



Teachers' Communication Strategies in Fostering the Entrepreneurial Spirit of Students of SMK Centers of Excellence in Bekasi City

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Abstract

The Vocational High School Centers of Excellence program aims to improve the quality of SMK graduates, one of which is entrepreneurship. This study aims to determine the communication strategies of teachers and inhibiting factors in fostering the entrepreneurial spirit of students. The research method used is a qualitative method with a qualitative descriptive approach. The research paradigm used is the constructivism paradigm with data collection methods through interviews, observation, and documentation collection with research subjects consisting of teachers and students. The results showed that teachers use the SOR (stimulus-organism-response) and AIDDA (attention-interest-desire-decision-action) models where students can receive messages well marked by changes in knowledge, attitude/character, and behavior. The communication process is carried out in learning activities in verbal and non-verbal forms to stimulate students to give their best responses. The learning activities carried out are entrepreneurship learning with project-based learning and training. The communication process between teachers and students in fostering the entrepreneurial spirit often experiences communication barriers. Communication barriers that occur include barriers in interpreting messages, barriers in developing messages, and barriers in receiving messages. Communication barriers can be resolved well through maximum efforts such as establishing more intensive coordination and cooperation between teachers and students through parents.

Keywords:

Communication strategy
Entrepreneurship
SOR
AIDDA.

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1. Introduction

Improving the quality of Indonesia's Human Resources (HR) is an important part of the process and goals of Indonesia's national development. Education plays an important role in improving the quality of Human Resources (HR) who have hard skills and soft skills following industry needs. Education not only provides skills in certain fields but also instills values and characters that are applied in the world of work. It is hoped that students will have qualified provisions when entering the competitive world of work. One of the formal education that plays a role in preparing students who are skilled and superior and ready to use in employment following the development of the world of work is the Vocational High School.

Based on official data released by the Badan Pusat Statistik (BPS) on the state of the workforce, it shows that the total population of Indonesia who does not have a job is dominated by graduates of Vocational High

Schools (SMK). The BPS survey results state that in the last six years SMK graduates have contributed the most to unemployment. Unemployed SMK graduates in 2021 reached 11.13%, while the least unemployed were citizens who graduated from Elementary School at 3.61%.

Unemployment is one of the main problems that must be faced by the people of developing countries such as Indonesia. Where competition is getting tighter against the rapid development of technology in the industrial era 4.0 and the arrival of foreign workers in the free market. Unemployment occurs not only because of the low competence and knowledge of SMK graduates but can be caused by jobs that are not balanced with the labor force. According to [Hidayat and Nawawi \(2022\)](#) the solution to reducing unemployment is to print school graduates by developing the potential skills of students into their businesses and becoming a solution for other people who have not worked. Seeing this reality, President Jokowi emphasized the need for SMK Revitalization to improve the quality and performance of SMK.

Referring to Presidential Instruction (Inpres) Number 9 of 2016 concerning the Vocational Revitalization Program, it is necessary to reform the curriculum following industry needs. It is hoped that SMKs will be able to produce SMK graduates who are competitive and ready to face the challenges and dynamics of national and global developments. In addition, it can change the old thinking pattern about SMK which only graduates students without seeing the needs of the world of work to become SMK graduates who are ready to work in the world of work, continue to higher education, and become reliable entrepreneurs.

Various programs have been launched by the government to produce SMK graduates who are ready to face the world of work. However, until now it has not shown significant success. The Ministry of Education and Culture followed up on the SMK revitalization program by launching the SMK Center of Excellence program. The SMK Center of Excellence Program in 2021 is a continuation of the SMK revitalization program in 2016 and the SMK Center of Excellence (COE) in 2020. SMK Center of Excellence is a vocational development program to improve quality and performance in certain expertise competencies accompanied by a commitment to partnership and alignment with the world of work. The SMK Center of Excellence program has the vision to produce SMK graduates who are absorbed in the world of work or become entrepreneurs through in-depth and comprehensive alignment of vocational education with the world of work so that they become reference SMKs and quality improvement centers for other SMK.

The Ministry of Education and Culture through the Director General of Vocational Education has appointed seven vocational schools in Bekasi City as implementers of the SMK Center of Excellence program in 2021. The seven vocational high schools include SMK Teratai Putih 1, SMK Karya Guna 2, SMK Sumber Daya, SMK Tinta Emas Indonesia, SMK Negeri 2 Kota Bekasi, SMK Negeri 7 Kota Bekasi, and SMK Negeri 15 Kota Bekasi. The goal of this program is to produce successful SMK graduates. According to Wikan Sakarinto, there are three benchmarks for successful SMK graduates in the SMK Center of Excellence program. Among other things, SMK are absorbed by the world of work and industry, continue their studies in higher education such as polytechnics or universities, or create jobs or work for themselves as entrepreneurs.

