the entrepreneurship-based learning model effectively shapes students' entrepreneurial dispositions in a sustainable way. By embedding entrepreneurial practices into daily school life, the school cultivates a learning culture in which entrepreneurial behavior becomes habitual rather than occasional. This environment results in measurable improvements in students' skills, attitudes, and readiness to face real-world challenges, confirming the model's effectiveness in developing future-oriented, entrepreneurial learners.

Challenges in Implementation

Despite its strengths, the implementation of the entrepreneurship-based learning model at SMA Selamat Pagi Indonesia faces several structural and operational challenges. One of the most prominent issues is limited funding, which affects the availability of facilities, learning materials, and business capital required for student entrepreneurial projects. Insufficient financial resources limit the scale, diversity, and sustainability of entrepreneurial activities, making it challenging to fully maximize students' learning experiences in real business settings.

Another significant challenge concerns teacher capacity and ongoing professional development. The curriculum coordinator indicated that not all teachers possess adequate training in entrepreneurship education or experiential learning methodologies. This gap can hinder teachers' ability to Design innovative learning activities and effectively mentor students. Continuous professional development programs are therefore essential to strengthen teachers' pedagogical competence and ensure consistent implementation of entrepreneurship-based learning across subjects.

Managing multiple, diverse entrepreneurial projects also presents organizational complexities. Teachers and mentors are required to supervise

various student initiatives simultaneously while maintaining their responsibilities in academic instruction. This dual role demands careful time management and coordination, which can become burdensome without sufficient institutional support. As a result, effective project monitoring and evaluation may be constrained by limited human resources.

Sustaining student motivation throughout long-term entrepreneurial projects represents another challenge. Entrepreneurial learning requires persistence, adaptability, and emotional resilience, particularly when students encounter failure or unexpected obstacles. Without continuous guidance and reinforcement, some students may experience decreased motivation or self-confidence. This challenge highlights the need for structured mentoring systems that support students emotionally and academically.

External partnerships with communities, businesses, and industry practitioners are crucial for enriching entrepreneurial learning experiences, yet they are not always easy to maintain. Effective collaboration requires ongoing communication, mutual trust, and shared commitment. Limited access to reliable external partners can reduce students' opportunities to engage with real-world entrepreneurial ecosystems, thereby narrowing the scope of experiential learning.

Nevertheless, these challenges underscore the importance of continuously refining and strengthening the entrepreneurship-based learning model. By focusing on developing entrepreneurial skills, improving teacher training, and adopting more relevant and applicable learning approaches, the school can enhance students' understanding of entrepreneurship. Addressing these challenges will better prepare students to face real-world business complexities and ensure the long-term sustainability of entrepreneurship education within the school context.

Discussion

Approaches that integrate real-life experiences and entrepreneurial projects into learning significantly enrich students' understanding of entrepreneurship and enhance their practical skills. Grounded in constructivist theory, experiential learning enables students to engage in authentic tasks to construct knowledge actively. Chen et al. (2020) emphasize that learning through action, reflection, conceptualization, and experimentation allows students to connect theory with practice. In entrepreneurship education, real projects, such as designing or managing a business, help students develop essential competencies, including planning, decision-making, resource allocation, and risk management, while learning from both success and failure.

The effectiveness of entrepreneurship learning is further strengthened when constructivist and experiential principles are embedded within the school environment, particularly in boarding school contexts. Research indicates that learning becomes more meaningful when students collaborate, explore real problems, and construct solutions through authentic experiences rather than relying solely on theoretical instruction. Rahmi et al. (2025) demonstrate that experiential learning integrated with digital tools enhances creativity, adaptability, and entrepreneurial mindset, while Suherlan (2025) highlights its

role in developing resilience, responsibility, and initiative as core entrepreneurial traits.

