



Entrepreneurial Readiness of Vocational School Students: An Analysis of the Role of Teaching Factory, Entrepreneurial Intention, and Entrepreneurial Mindset

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Penelitian ini bertujuan untuk menganalisis kesiapan berwirausaha melalui peran Teaching Factory dan niat berwirausaha, pola pikir wirausaha. Teaching Factory merupakan model pembelajaran berbasis industri yang menekankan pada praktik langsung, keterlibatan dengan dunia usaha, serta pengembangan keterampilan kewirausahaan. Penelitian ini menggunakan pendekatan Studi Literature Review dengan metode deskriptif. Hasil penelitian menunjukkan bahwa Teaching Factory berpengaruh positif dan signifikan terhadap kesiapan berwirausaha, baik secara langsung maupun melalui mediasi pola pikir wirausaha. Niat berwirausaha juga terbukti memiliki pengaruh signifikan terhadap kesiapan lulusan dalam memulai usaha secara mandiri. Selain itu, pola pikir wirausaha berperan sebagai mediator yang memperkuat hubungan antara pengalaman pembelajaran praktik dan kesiapan nyata menghadapi dunia usaha. Penelitian ini merekomendasikan penguatan implementasi program teaching factory serta pelatihan pengembangan pola pikir kewirausahaan secara sistematis dalam kurikulum SMK.

Abstract

This study aims to analyze entrepreneurial readiness of vocational school students in Surabaya by examining the role of Teaching Factory and entrepreneurial intention, with entrepreneurial mindset positioned as a mediating variable, in order to address gaps in existing vocational entrepreneurship literature. Teaching Factory is an industry-based learning model that emphasizes hands-on practice, involvement with the business world, and the development of entrepreneurial skills. This research uses the Literature Review approach with descriptive methods. The results showed that Teaching Factory has a positive and significant effect on entrepreneurial readiness, both directly and through the mediation of an entrepreneurial mindset. Entrepreneurial intention is also proven to have a significant influence on the readiness of graduates to start a business independently. In addition, an entrepreneurial mindset acts as a mediator that strengthens the relationship between practical learning experiences and real readiness to face the business world. This study recommends strengthening the implementation of the teaching factory program as training to develop entrepreneurial mindset systematically in the SMK curriculum.



INTRODUCTION

Vocational education, especially in Vocational High Schools (SMK), has a strategic role in preparing graduates who are not only technically competent, but also able to compete and create jobs independently. In the context of national economic development, SMKs are expected to produce graduates who have high readiness for entrepreneurship, especially in the midst of increasingly competitive labor market dynamics and limited formal employment opportunities. One innovative approach that has been implemented in the vocational education system is the Teaching Factory (TEFA), which is a production or service-based learning model that resembles a real industry. In the culinary field, Teaching Factory (TEFA) is a strategic means to develop entrepreneurial skills directly through work practices that approach the reality of the industrial and business world.

Teaching Factory (TEFA) not only provides practical experience in producing and selling food products, but also encourages learners to develop an entrepreneurial mindset. Through real production activities, learners are faced with the challenges of direct business management, including aspects of planning, production, marketing, and evaluation of business results. This active interaction indirectly shapes the character and mindset of being innovative, risk-taking, and resilient in the face of failure-essential elements in entrepreneurial readiness.

In addition to the learning aspect, entrepreneurial intention is also a key factor that influences a person's readiness to start a business. These intentions are formed from individual perceptions of business opportunities, personal values, and the drive to be economically independent. In the Theory of Planned Behavior (Ajzen, 1991), intention is the main predictor of actual behavior, including in the context of entrepreneurship. Someone who has a strong intention to become an entrepreneur tends to be more prepared to face business challenges, seek opportunities, and take real action. In this case, entrepreneurial intentions can be strengthened through learning experiences in a supportive environment, such as the Teaching Factory (TEFA), as well as strengthening the entrepreneurial mindset.

An entrepreneurial mindset plays an important role as a bridge between learning experience and actual readiness to start a business. Individuals with a strong entrepreneurial mindset usually exhibit proactivity, creativity, innovation and resilience in the face of risk. Therefore, the formation of this mindset is the main focus in entrepreneurship education in SMK. The formation process is not only through theoretical material, but also direct practice in learning ecosystems such as Teaching Factory (TEFA) that provide real experience to students.