One of the focuses of the implementation of the SMK Center of Excellence program is the cultivation of students' interest and talent in entrepreneurship. The development of entrepreneurship learning is needed to improve the character of students such as self-confidence, leadership, and independence so that they know about entrepreneurial values. Entrepreneurship is an activity that can improve the welfare of society characterized by an increase in a better life. Hopefully, these activities will reduce the unemployment rate in Indonesia based on a creative and innovative attitude that can survive and thrive in difficult economic conditions ([Hidayat & Nawawi, 2022](#)).

One of the efforts to overcome the unemployment problem and increase the ratio of entrepreneurs is to foster the entrepreneurial spirit. Because entrepreneurial activities can open new jobs and reduce unemployment. The growth of an entrepreneurial mentality begins with a strong and resilient character. The growth of the entrepreneurial spirit of vocational students will be realized by carrying out the entrepreneurial process. The entrepreneurial process is not only understanding the theory and strategy of entrepreneurship but must deal and competing directly with business people. The entrepreneurial learning experience at school is needed to be used as a provision for entering the world of work.

According to [Wardhani \(2020\)](#) in their research, project-based learning methods for students are more effective in fostering entrepreneurial character than problem-based learning methods. Meanwhile, [Setianti, Subekti, Permana, and Budiana \(2020\)](#) in their research showed that the implementation of training activities can increase entrepreneurial knowledge, from not understanding entrepreneurship to knowing what entrepreneurship is. This is evidenced by the skills in planning entrepreneurship, from those who do not understand at all and are now able to understand and practice entrepreneurship planning. Furthermore, skills regarding the application of entrepreneurship also increased, from those who never imagined that one day they would be able to become entrepreneurs, imagining what it would be like if they became entrepreneurs.

The implementation of entrepreneurship learning is considered effective to increase motivation, improve competence, and foster entrepreneurial interest. Various entrepreneurial activities carried out such as entrepreneurship seminars, and surveys to customers are valuable lessons that provide benefits and experiences that change mindsets and behaviors for entrepreneurship. The development of entrepreneurship learning methods emphasizes adaptability (soft skills), as well as life skills in a business environment that can

strengthen entrepreneurial interest and make entrepreneurship a promising career choice (Harianti et al., 2020).

Indarti and Rostiani (2008) that entrepreneurship education affects the development of interest and fosters a person's soul so that they have entrepreneurial behavior. Therefore, it is necessary to understand and explain how to develop and encourage the formation of great young entrepreneurs even though they are still in school or college. Previous research states that the emergence of the entrepreneurial desire of the younger generation is a source of the creation of future entrepreneurs. Understanding entrepreneurial knowledge will foster interest and entrepreneurial spirit so that they will behave entrepreneurially, namely by opening new businesses and opening new jobs.

2. Literature Review

2.1. Communication

Communication is a very basic and important social process in human life. It is said to be fundamental because all human societies, primitive or modern, want to maintain consensus on various social rules through communication. It is said to be essential because every individual can communicate with other individuals to increase their chances of staying alive (Rakhmat, 2004).

According to Lasswell, communication is Who Says What in Which Channel to Whom with What Effect? The five elements of communication according to Lasswell's paradigm include an answer to the question, namely Communicator (communicator, source, sender), Message (message), Media (channel, media), Communicator (communicant, communicatee, receiver, recipient), and Effect (effect, impact, influence). There are four communication objectives, including changing attitude, changing opinion, changing behavior, and changing society (Effendy, 2019).

2.2. Communication Strategy

A communication strategy is a combination of communication planning and communication management to achieve a predetermined goal. The communication strategy in achieving these goals must be able to show how operational tactics must be carried out, in the sense that the approach can be different at any time depending on the situation and conditions. Communication strategies can be carried out when we already understand the nature of communicators, and understand the effects caused by them, so it is very important to choose what is the best way to communicate because it relates to what media will be selected and used (Effendy, 2018).

Chris Fill in Syahlendra, Trenggono, Yudha, and Zainal (2022) states that communication strategies are divided into three main theories, namely

- a. Put strategy
A communication strategy that is focused on directing audiences with the aim that audiences can see, consider and enter into related groups.
- b. Push strategy
A communication strategy focused on employee performance capabilities that lead to the realization of the power to encourage loyalty and commitment to work.
- c. Pull strategy
The communication strategy is focused on maintaining the company's image and the process leads to the goal of maintaining relationships with colleagues and consumers.