Evidence from broader educational studies supports the value of constructivist approaches in improving critical thinking, problem-solving, and student engagement (Dewi & Elisa, 2025). In entrepreneurship education specifically, students who participate in hands-on activities and real business projects gain deeper conceptual understanding and are better prepared for real-world business challenges (Akpomi & Kayii, 2022; Handayati et al., 2020). These findings collectively affirm that a constructivist experiential learning model provides a strong and sustainable foundation for developing entrepreneurial competence.

Learning management systems that prioritize the development of entrepreneurial skills are crucial for preparing students for entry into the business world. This approach emphasizes innovation, decision-making, business planning, financial management, and risk management as key competencies (Virk & Gambhir, 2024). By connecting entrepreneurial theory with real-world business experience, students not only understand fundamental concepts but also acquire practical skills that can be directly applied in entrepreneurial practice.

Project-based learning is one of the most effective strategies within entrepreneurship education, as it allows students to Design, implement, and evaluate real entrepreneurial projects. This approach encourages critical thinking, collaboration, and innovation while exposing students to the complexities of business operations. Research by Raeisoon et al. (2024) and Łobacz and Matuska (2020) shows that project-based learning improves students' adaptability, strategic decision-making, and ability to manage dynamic business environments.

Updating learning management models to align with contemporary entrepreneurial challenges is essential for ensuring relevance and applicability. Adaptive and experiential learning models that incorporate real-world cases, internships, and entrepreneurial projects enable students to face authentic business challenges directly (Johnston & Campbell, 2023; Shabbir et al., 2022). Furthermore, integrating industry interaction, technology use, and project-based instruction enhances students' readiness to enter professional and entrepreneurial contexts (Kaiyanan, 2024) while fostering agency and contextual awareness (Melin & Gaddefors, 2023).

Engaging and interactive learning methods further strengthen entrepreneurship education by increasing motivation and student involvement. Game-based learning, simulations, and entrepreneurial challenges create a positive learning atmosphere where students feel encouraged to explore ideas without fear of failure (Isabelle, 2020; Johnston & Campbell, 2023). Such approaches not only stimulate creativity and entrepreneurial spirit but also promote independent learning and responsibility. As a result, students develop practical, applicable entrepreneurial skills and are better prepared to adapt to challenges and opportunities in their future professional lives.

CONCLUSION

The findings of this study show that effective entrepreneurial learning management in boarding schools depends on the extent to which teachers, school management, and students collaborate to create authentic and meaningful learning experiences. When entrepreneurship education is delivered through experiential activities such as project work, mentoring, and daily business practices, students build important skills, including creativity, decision-making, leadership, and financial literacy. The results indicate that experiential learning allows students to connect theory with real-life situations, strengthens their confidence, and shapes an entrepreneurial mindset that prepares them for future challenges. These lessons highlight that entrepreneurship education becomes powerful when learning is structured, guided, and centered on students' active involvement.

This study makes a scientific contribution by offering an empirical model of entrepreneurial learning management specifically in a boarding school context, a setting that provides unique learning conditions and opportunities. The insights produced can help educators and school leaders Design more context- and experience-based learning strategies that align with real business demands. However, this research has limitations: it focuses on a single school and does not examine long-term student outcomes after graduation. These gaps open opportunities for future studies to compare models across different schools and to explore the long-term impact of entrepreneurial learning on students' career paths and business success.

ACKNOWLEDGMENT

REFERENCES

Akpomi, M. E., & Kayii, N. E. (2022). Constructivist Approaches: A Budding Paradigm for Teaching and Learning Entrepreneurship Education. *International Journal of Education, Teaching, and Social Science, 2*(1), 31–44. https://doi.org/10.47747/ijets.v2i1.586

Bazan, C., Gaultois, H., Shaikh, A., Gillespie, K., Frederick, S., Amjad, A., Yap, S., Finn, C., Rayner, J., & Belal, N. (2020). A Systematic Literature Review of the Influence of the University's Environment and Support System on the Precursors of Social Entrepreneurial Intention of Students. *Journal of Innovation and Entrepreneurship, 9*(1), 4. https://doi.org/10.1186/s13731-020-0116-9

Bodrova, E., & Leong, D. (2024). Tools of the Mind: The Vygotskian Approach to Early Childhood Education. Routledge. https://doi.org/10.4324/9781003164920

Braun, V., & Clarke, V. (2021). Thematic Analysis: A Practical Guide. SAGE Publications.