From a theoretical perspective, the mediating role of entrepreneurial mindset can be justified through the integration of Experiential Learning Theory and the Theory of Planned Behavior (TPB). Experiential Learning Theory (Kolb, 1984) posits that knowledge and cognitive frameworks are

constructed through concrete experience and reflective processes. In the context of Teaching Factory (TEFA), students are not only exposed to practical production activities but also engage in problem-solving, decision-making, and risk evaluation, which shape their cognitive orientation toward entrepreneurial activities. These repeated experiential processes contribute to the formation of an entrepreneurial mindset characterized by opportunity recognition, resilience, and proactive behavior.

Furthermore, according to the Theory of Planned Behavior (Ajzen, 1991), intention represents a motivational factor that influences behavior through cognitive and attitudinal mechanisms. Entrepreneurial intention alone may not directly translate into readiness unless it is internalized into a stable cognitive framework. Entrepreneurial mindset serves as this cognitive mechanism that transforms intention into structured thinking patterns and behavioral preparedness. Therefore, entrepreneurial mindset functions as an intervening construct that explains how experiential learning (TEFA) and entrepreneurial intention are converted into entrepreneurial readiness.

Based on this theoretical integration, this study proposes a structured conceptual model in which Teaching Factory (TEFA) and entrepreneurial intention influence entrepreneurial readiness both directly and indirectly through entrepreneurial mindset as a mediating variable.

In Surabaya, as one of the metropolitan cities and centers of economic growth in Indonesia, the challenges and opportunities for entrepreneurship for SMK graduates are enormous. However, entrepreneurial readiness of SMK graduates is still an issue that needs more serious attention, especially in terms of strengthening the mindset and fostering entrepreneurial intentions. Therefore, it is important to examine the extent to which Teaching Factory (TEFA) and entrepreneurial intention influence the entrepreneurial readiness of SMK graduates, by considering the mediating role of entrepreneurial mindset.

This study is expected to make theoretical and practical contributions to the development of learning models in vocational schools, especially in the culinary field. The findings of this study will provide an overview of the importance of integrating practice-based learning and strengthening entrepreneurial mentality in preparing young people who are able to become independent business actors. In addition, the results of this study can also be a reference for educators, vocational education policy makers, and industry players to jointly build a sustainable entrepreneurial ecosystem in the vocational education environment.

Although numerous studies have examined the implementation of Teaching Factory (TEFA) in vocational education and its contribution to skill development and entrepreneurial outcomes, most existing literature tends to focus on isolated relationships, such as TEFA and entrepreneurial skills, or entrepreneurial intention and readiness. Limited attention has been given to examining entrepreneurial readiness as an integrated construct that simultaneously considers Teaching Factory, entrepreneurial intention, and entrepreneurial mindset within a single conceptual framework.

Furthermore, previous studies rarely position entrepreneurial mindset as a mediating variable that bridges practice-based learning experiences and actual entrepreneurial readiness, particularly in the context of urban vocational schools. In addition, empirical and literature-based syntheses focusing on vocational schools in metropolitan areas such as Surabaya remain scarce, despite the city's unique economic dynamics and entrepreneurial opportunities, especially in the culinary sector.

To address these gaps, this study systematically reviews and analyzes the role of Teaching Factory and entrepreneurial intention in shaping entrepreneurial readiness, with entrepreneurial mindset positioned as a mediating construct, within the context of vocational schools in Surabaya. By doing so, this study seeks to contribute both context-specific insights and broader theoretical implications for vocational entrepreneurship education. The conceptual framework positions entrepreneurial mindset as a central cognitive mechanism that links experiential learning and motivational intention to measurable entrepreneurial readiness outcomes.

METHOD

This study employed a systematic descriptive literature review approach to synthesize existing research on the relationship between Teaching Factory (TEFA), entrepreneurial intention, entrepreneurial mindset, and entrepreneurial readiness in vocational education. This approach was chosen to ensure methodological rigor, transparency, and replicability in identifying, selecting, and analyzing relevant literature.

Literature Search Strategy

The literature search was conducted using several academic databases, including Google Scholar, Scopus, and SINTA-indexed national journals. These databases were selected to capture both international and Indonesian studies relevant to vocational education and entrepreneurship contexts. The search process used combinations of the following keywords: *“Teaching Factory,”* *“vocational education,”* *“entrepreneurial readiness,”* *“entrepreneurial intention,”* *“entrepreneurial mindset,”* and *“SMK”*. Boolean operators such as AND and OR were applied to refine the search results.

