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Implementation of Creativity, Innovation, and Entrepreneurship Learning to Develop Students' Entrepreneurial Spirit at SMKN 1 Karangtengah Cianjur

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ABSTRACT

This study examines the implementation of creativity, innovation, and entrepreneurship (KIK) learning in shaping students' entrepreneurial mindset at SMKN 1 Karangtengah, Cianjur. Using a qualitative case study approach within a social constructivist paradigm, the research explores how project-based learning (PjBL) is planned, implemented, and evaluated in the KIK subject. Data were collected through observation, in-depth interviews, documentation, and focus group discussions involving the principal, teachers, and students. The findings reveal that KIK learning has been implemented through short-term PjBL that provides meaningful and contextual learning experiences. Students actively engage in designing business ideas, producing products, collaborating in teams, and presenting their work. This process fosters social-pedagogical dynamics that strengthen collaboration, responsibility, communication skills, and risk-taking behavior. However, several challenges remain, particularly in project marketing planning and evaluation systems that still emphasize final products rather than the development of entrepreneurial character. Supporting factors include the merdeka curriculum policy, active teacher facilitation, the presence of a student business center, and partnerships with local industries. In contrast, limitations in capital, infrastructure, time allocation, and students' marketing experience act as inhibiting factors. The study concludes that KIK learning based on PjBL significantly contributes to the formation of students' entrepreneurial character through authentic learning experiences. Strengthening planning and evaluation strategies is essential to optimize entrepreneurship education in vocational schools.

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INTRODUCTION

Vocational education has a strategic role in preparing human resources who are skilled, creative, adaptive, and ready to face the dynamics of the industrial revolution 4.0 and society 5.0 (Sari et al., 2024). In this context, vocational education is no longer sufficiently oriented towards producing skilled workers (*job seeker*), but is required to produce a generation that has the ability to think critically, innovatively, and has an entrepreneurial spirit as *job creator (Riza Ubihatun et al., 2024)*. The global education paradigm positions entrepreneurship as a key competency of the 21st century because it is related to the ability to identify opportunities, manage risks, and create economic value based on creativity.

However, this ideal situation has not yet been fully realized. Data from the BPS in February 2024 shows that the open unemployment rate (TPT) for vocational high school graduates remains the highest compared to other educational levels, at 8.63%, exceeding high school graduates (6.88%), diploma graduates (4.31%), and university graduates (5.39%) (BPS, 2026). This fact demonstrates a gap between the normative objectives of vocational education as mandated by Law Number 20 of 2003 and the empirical reality on the ground. Vocational high school graduates are still predominantly job-seeking and do not yet fully achieve entrepreneurial-based economic independence.

A similar phenomenon is evident in Cianjur Regency. Data from the Cianjur Regency Manpower and Transmigration Office in 2026 shows that approximately 42% of registered job seekers are vocational high school graduates (Disnakertrans Kabupaten Cianjur, 2026). In fact, this area has the potential for creative economy, agriculture, and tourism that can be developed through entrepreneurial activities (DPMPTSP Kabupaten Cianjur, 2024). This situation suggests the importance of strengthening learning that directly fosters students' entrepreneurial spirit from school.

In response, the government strengthened the policy direction of entrepreneurship education in vocational schools through Minister of Education and Culture Regulation No. 34 of 2018 concerning National Standards for Vocational High Schools/Islamic Vocational High Schools and Minister of Education and Culture Decree No. 262/M/2022 concerning the implementation of the merdeka curriculum. This curriculum emphasizes project-based learning (PjBL), *teaching factory*, and the Pancasila Student Profile Strengthening Project (P5), which focuses on developing creativity and entrepreneurship. One of the subjects driving this direction is Creativity, Innovation, and Entrepreneurship (KIK).

Theoretically, entrepreneurship is understood as the ability to create something new and valuable and transform creative ideas into real economic opportunities (Hatta et al., 2024). In an educational context, PjBL is considered effective in fostering an entrepreneurial spirit because it trains students to think critically, collaboratively, make decisions, and produce products of economic value through contextual and meaningful learning experiences (Greis

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Tuandali & Sukri, 2025). In the context of education, project-based learning (PjBL) is considered effective in fostering an entrepreneurial spirit because it trains students to think critically, make decisions, work collaboratively, and produce products with economic value (Yanti & Novaliyosi, 2023). This approach allows students to learn through direct experience, making the knowledge and skills acquired more meaningful and contextual.

