

The Influence of Entrepreneurship Class Program on Career Maturity of Vocational School Students

Revina Sedyaning Jati, Fitri Wahyuni*

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

*Author of correspondence, Email: fitri.wahyuni.fip@um.ac.id

Abstract

Career maturity refers to the process by which an individual develops a deep understanding of oneself, career interests, values, and goals they wish to achieve in their career. The lack of career maturity in students prompts schools to facilitate them by organizing entrepreneur classes. Therefore, the aim of this research is to investigate the influence of entrepreneur class programs on the career maturity of vocational high school students. The methodology employed in this research is qualitative descriptive design. The subjects of the study consist of three students from Muhammadiyah 7 Gondanglegi Vocational High School enrolled in the entrepreneur class, three graduate students from the entrepreneur class, and a teacher who serves as the head of the entrepreneur class committee. Data collection techniques include interviews, observations, and documentation using interview guidelines, observation guides, and documentary studies as instruments. The data analysis technique used is triangulation analysis of sources. The findings of the research indicate that the entrepreneur class program indeed has a significant positive influence on the career maturity of vocational high school students.

Keywords: entrepreneur class; career maturity; VHS students

1. Introduction

Vocational High School (SMK) is a formal education that organizes vocational education at the secondary education level as a continuation of junior high school, MTs, or other equivalent forms. The purpose of education in SMK is to form graduates who are ready to enter the world of work, be employed, or as entrepreneurs. To fulfill this goal, it is necessary to accelerate and improve student competencies (Kemdikbud, 2018). With a focus on practical learning and technical skills, SMKs prepare students for direct entry into the world of work or to continue higher education in accordance with their chosen field of expertise. Through an industry-oriented curriculum and on-the-job training, SMK students not only acquire the necessary technical skills, but also develop adaptability, problem-solving, and communication skills that are essential in achieving sustainable career maturity.

To enter the increasingly complex and diverse world of work, career maturity is a crucial aspect in supporting its development. Lavinson, Ohler, Caswell and Kiewra in Dewi (2021) define career maturity as an individual's ability to make a realistic and stable career choice by realizing what is needed in making career choices. In the midst of intense global competition, students' readiness to face professional challenges is very important to ensure future career success. However, vocational students often face a number of problems that affect their career maturity.

The first issue affecting students' career maturity is that there are challenges in self-understanding and identifying appropriate career interests. Many students do not have a clear view of the industries they are interested in or the potential careers they could pursue. This can hinder the decision-making process about their future education and career. Secondly, lack of knowledge about the demands of the job market and lack of skills relevant to specific industries are also major problems. Although SMKs have been designed to provide practical skills, often

the curriculum is not always in line with the latest developments in the industry, so students may not be directly prepared for the intense job competition. In addition, support factors such as career orientation and proper guidance are also often lacking in SMKs. This may result in students feeling confused or unmotivated to formulate clear career goals and achieve optimal readiness in facing professional challenges.

From some of the problems that have been discussed, schools are trying to provide solutions to these problems by forming entrepreneurial classes. Entrepreneur class is a strategic step in improving students' career maturity. SMK, as an educational institution that focuses on providing practical skills, utilizes entrepreneur classes to provide students with a deeper understanding of the world of business and entrepreneurship. Through this class, students not only learn about how to start and manage a business, but also develop essential skills such as innovation, leadership, and risk management.

By strengthening students' understanding of the potential and challenges in the business world, entrepreneurship classes in SMK aim to instill a proactive and creative attitude in dealing with various situations in the future (Hendrik et al., 2014). This not only helps students to choose a career that suits their interests and talents, but also prepares them with practical skills needed by the industry when they graduate. Thus, the integration of entrepreneurship classes in SMK not only enriches students' learning experience in the context of vocational education, but also has the potential to improve their readiness to succeed in their professional careers after graduation. However, from the benefits that have been discussed, it is still unknown how effective entrepreneurial classes are in overcoming these career problems. For this reason, more in-depth research is needed to evaluate how effective this program is in improving students' career maturity.

Previous research has shown that entrepreneurship education can have a significant positive impact on the development of students' interpersonal skills, self-confidence, and business understanding (Misra & Bhattacharyya, 2019; Rahman et al., 2020). However, not many studies have specifically explored the influence between entrepreneurial class programs in SMK and students' career maturity, especially in the Indonesian context. The theoretical foundation in the research to be conducted uses Donald Super's Career Maturity Theory which develops the concept of career maturity that includes self-understanding, career decision-making, and the ability to plan and evaluate career choices. This is very relevant in seeing how entrepreneurship programs affect students' career maturity.

By deepening the understanding of how entrepreneurial class programs can influence students' career maturity in vocational schools, it is expected to provide guidance for the development of educational policies that are more effective and relevant to current labor market needs. This study aims to fill this knowledge gap and contribute to the literature on vocational education and entrepreneurship.