2.3. Entrepreneurship

Entrepreneurship is a creative and innovative skill that serves as a basis and resource in finding opportunities for success. The creative process is only carried out by people with creative and innovative personalities, namely those with an entrepreneurial spirit, attitude, and behavior. The characteristics include having self-confidence, the indicators of self-confidence are optimistic, devoted, disciplined, and responsible; having initiative, the indicators are energetic, agile, and active; having performance motivation, the indicators consist of the direction of future results and knowledge; having a leadership spirit, the indicators dare to be different, reliable, and tough at work; dare to take risks with complete calculations (Suryana, 2006).

According to Hartanti, entrepreneurial spirit is an important element in entrepreneurship. That is, the entrepreneurial spirit and behavior shown by the nature, character, and personality of someone who creatively brings innovative and creative ideas into the real world. Meanwhile Sukirman (2017) states that entrepreneurship is a strong belief and acceptance of entrepreneurial behavior, a willingness to work hard and foster relationships between members, and maintain psychological ties from members to the company. The ability to create an entrepreneurial spirit can increase entrepreneurial behavior. Entrepreneurship has a positive and important impact on entrepreneurial behavior.

2.4. Stimulus Organism Response (S-O-R) Theory

S-O-R theory is a theory derived from psychological theory and is often used in communication because it has the same material object as humans themselves. Because humans have elements such as attitudes, opinions,

behavior, cognition, emotions, and relationships. The principle of this theory is the reaction which is the reverse reaction of the individual when stimulated by the media. Because the effect between mass media messages and audience reactions can be predicted, and the effect can be said to be a specific reaction to the reaction stimulus, the compatibility between messages and communal reactions can be predicted and estimated (Effendy, 2003).

2.5. AIDDA Theory

The first step in the communication process is to get the attention of the audience. When the audience's attention has begun to rise, the next effort is to arouse the interest of the audience because interest has a level above attention. Interest is an advanced part of attention, which is the starting point for the creation of a desire to carry out the activities expected from a communicator. The high desire/desire in the audience does not mean a lot actually so there is still a need for further action, namely the emergence of a decision, namely deciding to act as expected by the communicator (Effendy, 2003).

3. Research Methods

The research method used by researchers in qualitative research. Qualitative research is an approach to exploring and understanding the meaning of some individuals or a group of people who come from social problems (Creswell, 2017). The object of this research is the communication strategy of teachers of SMK Center of Excellence and inhibiting factors in fostering the entrepreneurial spirit of students in Bekasi City.

The data collection methods used by researchers in this study are observation, interviews, and documentation collection as explained by Sugiyono (2015). The data analysis technique used in this research is the triangulation technique and measuring the success of the teacher communication process in fostering the entrepreneurial spirit of vocational students using SOR Theory and AIDDA Theory.

4. Result

4.1. Teacher's Communication Strategy in Fostering Student Entrepreneurship Spirit Seen from SOR Theory

a. Message (Stimulus, S)

The implementers of the Vocational High School Center of Excellence program in Bekasi City provide stimulus through entrepreneurship learning activities, namely entrepreneurship education according to the curriculum with project-based learning methods and entrepreneurship training. Because it is still in the Covid-19 pandemic, these activities are more often carried out online using zoom meetings, google classroom, and WhatsApp but do not rule out the possibility of limited face-to-face meetings. Face-to-face learning is believed to foster chemistry so that interaction between teachers and students is maximized in discussions, and facilitates communication in learning entrepreneurship. While online learning activities provide more knowledge, share information, and motivation about entrepreneurship.

Entrepreneurship learning activities use two methods, namely online discussion methods, and face-to-face practice methods. Online entrepreneurship learning provides theory/knowledge about how to be an entrepreneur, how to deal with problems when entrepreneurship, how to market products, and how to be an entrepreneur without capital. While face-to-face learning is in the form of entrepreneurial practice activities, namely the process of making products both goods and services starting from the provision of the necessary tools and materials. The process of making products does not only occur in certain subjects but can collaborate with other subjects and even with other competencies in the school. In general, entrepreneurship teachers have their businesses by selling online in the marketplace so that they can directly share with students about the entrepreneurial process.

In addition to internal school learning, students are also involved in entrepreneurship training to increase their understanding, enthusiasm, and motivation. Training is conducted both online and offline. Frequently attended training include the Sekolah Pencetak Wirausaha (SPW) or entrepreneurial school program, shop digital classes, or inviting resource persons to the school. These training provide material on digital marketing, preparing business plans, and presenting successful entrepreneurs to build students' motivation and creativity for entrepreneurship.