SMKN 1 Karangtengah, Cianjur Regency is one of the schools that has implemented KIK learning actively through *student business center*, partnerships with MSMEs, and practices *teaching factory.* Students produce a variety of creative products that are marketed in real-world settings. However, initial observations indicate that the implementation of KIK learning still faces challenges, including limited facilities and capital, suboptimal collaboration with the industrial and business industry (DUDI), and an evaluation system that is not yet fully capable of comprehensively measuring the development of students' entrepreneurial character.

A number of previous studies have examined entrepreneurship learning in vocational schools from various perspectives. Nurhasanah et al. (2022) researching implementation *teaching factory* based on creative industries with a focus on school production management, but has not yet examined the meaning of learning experiences for students. Fitriani Zainal et al. (2025) studying entrepreneurship learning in the merdeka curriculum at the conceptual and policy levels, has not touched on empirical practices in educational units. Ismi Zatya et al. (2023) examine the relationship between PjBL and *entrepreneurial intention* students through a quantitative approach, but have not yet explored the socio-pedagogical dynamics during the learning process.

From these various studies, it can be seen that entrepreneurship learning in vocational schools is mostly understood from the perspective of models, policies, and quantitative results, while studies that place students' learning experiences as a socio-pedagogical process that forms an entrepreneurial spirit are still limited. *Research gap* this research is located in the gap of research regarding how the KIK learning process is interpreted by students and how the dynamics of interactions in the classroom shape their entrepreneurial character.

Based on this gap, this study offers novelty by positioning entrepreneurship learning as a process of constructing values and character through students' socio-pedagogical experiences in production, creativity, collaboration, and decision-making activities in KIK classes.

From the perspective of social studies education, entrepreneurship learning in vocational schools is a strategic vehicle for internalizing economic values, independence, responsibility, creativity, and cooperation as part of the formation of citizens who are socio-economically productive (Komara et al., 2024). Therefore, this study uses a descriptive-exploratory qualitative approach within the social constructivism paradigm to understand how entrepreneurial values and characters are constructed through KIK learning interactions at SMKN 1 Karangtengah.

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Based on the description, the formulation of the research problem is: (1) how is the PjBL-based KIK learning process implemented at SMKN 1 Karangtengah; (2) what are the socio-pedagogical dynamics that occur during KIK learning; (3) supporting and inhibiting factors for the implementation of KIK learning; (4) how students interpret the entrepreneurial learning experience they undergo; and (5) how does this process contribute to the formation of students' entrepreneurial spirit.

This study aims to analyze in-depth the implementation of KIK learning in developing students' entrepreneurial spirit, describe the socio-pedagogical dynamics that occur in the classroom, identify supporting and inhibiting factors, and reveal the meaning of students' learning experiences through entrepreneurial projects. The results of the study are expected to provide theoretical contributions to the development of social studies education studies on the entrepreneurial dimension of vocational education, as well as practical contributions for schools, teachers, and policymakers in strengthening project-based entrepreneurial learning according to the demands of the merdeka curriculum.

RESEARCH METHODS

This research uses a qualitative approach with a case study method to deeply understand the implementation of creativity, innovation, and entrepreneurship learning and its contribution to developing students' entrepreneurial spirit. The research is based on a social constructivism paradigm, which views entrepreneurial character as being formed through students' learning experiences, interactions, and active involvement in classroom entrepreneurial projects.

The research was conducted at SMKN 1 Karangtengah, Cianjur Regency, which was selected purposively because it had implemented the merdeka curriculum *teaching factory*, *student business center*, and partnerships with DUDI. The research subjects were determined through purposive and snowball sampling, including the principal, vice principal for curriculum, two KIK teachers, and three students with varying project experiences (successful, moderate, and experiencing obstacles).