Since the literature search was conducted across multiple databases, potential overlap of indexed articles was carefully managed. All retrieved records were exported and compiled into a reference management system, where duplicated entries were identified based on title similarity, author names, publication year, and Digital Object Identifier (DOI). Automatic duplicate detection was first performed, followed by manual verification to ensure accuracy, particularly for articles indexed differently across databases. When identical articles were found in more than one database, only one instance was retained for further screening. This process ensured that each study was counted only once and prevented bias arising from database overlap.

Inclusion and Exclusion Criteria

To ensure the relevance and quality of the reviewed literature, the following inclusion criteria were applied: (1) Articles published in peer-reviewed journals; (2) Studies focusing on vocational education, Teaching Factory, entrepreneurship education, or entrepreneurial readiness; (3) Articles published between 2012 and 2025, to reflect recent theoretical and empirical developments; (4) Studies written in English or Indonesian; (5) Research that explicitly discusses at least one of the core variables: TEFA, entrepreneurial intention, entrepreneurial mindset, or entrepreneurial readiness.

Articles were excluded if they: (1) Were not related to vocational or entrepreneurship education; (2) Were opinion papers, editorials, or non-academic publications; and (3) Lacked sufficient methodological or conceptual clarity. The inclusion and exclusion criteria were formulated to ensure methodological rigor, conceptual coherence, and analytical relevance. Limiting the review to peer-reviewed journal articles enhances the credibility of the synthesized evidence, while the selected publication period (2012–2025) captures both foundational and recent developments in Teaching Factory and vocational entrepreneurship education. The inclusion of English and Indonesian publications allows for the integration of global theoretical perspectives and local contextual insights. Requiring explicit discussion of at least one core variable Teaching Factory, entrepreneurial intention, entrepreneurial mindset, or entrepreneurial readiness ensures thematic consistency across the reviewed studies. Conversely, the exclusion of non-academic publications, opinion-based papers, and studies lacking methodological or conceptual clarity minimizes interpretive bias and strengthens the transparency and replicability of the literature selection process.

Screening and Selection Process

The initial search identified approximately 85 articles. After removing duplicates and screening titles and abstracts for relevance, 32 articles were retained for full-text review. Following a detailed eligibility assessment based on the inclusion and exclusion criteria, 12 core articles were selected for in-depth analysis and synthesis, as presented in Table 1. The selected studies were chosen because they provided strong theoretical foundations, empirical evidence, or evaluative insights directly related to Teaching Factory implementation, entrepreneurial intention, mindset formation, and entrepreneurial readiness in vocational education contexts.

Data Analysis Technique

The selected literature was analyzed using thematic content analysis. Key themes were identified, compared, and synthesized to examine patterns and relationships among variables across studies. Rather than drawing causal conclusions, this review focuses on identifying consistent trends, conceptual linkages, and theoretical positions reported in prior research. Entrepreneurial mindset was analytically positioned as a mediating construct based on recurring patterns in the literature that indicate its role in linking practice-

based learning experiences and entrepreneurial readiness. This mediation is interpreted **conceptually**, not statistically, in line with the descriptive nature of the literature review approach.

With this literature review approach, researchers can thoroughly understand the interaction between the variables studied and find research gaps that have not been widely studied before, especially in the context of culinary vocational schools in Surabaya. The results of this literature synthesis provide a strong foundation for developing further research instruments and directing the focus of analysis on the most relevant and impactful dimensions in developing entrepreneurial readiness of SMK graduates.

RESULT AND DISCUSSION

Tabel 1. Article data Literature review study

No	Source	Research Focus	Relevant Findings	Implications for Research
1	Hastuti et al. (2025)	Teaching Factory Management at Temanggung Center of Excellence Vocational School	Good management of TEFA increases the effectiveness of industry-based learning and fosters students' work ethic.	Indicates that the Teaching Factory (TEFA) management system contributes to mental readiness and work skills, strengthening the entrepreneurial mindset.
2	Evawati et al. (2024)	Implementation of Double Track SMAN 4 Sidoarjo	The dual program enhances students' intention and readiness for entrepreneurship through practical skills.	Support for the hypothesis that entrepreneurial intention is strongly influenced by practical experience and mindset coaching.
3	Sidik et al. (2023)	The role of digital literacy as a mediator of entrepreneurial orientation	Digital literacy strengthens the relationship between entrepreneurial orientation and intention to become a technopreneur.	Reinforces the concept that mediating variables such as mindset are important in bridging training with business readiness.
4	Sudiyono et al. (2024)	Challenges of entrepreneurship education in vocational schools	Lack of innovation and independent mindset hinder students' entrepreneurial readiness.	A structured approach is needed to shape an entrepreneurial mindset through a learning environment such as TEFA.
5	Gumilar & Ridwan (2024)	TEFA as an innovative educational approach in hospitality	Teaching Factory (TEFA) improves students' work competence and confidence for entrepreneurship.	Practical competencies and increased self-confidence support entrepreneurial readiness, through mindset formation.
6	Fauzan et al. (2025)	TEFA at SMKS Mambaul Ulum Bata-	The implementation of TEFA improves students' technical	TEFA plays a dual role in shaping skills and building