According to Munawar and Supriatna (2018) in their research, entrepreneurship learning is able to instill innovative and creative values in responding to opportunities, creating opportunities, and entrepreneurial skills and knowledge such as business establishment and managing businesses. Furthermore, Setianti et al. (2020) states that the implementation of entrepreneurship training can improve three things, namely knowledge about entrepreneurship, and entrepreneurial planning skills to understand and practice entrepreneurship.

Harianti et al. (2020) in their research stated that entrepreneurship learning methods play a role in increasing motivation, competence, and fostering entrepreneurial interest. Meanwhile, entrepreneurship learning methods that are practical to be improved by involving students to play an active role and have a positive impact on entrepreneurial interest.

b. Communicants (Organism, O)

The component after the stimulus in the SOR theory is the organism. An organism is a living being that receives a stimulus and carries out a thought process to understand and practice the message after receiving the stimulus. The organism in question is students who receive learning, students process messages conveyed in learning activities by the teacher. Teachers must convey verbal and non-verbal communication messages to students must contain attention, and understanding so that students are easy to accept. Students are expected to be able to have understanding and understanding related to the message conveyed.

Students complain that entrepreneurship learning activities are carried out online. The desire of entrepreneurship learning students can be face-to-face with practical methods to produce products not just theories. Furthermore, they sell their products. Therefore, teachers provide students with limited face-to-face learning opportunities so that interaction between students is increasingly well established to develop an entrepreneurial spirit.

Entrepreneurship learning is more effective and students look more enthusiastic if done face-to-face. Teachers become facilitators in fostering students' entrepreneurial spirit. Both exchange ideas to share the products that will be made and innovate existing products including the marketing process. This proves that communication is the main factor in the interaction between the teacher as a communicator and students as communicators. Because without communication, learning activities do not go well.

c. Effect (Response, R)

The last element in the SOR theory is the effect/influence or Response. The response is a reaction after receiving a stimulus that causes an influence or effect after communication occurs. The occurrence of response indicates a good communication process because it undergoes a thinking process. The effect felt after receiving the message is an increase in entrepreneurial spirit such as enthusiasm, motivation, imagination, creativity, courage, innovation, inspiration, and not giving up easily. The growth of the entrepreneurial spirit of students proves that messages are easily accepted and enter the hearts and minds of students.

Through entrepreneurship education with project-based learning methods, teachers and students collaborate to make products. Teachers from groups based on skill competencies to support entrepreneurship. The products produced are in the form of goods and services. Various types of products have been produced including dish soap, salty strains, hand sanitizers, chairs from barrels, ice cream, soap/detergent, closed circuit television (CCTV) (Closed Circuit Television) installation services, screen printing services, etc. Furthermore, these products are marketed online through school or personal market places and offline such as opening exhibition stands, stands during report card distribution, market day, and bazaars. Not a few students have ventured to open their own businesses by becoming resellers of goods or services online or offline.

Based on the results of the study it can be concluded that students can process and receive stimuli from the teacher quickly. Students not only receive messages but can interpret messages and change views, namely a change in behavior for entrepreneurship.

4.2. Teacher's Communication Strategy in Fostering Student Entrepreneurship Spirit seen from AIDDA Theory

a. Attention (A)

As the implementer of the SMK program, the Center of Excellence becomes an attraction in fostering the entrepreneurial spirit of SMK students. Various activities are carried out to attract students' attention to understanding entrepreneurship. These activities include learning entrepreneurship education according to the curriculum with project-based learning methods and conducting training.

Entrepreneurship learning is not just theory but also practice, namely making creative and innovative products. Starting from the products produced, sales are made so that they get profits. Furthermore, to strengthen the understanding of entrepreneurship, it is necessary to include training such as entrepreneurial schools and shopee digital business classes.

b. Interest (I)

In connection with growing interests and interests, the entrepreneurship learning process needs to be developed so that students are maximized in fostering entrepreneurial interests because students come from different backgrounds with diverse interests and interests. Not a few students look uninterested in entrepreneurship but over time it can form the same interests and interests, namely entrepreneurship. The same interests and interests are grouped in a container called the SPW team (school of entrepreneurial printers).