Bruton, G. D., Pryor, C., & Cerecedo Lopez, J. A. (2023). Lean Start-Up in Settings of Impoverishment: The Implications of the Context for Theory. *Journal of Management, 50*(8), 3120–3138. https://doi.org/10.1177/01492063231204869

Chen, J., Huang, Y., Lin, K., Chang, Y., Lin, H., Lin, C., & Hsiao, H. (2020). Developing a Hands-On Activity Using Virtual Reality to Help Students Learn by Doing. *Journal of Computer Assisted Learning, 36*(1), 46–60. https://doi.org/10.1111/jcal.12389

Dewi, D. A., & Elisa, E. I. (2025). Implications of Constructivism Theory in Elementary School Science Learning: Systematic Literature Review. *EDUHUMANIORA: Jurnal Pendidikan Dasar, 17*(2), 199–210.

Rahmi, E., Darmansyah, Yulastri, A., & Hidayat, C. (2025). Bridging Entrepreneurship Education and Digital Transformation: A Novel Experiential Learning Model for Entrepreneurial Mindset Development. *International Journal of Learning, Teaching and Educational Research, 24*(4), 640–660. https://doi.org/10.26803/ijlter.24.4.29

Engel, Y., Noordijk, S., Spoelder, A., & van Gelderen, M. (2021). Self-Compassion When Coping With Venture Obstacles: Loving-Kindness Meditation and Entrepreneurial Fear of Failure. *Entrepreneurship: Theory and Practice, 45*(2), 263–290. https://doi.org/10.1177/1042258719890991

Fadhli, R., Suharyadi, A., Firdaus, F. M., & Bustari, M. (2023). Developing a Digital Learning Environment Team-Based Project to Support Online Learning in Indonesia. *International Journal of Evaluation and Research in Education, 12*(3), 1599–1608. https://doi.org/10.11591/ijere.v12i3.24040

Handayati, P., Wulandari, D., Eko, B., & Wibowo, A. (2020). Does Entrepreneurship Education Promote Vocational Students' Entrepreneurial Mindset? *Heliyon, 6*(October), e05426. https://doi.org/10.1016/j.heliyon.2020.e05426

Hoerniasih, N., Hufad, A., Wahyudin, U., Sudiapermana, E., Yunus, D., & Sukmana, C. (2022). Pentahelix-Based Entrepreneurship Management at PKBM Asholahiyah. *International Journal of Professional Business Review, 7*(3), 1–15. https://doi.org/10.26668/businessreview/2022.v7i3.e616

Isabelle, D. A. (2020). Gamification of Entrepreneurship Education. *Decision Sciences Journal of Innovative Education, 18*(2), 203–223. https://doi.org/10.1111/dsji.12203

Johnston, S. L., & Campbell, H. (2023). Performing Entrepreneurialism: A Playful Pedagogy Using Process Drama in Entrepreneurship Education. *Entrepreneurship Education and Pedagogy*, 25151274251386420.