		Bata	skills and motivation for entrepreneurship.	entrepreneurial intent through employment and real-life experiences.
7	Harahap et al. (2024)	Effectiveness of TEFA on learning outcomes	TEFA is proven to significantly improve student learning outcomes.	Improved learning outcomes impact on psychological and technical readiness for entrepreneurship.
8	Sunggoro et al. (2022)	Learning factory management in Karawang	TEFA successfully fosters students' entrepreneurial spirit through industrial simulation activities.	Real production experience helps students form a practical mindset and proactive attitude.
9	Indartha et al. (2025)	Evaluation of culinary training with the CIPPO model	The evaluation showed that practice-based culinary training improved learning effectiveness and work readiness.	Industry-based culinary practices are important in shaping entrepreneurial attitudes and mental readiness.
10	Lasmini et al. (2024)	TEFA in Accounting and Administration Department in Bali	TEFA helps improve students' financial literacy and entrepreneurial spirit.	Strengthening business literacy and entrepreneurial mindset through real practice supports entrepreneurial readiness.
11	Ramadhani & Yulastri (2024)	Creativity and learning outcomes in pastry & bakery	Creativity is positively correlated with learning outcomes and student readiness in the pastry field.	Creativity is part of the entrepreneurial mindset, essential for readiness to start a culinary business.
12	Dweck, C. (2006) (<i>Referensi teoritis</i>)	<i>Growth mindset theory</i>	A growth mindset enhances an individual's ability to deal with challenges and risks.	A developed entrepreneurial mindset is the foundation of strong entrepreneurial readiness.

Based on the table above, it can be concluded that almost all literature supports a significant relationship between Teaching Factory (TEFA) and entrepreneurial readiness. Teaching Factory (TEFA) not only enhances students' technical skills, but also shapes real learning experiences that are relevant to the business world. On the other hand, entrepreneurial intention is proven to be an important psychological variable that drives actual readiness to start a business, especially when supported by field practice.

This section presents the results of the literature synthesis by integrating patterns, convergences, and contrasts across the reviewed studies. Rather than reporting empirical results, this section highlights conceptual insights regarding the relationship between Teaching Factory (TEFA), entrepreneurial intention, entrepreneurial mindset, and entrepreneurial readiness in vocational education.

Teaching Factory and Entrepreneurial Readiness: A Thematic Synthesis

Across the reviewed literature, Teaching Factory (TEFA) is consistently positioned as a practice-based learning model that bridges vocational education and the real business environment. The synthesis indicates that TEFA is not merely a technical training approach, but a contextual learning ecosystem that exposes students to authentic production processes, market dynamics, and managerial responsibilities. Studies in various vocational fields—including culinary, hospitality, and business administration—suggest that TEFA supports entrepreneurial readiness by fostering experiential learning, work discipline, problem-solving skills, and business awareness.

Several studies emphasize that the effectiveness of TEFA in shaping entrepreneurial readiness is closely related to the quality of its implementation. Hastuti, Murniati, and Sudana (2025) highlight that well-managed TEFA environments resemble real industrial settings, enabling students to simultaneously develop technical competence and business understanding. Similarly, Gumilar and Ridwan (2024) demonstrate that TEFA in the hospitality sector encourages students to think and act as business actors rather than passive learners. However, comparative insights reveal that when TEFA is implemented primarily as a technical production unit without explicit entrepreneurial integration, its contribution to readiness becomes limited. This indicates that curricular alignment and entrepreneurial orientation are critical factors determining TEFA's role in preparing students for entrepreneurship.

Entrepreneurial Intention as a Conceptual Driver

The literature synthesis further indicates that entrepreneurial intention functions as an important psychological precursor to entrepreneurial readiness. Drawing on the Theory of Planned Behavior (Ajzen, 1991), entrepreneurial intention is shaped by individual attitudes, perceived social norms, and perceived behavioral control. Within vocational education contexts, the reviewed studies suggest that intention is not solely an individual trait, but is continuously shaped through contextual learning experiences such as industrial practice, double track programs, and Teaching Factory activities.