Students' interest and interest in entrepreneurship is high as seen from the enthusiasm of students to make products and sell their products. The products produced are in the form of goods and services. Teachers give students the freedom to be creative in making creative and innovative products. Furthermore, the products are sold online and offline to make a profit. So the teacher is only a facilitator to foster the entrepreneurial spirit.

c. Desire (D)

SMKs implementing the SMK Center of Excellence program have products made by students. So there is a desire for the community to visit SMKs and see student products. Furthermore, the products are offered online and offline, making people want to buy the products even more. There is recognition from the community for the products produced, so there is a sense of pride that further increases students' desire for entrepreneurship.

d. Decision (Decision, D)

A decision is a step that a person takes to determine something he wants. There is a sense of public trust in student products so people are interested in buying and using products made by students. This proves that the results of student work are accepted by the community, further convincing students to make decisions for entrepreneurship.

e. Action (A)

Action is an activity to realize beliefs about interest in something. Students take action by selling homemade products and marketing other people's products or becoming resellers online and offline. The existence of public trust in buying the products sold makes students even more eager to carry out entrepreneurial activities. Especially after knowing that there are benefits from selling their products. Students can increase turnover by using profits as additional capital.

4.3. Inhibiting Factors of Communication in Fostering the Entrepreneurial Spirit of Students of SMK Center of Excellence

a. Barriers in Interpreting Messages

As the implementer of the SMK Center of Excellence program, SMK always provides learning activities that are integrated with other subjects using the project-based learning method. The ultimate goal of this learning is to be able to produce products in the form of goods or services and market these products to foster the entrepreneurial spirit of students. However, not all students and even their parents have the same understanding of the learning method, causing misunderstandings. Some parents have the perception that their children are taught to sell instead of learning in general. Misunderstandings occur due to communication barriers between teachers (SMK) and students and parents. This is influenced by the diverse backgrounds and social status of SMK students.

Efforts made to avoid misunderstanding SMK provides an understanding of the aims and objectives of entrepreneurship learning activities during parent meetings. In addition, it displays students who have succeeded in entrepreneurship by displaying student products and then sharing them through class group Whatsapp. The hope is that students are embedded in the entrepreneurial spirit and that parents understand the purpose of entrepreneurship learning.

b. Barriers to Developing Messages

SMK students have a fear of starting entrepreneurship because they do not have capital so the message to foster the entrepreneurial spirit is hampered. However, teachers do not stop always provide motivation and do not get tired of encouraging persuasively. In addition, vocational students are given solutions to attend training, seminars, and sharing sessions with entrepreneurs so that insight into entrepreneurship increases. When they do not have the capital for entrepreneurship, SMK students can sell online by becoming resellers using their gadgets.

In addition, capital also hinders the making of products with project-based learning methods. Making products as a result of student work is a differentiating factor in fostering the entrepreneurial spirit in SMK. The obstacles that occur are not without solutions. Effective communication between students facilitated by the teacher provides a solution to the lack of capital, namely by the joint venture. After the capital is collected, students collaborate to produce products that are then marketed and sold to make a profit. Profits can be used as capital for further activities.

c. Barriers to Receiving Messages

Various problems will always be found in receiving messages. Messages will not be well received when time is limited in developing the soft skills and hard skills of vocational students. Especially during the Covid-19 pandemic, entrepreneurship learning with project-based learning methods is not running optimally and learning is more often theory/material, causing boredom.

Efforts made by teachers to overcome these obstacles are conducting limited face-to-face learning. Limited face-to-face learning conducts entrepreneurial practices. Students are in groups to make innovative and creative works according to their tastes to be traded. These activities show that students are enthusiastic and eager to do entrepreneurship learning.

5. Conclusion

Based on the results of the research and discussion that has been presented, the research entitled "Teacher Communication Strategy in Fostering the Entrepreneurial Spirit of Students of Vocational Center of Excellence in Bekasi City" has two conclusions, namely:

1. The SOR and AIDDA communication models show that the messages conveyed by the teacher can foster motivation and enthusiasm in the communicants (students). This shows that communicants can receive messages well followed by changes in knowledge, attitude/character and behavior. The communication process is carried out in learning activities in verbal and non-verbal forms so that it will stimulate students (communicants) to give their best response. The learning activities carried out are entrepreneurship education learning with project-based learning and training.
2. The communication process between teachers and students in fostering the entrepreneurial spirit does not always run smoothly and well because of communication barriers. Communication barriers that occur include barriers in interpreting messages, barriers in developing messages, and barriers in receiving messages. Communication barriers can be resolved properly through maximum efforts such as establishing more intensive coordination and cooperation between teachers and students through parents.

6. Recommendations

Based on the research results and conclusions, the authors provide the following recommendations:

- a. Entrepreneurship learning with project-based learning methods and training are highly recommended as interventions to foster the entrepreneurial spirit of students at every level of education and not only for students of SMK Centers of Excellence.
- b. Student involvement in organizing or participating in entrepreneurial activities such as market day, bazaar, expo, etc. can build courage, and confidence, and increase student motivation for entrepreneurship.
- c. Students' involvement in making products will increase their creative, innovative, and active power so that they will produce good and contemporary products.

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