Kaiyanan, C. (2024). Integrating Entrepreneurship into Education: Cultivating Skills for Innovation, Leadership, and Future Workforce Success. https://doi.org/10.60027/jelr.2024.795

Lechuga Sancho, M. P., Martín-Navarro, A., & Ramos-Rodríguez, A. R. (2020). Will They End Up Doing What They Like? The Moderating Role of the Attitude Towards Entrepreneurship in the Formation of Entrepreneurial Intentions. *Studies in Higher Education, 45*(2), 416–433. https://doi.org/10.1080/03075079.2018.1539959

Łobacz, K., & Matuska, E. (2020). Project-Based Learning in Entrepreneurship Education: A Case Study-Based Analysis of Challenges and Benefits. *Przedsiębiorczość – Edukacja, 16*(2). https://doi.org/10.24917/20833296.162.7

Marmoah, S., Sukmawati, F., Poerwanti, J. I. S., Supianto, Yantoro, & Duca, D. S. (2023). Teacher Challenges in Designing Learning after Curriculum Change: An Analysis of Learning Management System. *International Journal on Advanced Science, Engineering and Information Technology, 13*(6), 2205–2212. https://doi.org/10.18517/ijaseit.13.6.19655

Melin, E., & Gaddefors, J. (2023). Agency in Entrepreneurship: Preparing Entrepreneurship Theory for Another View of Context. *International Journal of Entrepreneurial Behaviour and Research, 29*(11), 184–205. https://doi.org/10.1108/IJEBR-10-2022-0916

Qin, Y., Yan, R., & Sun, Y. (2020). The Application of Flipped Classroom Combined With Locus of Control Analysis in Lean Entrepreneurship Education for College Students. *Frontiers in Psychology, 11*, 1–11. https://doi.org/10.3389/fpsyg.2020.01587

Raeisoon, M., Raeisi, M., & Mohammadi, Y. (2024). Effect of Using the Constructivist Teaching Method on Creative Thinking and Entrepreneurship. https://doi.org/10.18502/htaa.v8i1.15029

Sasongko, F. K., Kristina, D., & Asib, A. (2022). Non-Millennial Teachers' Strategies in Coping With Online Teaching During the COVID-19 Pandemic. *Studies in English Language and Education, 9*(1), 174–186. https://doi.org/10.24815/siele.v9i1.22139

Shabbir, M. S., Batool, F., & Mahmood, A. (2022). Trends in Entrepreneurship Education: A Systematic Literature Review. *Higher Education, Skills and Work-Based Learning, 12*(6), 1040–1056. https://doi.org/10.1108/HESWBL-05-2022-0105

Sternad Zabukovšek, S., Deželak, Z., Parusheva, S., & Bobek, S. (2022). Attractiveness of Collaborative Platforms for Sustainable E-Learning in Business Studies. *Sustainability, 14*(14), 1–25. https://doi.org/10.3390/su14148257

Suherlan, S., & Purnama, Y. (2025). Strategic Analysis of the Experiential Learning Approach in Developing Youth Entrepreneurial Capabilities: A Perspective on Pedagogical Innovation and Character Transformation. *Technopreneurship and Educational Development Review (TENDER), 2*(2), 161-169.

Tunstall, R., & Neergaard, H. (2022). Flashmob: A Heutagogical Tool for Social Learning in Entrepreneurship Education. *Entrepreneurship Education and Pedagogy, 5*(3), 472–492. https://doi.org/10.1177/25151274211017547

Virk, N., & Gambhir, J. (2024). The role of education in fostering entrepreneurial mindset. In *New Practices for Entrepreneurship Innovation* (pp. 25-43). IGI Global.

Wang, Y. S., Tseng, T. H., Wang, Y. M., & Chu, C. W. (2020). Development and Validation of an Internet Entrepreneurial Self-Efficacy Scale. *Internet Research, 30*(2), 653–675. https://doi.org/10.1108/INTR-07-2018-0294

Wibowo, A., & Syaifuddin, M. (2022). Model Pembelajaran Berbasis Kewirausahaan di SMA Selamat Pagi Indonesia. *Jurnal Pendidikan dan Kewirausahaan, 8*(2), 101–115.

Yin, L. (2022). From Employment Pressure to Entrepreneurial Motivation: An Empirical Analysis of College Students in 14 Universities in China. *Frontiers in Psychology, 13*, 1–13. https://doi.org/10.3389/fpsyg.2022.924302