Data collection was conducted through moderate participatory observation of the short-term project-based learning (PjBL)-based KIK learning process, semi-structured in-depth interviews, documentation studies (teaching modules, project results, and collaboration documents), and FGDs to verify findings. The actual activities observed included project planning, production practices, student collaborative work, product presentations, and learning reflections.

The primary research instrument was the researcher herself, supported by observation, interview, and documentation guidelines. Data analysis used the interactive model of Miles, Huberman, and Saldaña, through the stages of data reduction, data presentation, and cyclical conclusion drawing using thematic coding techniques (Miles et al., 2014). Data validity is

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maintained through triangulation of sources, techniques, and time, *member checking*, detailed contextual descriptions, and documentation of the research audit trail to ensure credibility, dependability, transferability, and confirmability of the findings.

RESULTS AND DISCUSSION

Implementation of Creativity, Innovation and Entrepreneurship (KIK) Learning

The KIK learning plan at SMKN 1 Karangtengah is designed using the merdeka curriculum teaching module using a project-based learning (PjBL) approach. Teachers design *driving question*, learning objectives, project flow, and the product students will produce. Business ideas are always drawn from contexts close to students' lives to make learning more meaningful. Planning also includes group assignments and project completion time estimates. The teacher explained that the project was designed to give students a "firsthand experience of running a business".

These findings indicate that planning has led to contextual learning, as emphasized Ismi Zatya et al. (2023) PjBL is effective when based on students' real-life contexts. However, planning has not fully addressed marketing and business sustainability. Some projects stop at the production stage without a product distribution strategy. The teaching module documents also lack explicit indicators for assessing entrepreneurial character. This indicates a gap between the learning design and the goal of fostering an entrepreneurial spirit.

During the implementation phase, students were actively involved, from designing business ideas to production, to presenting project results. The teacher acted as a facilitator, guiding the group work and problem-solving process. Observations showed that the classroom atmosphere became more dynamic during the practical phase compared to the theoretical phase. One student expressed that this activity made him feel like he truly owned his own business. Collaborative interactions between students were strong throughout the project process.

This active involvement is in line with the findings Haq (2022) which states that PjBL increases *student engagement* in entrepreneurship learning, students learn to manage time, share responsibilities, and solve production problems collaboratively. This process demonstrates that learning occurs both cognitively and socially. This hands-on experience fosters student creativity and independence. Learning is no longer limited to understanding entrepreneurial concepts theoretically.

During the evaluation phase, teachers assess students' products, presentations, and engagement during the project. However, assessments still emphasize the final outcome rather than the process of developing entrepreneurial character. Teachers acknowledged the lack of specific instruments to assess creativity, independence, or risk-taking. These findings indicate

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that evaluation is a weak point in the implementation of KIK. This situation also highlights the need to develop a more comprehensive and process-oriented evaluation system.

Supporting and Inhibiting Factors in the Implementation of KIK Learning

The implementation of KIK learning at SMKN 1 Karangtengah is inseparable from various factors that influence its success in the field. One of the main supporting factors is the merdeka curriculum policy, which provides teachers with ample space to implement project-based learning. Teachers feel more freedom to design contextual entrepreneurial projects that are appropriate to the school's conditions. This condition aligns with findings Helmayunita et al. (2024) the legitimacy of the PjBL-based curriculum provides a real opportunity for integrating entrepreneurship learning into vocational schools. With this policy, KIK becomes not just a conceptual subject but a vehicle for real-world practice.

In addition to curriculum support, the existence of *student business center* in schools is a very significant supporting factor. This facility serves as an entrepreneurship laboratory where students practice business ideas directly. Students not only learn in the classroom but also learn from the experience of managing a simple business within the school environment. This finding strengthens research Indiworo (2019), which states that the school business unit is effective as *experiential laboratory* in entrepreneurship learning. This learning environment makes the learning process feel more real and meaningful for students (Rachmasari, 2017).

The role of teachers as facilitators is also a crucial supporting factor in the successful implementation of KIK. Teachers no longer act as material providers, but as guides throughout each stage of the project. One teacher stated that "*what's important isn't just the product, but how children learn from the process*". This mentoring pattern aligns with the findings Indriyani & Widodo (2019), which confirms that the quality of teacher facilitation is very important in determining the success of project-based entrepreneurship learning. A supportive relationship between teacher and student encourages students' courage to try and experiment (Basyori, 2025).