Studies reviewed in this synthesis demonstrate variation in how entrepreneurial intention is conceptualized. Some studies frame intention as an outcome of vocational learning, while others position it as a motivational driver that precedes readiness. For instance, Evawati, Susilowati, and Misbahudin (2024) show that learning environments combining academic instruction with business practice strengthen students' entrepreneurial intentions and perceived readiness. The synthesis suggests that entrepreneurial intention alone is insufficient to ensure entrepreneurial readiness unless supported by sustained practical exposure and mindset development. This highlights the dynamic and developmental nature of intention within vocational learning ecosystems.

Entrepreneurial Mindset as an Integrative Mechanism

A key insight emerging from the synthesis is the role of entrepreneurial mindset as an integrative mechanism linking learning experience and entrepreneurial readiness. Rather than being treated as a fixed personality trait, entrepreneurial mindset is conceptualized across studies as a dynamic set of cognitive and attitudinal attributes, including creativity, adaptability, risk tolerance, confidence, and resilience. The

reviewed literature consistently emphasizes that mindset development occurs through repeated engagement in authentic tasks, reflection on real business challenges, and exposure to innovation-oriented environments.

Several studies underscore that without a well-developed entrepreneurial mindset, technical competence and entrepreneurial intention may not translate into actionable readiness. Sudiyono et al. (2024) identify the lack of mindset-oriented approaches as a major challenge in entrepreneurship education in vocational schools. Meanwhile, Sidik et al. (2023) highlight the role of digital literacy in strengthening entrepreneurial orientation and innovative thinking, further supporting the conceptual proposition that entrepreneurial mindset functions as an intervening mechanism linking experiential learning and entrepreneurial readiness. Collectively, the literature positions entrepreneurial mindset as a conceptual mediator that enables students to transform learning experiences and intentions into practical entrepreneurial preparedness.

Comparative Insights and Critical Synthesis

Comparative analysis across the reviewed studies reveals differences in how entrepreneurial readiness is conceptualized and addressed. Studies that focus primarily on technical competence tend to emphasize skill mastery and learning outcomes, often underrepresenting the psychological and cognitive dimensions of readiness. In contrast, studies that integrate mindset-oriented and intention-based frameworks provide a more holistic understanding of entrepreneurial preparation, highlighting the interplay between skills, motivation, and cognitive readiness.

This contrast indicates a fragmentation in the existing literature, where entrepreneurial readiness is frequently discussed in isolated dimensions rather than as an integrated construct. The synthesis underscores the need for vocational entrepreneurship education models that align practice-based learning, entrepreneurial intention, and mindset development within a unified framework. In metropolitan contexts such as Surabaya—characterized by high economic dynamics, intense competition, and diverse entrepreneurial opportunities—this integration becomes particularly important. Strengthening TEFA implementation with explicit entrepreneurial and mindset-oriented components can support the preparation of vocational graduates who are not only job-ready, but also capable of creating sustainable business opportunities.

It is important to note that the mediating role of entrepreneurial mindset discussed in this study is conceptual rather than statistically tested. As this research employs a descriptive systematic literature review, the proposed mediation reflects a theoretical integration of patterns identified across prior studies, not an empirical mediation analysis. Therefore, the relationships described should be interpreted as conceptual linkages that require further empirical validation in future quantitative research.

CONCLUSION

This study synthesizes existing literature to examine how Teaching Factory (TEFA), entrepreneurial intention, and entrepreneurial mindset are conceptually interconnected in shaping entrepreneurial readiness within vocational education. The synthesis indicates that TEFA functions as a

contextual learning ecosystem that supports experiential learning and exposure to real business practices, while entrepreneurial intention operates as a motivational driver that evolves through practice-based educational environments. Importantly, the literature highlights entrepreneurial mindset as an integrative mechanism that enables learning experiences and intentions to translate into practical entrepreneurial readiness. These insights underscore the need for vocational entrepreneurship education models that align technical training with motivational and cognitive development, particularly in urban vocational contexts such as Surabaya.

Future research should move beyond literature-based synthesis by employing empirical designs to test the conceptual relationships identified in this study. Quantitative approaches, such as structural equation modeling, may be used to examine the mediating role of entrepreneurial mindset, while qualitative studies could explore how TEFA implementation practices influence mindset formation in different vocational fields. Additionally, comparative and longitudinal research across regions and sectors is recommended to capture contextual variations and the long-term impact of practice-based learning on entrepreneurial readiness. Such directions would strengthen the empirical foundation of vocational entrepreneurship education and refine the integrated framework proposed in this review.

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