2. Method

2.1 Research Design/Type

According to Gie (2004) in Widina (2023) Scientific method or also called research method is a systematic procedure or steps in obtaining knowledge. In this study using descriptive research methods with a qualitative approach. Descriptive method is a research method intended to collect information on a certain situation and condition, then describe what happened when the research was conducted in the form of a research report (Lesmana, Hidayat, & Kosasih, 2018). Qualitative research is research on research that is descriptive and tends to

use analysis. Process and meaning are more displayed. The theoretical basis is used as a guide so that the focus of the research matches the facts in the field (Wekke, 2019).

2.2 Research Subjects and Sampling Techniques

Sampling techniques are the methods taken in taking samples, in order to obtain samples that are truly in accordance with the overall research subject (Dewi, 2023). The sampling technique used is purposive sampling, namely samples taken based on criteria determined by the researcher (Rahmawati, 2023). According to Harys (2020) research subjects are people who dedicate themselves to following and participating in research. This participation is voluntary without anyone's coercion. The subjects in this study were the head teacher of the entrepreneur class management at SMK Muhammadiyah 7 Gondanglegi, 3 students who were actively involved in the entrepreneur class and 3 graduates of students who were members of the entrepreneur class.

2.3 Place and Time of Research

According to Eka (2016) The research location is a place where research is conducted to obtain the data and information needed in this study. The research location was carried out at SMK Muhammadiyah 7 Gondanglegi which is located on Jalan KH. A. Dahlan 20 Gondanglegi District, Malang Regency.

Research time is when the research was conducted. This research was conducted from June 02, 2024 to July 07, 2024.

2.4 Research Instruments

A research instrument is a tool used to obtain or collect or measure objects of a research variable (Febrinawati, 2018). The research instruments used in collecting data in this study are interview guidelines, observation guides and documentation studies.

2.5 Research Procedure

Research procedures are a series of activities carried out by scientists or researchers to achieve results, goals and conclusions in a systematic and standardized manner (Harys, 2020). The procedures in this study are data source selection, data collection, data analysis, data integration, interpretation and conclusions, the last is verification and validation. (according to the design of the triangulation).

2.6 Data Analysis Technique

Data analysis technique is a process in a study that is carried out after data collection, by analyzing, processing, organizing, and compiling it, then conclusions are drawn from the overall results of the study (Bakai, 2022). The data analysis technique used is a qualitative analysis technique with the stages carried out are organizing data, reducing data, verifying data and the last is making conclusions and reporting results.

3. Results and Discussion

3.1 Results

3.1.1 Interview Results

The results of research on the influence of the Entrepreneur Class Program on Student Career Maturity at SMK Muhammadiyah 7 Gondanglegi based on the results of interviews conducted with the head teacher of the entrepreneur class management, 3 students who are

members, and 3 graduates of the entrepreneur class. The following is a description of the interview results from informants who play a role in this study.

- **Active students are part of the entrepreneurial class**

Based on interviews conducted with students who are actively enrolled in entrepreneurial classes, they stated that entrepreneurial classes have benefits in providing learning about the world of work to further finalize the chosen career. As stated by subject 1 about the benefits obtained from the entrepreneur class *"the learning provided is very related to what I do at work, so I often match and use it when I am working. on the other hand, the learning and knowledge I get from here is very broad about entrepreneurship so I already feel safe because later after graduating I will not be confused about choosing a job because I have received provisions from this entrepreneur class"*.

Subject 2 found it easier to pursue education and work interspersed, as stated *"in addition to being able to increase knowledge about how to be an entrepreneur, the most memorable thing after going through the practice is that I became more confident and easier to make decisions. If the external benefits are that I can also work and get my own income, so that I can use the money from working to pay for school needs"*.

While subject 3 stated that attending entrepreneurial classes made his time more efficient *"on the other hand I feel that joining this entrepreneurial class is very efficient, because besides school I work, now when I work I get real learning on how to face the real world of work, so I feel that at one time but get two learning outcomes"*. student 3 also stated that attending entrepreneurial classes made him have many friends with one goal so that he felt supported in building a career *"in addition to the benefits that I mentioned earlier, while attending entrepreneurial classes I feel that I have many friends with one goal in mind so that I feel that I get full support when building a career from the surrounding environment"*.

From the three subject statements, it can be concluded that by attending entrepreneurial classes they will get various benefits such as increasing entrepreneurial knowledge and experience, adding provisions in preparing the chosen career such as increasing self-confidence, increasing courage in making decisions and also to get various supports. this can support them in fostering career development so that it can help them in maturing the chosen career.

- **Entrepreneurial graduates**

Based on the results of interviews conducted with alumni of entrepreneurial class students, it is revealed that after attending entrepreneurial classes, it has a big influence on actual working life, such as communication skills expressed by subject 4 *"after graduating, I feel the influence, because I was used to it, now when I am already working I feel more experienced, such as how to communicate in public which is much better and smoother I got after doing practices from entrepreneurial classes first"*.

Furthermore, subject 5 also stated that attending entrepreneur classes can increase knowledge of running a business *"I feel that my previous work experience and the knowledge I received from school have a big influence. Because now besides working I also have my own business interlude and also have employees and they are my friends, yes, although it is not big but thankfully it can run smoothly and I also have plans to raise this business later if because the current job I feel is still not producing enough, in my opinion this is indeed the result of me attending entrepreneur classes so that I can be like this"*.

Subject 6 stated that participating in entrepreneurial classes could increase his self-confidence *"Maybe because I used to take entrepreneurial classes too, so I feel much more confident in various things because I used to be required to do this, so I have to be ready"*.

From the statements of the three subjects who used to take entrepreneur classes and are now working, it can be concluded that the knowledge and experience brought from the program make them individuals who have more potential that can be used in their work as evidenced by what they have achieved or obtained in their expressions.

- **Entrepreneur class management teacher**

Based on interviews conducted with the teacher who manages the entrepreneurial class program as subject 8, the main purpose of the formation of entrepreneurial classes at SMK Muhammadiyah 7 Gondanglegi is to help students gain more experience and learning in the field of entrepreneurship so that it makes it easier for students to have a career *"The main purpose of this entrepreneurial class is different from the background of its holding. If the goal is to provide entrepreneurial learning and knowledge that is passed through their direct experience when working such as in improving how to communicate, self-confidence, courage to make decisions, understand themselves and develop self-concept. So, when they have graduated and work or entrepreneurship their experience is more real and already has more provisions in the world of work, the point is to help prepare students who want to have a career"*.

According to the subject, entrepreneurial classes are useful for preparing self-understanding of their abilities so that students can prepare the needs that will be used after choosing a career *"entrepreneurial class students who have graduated on average have jobs or businesses that can be said to be successful, maybe because they have been indirectly taught to recognize their own abilities so that it is easier to prepare the needs or knowledge that will be used to work"*.

Based on the results of interviews with the head teacher of the entrepreneur class management, it can be concluded that the entrepreneur class has a useful purpose in preparing self-understanding of their abilities so that students can prepare the needs that will be used after choosing a career.

3.1.2 Observation Results

- **In-class entrepreneur activities**

Observations revealed that in the entrepreneur class sessions, students are actively involved in small group discussions to develop entrepreneurial or business ideas. They collaborate in identifying problems in their community and seek business-based solutions.

- **Application of Business Concepts**

Students were seen applying the concepts they learned in making a simple entrepreneurial plan according to the material taught.

- **Teamwork and collaboration**

Observations showed that teamwork occurred naturally among the students. They discussed their respective roles in the team, divided tasks, and helped each other in completing their endeavor projects.

3.1.3 Documentation Results

The documentation study on the programs in the entrepreneurial class is as follows:

- **Entrepreneurship Idea Development:** Helps participants to develop their business idea from the initial concept to a more mature business plan.
- **Business Management:** Learning about management aspects such as financial management, operational management, and human resource management.
- **Marketing and Sales:** Understanding marketing strategies to reach the right target market and sales techniques to optimize product or service sales.
- **Finance and Accounting:** An introduction to the basics of business finance, including financial planning, cost analysis, and cash management.
- **Innovation and Creativity:** Develop skills to identify new opportunities, innovate products or processes, and overcome challenges in creative ways.

- **Social Entrepreneurship:** Understand how business can be used to achieve social or environmental goals, apart from financial gain.
- **Networking and Connections:** Building networks with other entrepreneurs, potential investors, and other professionals who can assist in growing the business.
- **Pitching and Presentations:** Training to effectively communicate a business idea to potential investors, customers or partners.
- **Risk Management and Sustainability:** Understanding how to identify, assess, and manage business risks, as well as sustainability principles that can affect the business.

3.2 Discussion

After obtaining data results from interviews, observation and documentation that have been obtained, the next step is to discuss using the source triangulation technique.

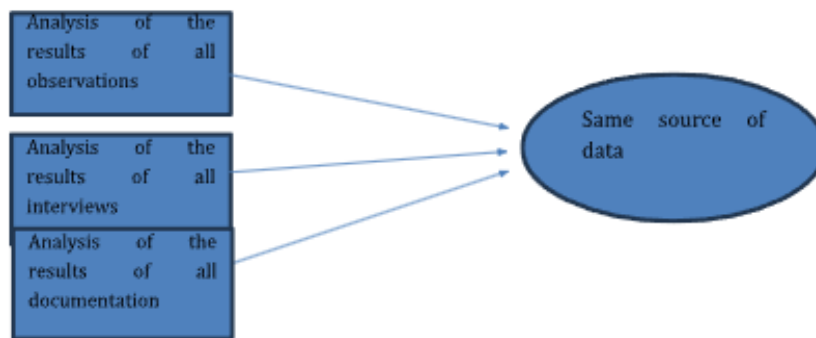


Diagram 1. Analysis of Source Triangulation

3.2.1 Basic Theory: Donald Super's theory of Career Maturity and previous research results

Donald Super's theory is an important framework in understanding individual career maturity. According to Super, career maturity encompasses a continuous developmental process throughout one's life, involving stages such as exploration, decision-making, and implementation of career choices. This theory emphasizes that factors such as learning experiences, self-concept, and adaptation to social roles influence a person's career development.

Previous research conducted by Misra & Bhattacharyya (2019) in Rahman et al. (2020) showed that entrepreneurship education can have a significant positive impact on the development of students' interpersonal skills, self-confidence, and business understanding.

3.2.2 Analysis of Interview Guidelines, Observation Guidelines, and Documentation Studies

In this journal article, research was conducted using a combination of interview, observation, and documentation methods to investigate the influence of entrepreneurial classes on the career maturity of vocational students. The following are the findings:

- **Interviews with Students who Attended Entrepreneur Classes:** Students who took the entrepreneur class generally showed improvement in their understanding of the world of work and their readiness to face future career challenges. They revealed that the class helped them develop practical skills such as business planning, basic financial management, and creativity in solving problems.
- **Interview with Student Alumni:** Alumni of the entrepreneur class indicated that the program had a positive impact in helping them understand their career options and

improving their adaptability to changes in the work environment. They may have successfully started their own businesses or secured jobs relevant to the skills they learned.

- **Interview with Entrepreneur Class Leader Teacher:** The head teacher of the entrepreneur class confirmed that the designed curriculum helped students to better explore their career options. They observed improvements in students' motivation to learn, their ability to formulate career goals, and their readiness to face challenges in the world of work.
- **Observation Guide:** Observations of student interactions during the entrepreneurial classes indicated that the program encourages collaboration among students, innovation in entrepreneurial solutions, and the development of social skills required in the work environment.
- **Documentation Study:** Overall, programs in entrepreneurship classes can serve as an important complement to students' career education by providing a combination of technical skills, soft skills, entrepreneurial understanding, and ethics necessary for success in a variety of professions and industries. Through practical experience and deep learning, students can enhance their career maturity and be prepared to face the challenges of a competitive job market.

3.2.3 Results of the triangulation analysis of the three sources, namely interviews, observations and documentation using theoretical perspectives as well as previous related research.

Based on the results of the source analysis, namely interviews, observations and documentation, the three of them have a relationship and a positive effect in improving learning experiences, self-concept, and adaptation to social roles as in the theory of Donald Super in influencing one's career development.

The results of source analysis from interviews, observations as well as documentation show that entrepreneurial classes do affect career maturity in vocational students. This is in line with the findings of previous research, namely in accordance with the findings of Misra & Bhattacharyya (2019) in Rahman et al. (2020) which shows that entrepreneurship education can have a significant positive impact on the development of students' interpersonal skills, self-confidence, and business understanding. The findings of these studies are consistent with the results of this study which found that entrepreneurship education provides the knowledge and skills necessary to succeed in a career.

By combining data from the three sources and elaborating on theoretical perspectives as well as research results that support the research findings, it shows that entrepreneurial classes can increase self-awareness, career exploration, career decision making, and career planning in vocational students. From these results, it can be interpreted that entrepreneurship classes are indeed effective and have a significant influence in influencing the career maturity of vocational students.

4. Conclusion

Based on the results of interviews, observations, and documentation to explore the influence of entrepreneurship classes on the career maturity of vocational school students, several important findings can be concluded:

The entrepreneur class program has consistently been shown to have a positive impact on students' career maturity, they have experienced significant improvements in their

understanding of the world of work and readiness to face future career challenges. In addition, the alumni of the entrepreneur class showed that the program made a meaningful contribution in helping them understand their career choices and improve their adaptation to changes in the work environment. Some alumni even manage to start their own businesses or get jobs that match the skills they learned. The perspective of the entrepreneur class chair teacher also emphasized that the designed curriculum has been effective in helping students better explore career options.

Overall, observations of student interactions during entrepreneurship classes show that the program encourages collaboration between students, innovation in entrepreneurial solutions, and the development of important social skills in the context of work. The documentation study confirms that the entrepreneurship class program has a crucial role as a support in students' career education. With practical experience and in-depth learning, students can increase their career maturity and be prepared to face challenges in a competitive job market.

Thus, the implementation and development of entrepreneurship class programs in schools can make a significant contribution in preparing future generations to succeed in their careers and face the complex dynamics in today's global workforce

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