Collaboration with the business and industry world (DUDI) also enriches students' learning experiences. Through these partnerships, students gain a clear understanding of market needs and product marketing strategies. Teachers noted that the presence of business partners helps students understand that business doesn't stop at production, but also includes distribution and promotion. This finding aligns with research Eva Maria (2022), which shows that industry collaboration makes entrepreneurship learning more realistic and applicable.

However, the implementation of KIK also faces several obstacles. Limited student business capital is a major obstacle in running the project. Several students reported difficulty developing ideas due to production costs. This obstacle is similar to the findings of the study Alviana (2017), which identified capital and resources as the main barriers to entrepreneurship

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learning in vocational schools. Furthermore, limited learning time often means projects don't reach the optimal marketing stage.

Another obstacle lies in the learning evaluation system, which is still oriented toward the final product. Teachers admit that it's easier to assess the results of students' work than the process of character development. This situation aligns with findings Rochmah et al. (2025), which states that entrepreneurship evaluation in vocational schools is still unable to systematically measure character aspects such as creativity, responsibility, and risk-taking. Consequently, important aspects of the entrepreneurial spirit have not been fully measured in KIK learning.

Socio-Pedagogical Dynamics in KIK Learning

The KIK learning process at SMKN 1 Karangtengah demonstrates a strong social dynamic through group work throughout the project. Students learn to negotiate, share roles, and resolve differences of opinion independently. Teachers give each group the freedom to develop their own work strategies. This creates an active and participatory collaborative learning environment. Students focus not only on the product but also on the interactions that occur within the team.

In this process, communication becomes a skill that is continuously honed. Students reported that differences of opinion often arise when determining product concepts, but they learn to find common ground. One student remarked that "*it is precisely when we have different opinions that we learn the most about listening to each other*". This experience demonstrates that entrepreneurship projects serve as a vehicle for real social practice. This finding aligns with Rochmah et al. (2025), which emphasizes that the effectiveness of entrepreneurship learning lies in social practices within learning groups.

The relationship between teacher and student in KIK learning also demonstrates a more egalitarian pattern. The teacher does not dominate the lesson, but rather acts as a facilitator who provides guidance when needed. Students feel they have the space to try, experiment, and even make mistakes without fear of being blamed. One student said that failing their first project actually made them more confident in trying again. This pattern of interaction demonstrates the formation of *entrepreneurial mindset* through direct experience (Mugiarto, 2023).

This social dynamic makes KIK learning a natural space for developing entrepreneurial character. Students learn responsibility for group assignments, discipline with production time, and learn to cope with pressure when results don't meet expectations. This process occurs not through lectures, but through direct involvement in project activities. This corroborates the findings Komara et al. (2024) that entrepreneurial character learning is effective when students experience the process themselves in a real context.

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Thus, the socio-pedagogical dynamics of KIK learning demonstrate that entrepreneurship projects are not only a means of producing products, but also a means of building students' social, communication, and resilience skills. The interactions that occur during the projects are at the heart of meaningful learning. KIK learning ultimately becomes a social practice space where the entrepreneurial spirit grows through authentic collaborative experiences.

The Meaning of KIK Learning in the Formation of Students' Entrepreneurial Spirit

KIK learning provides meaningful learning experiences that foster student independence. Students learn to design business ideas, manage production time, and complete assigned responsibilities within the group. Creativity is evident in the diverse products produced by each team, each with its own distinct characteristics. Students feel challenged to produce products that are not only unique but also have market value. This experience gradually fosters an innovative mindset in students.

The project-based learning process helps students understand that entrepreneurship is not just theory, but rather a practice that requires consistency and perseverance. One student said, "This is the first time I've truly felt how difficult it is to create a saleable product." This statement demonstrates that hands-on experience provides a deeper understanding than classroom learning alone. This finding aligns with Soelaiman et al. (2025), which states that entrepreneurship projects effectively foster students' creativity and independence. Concrete experiences serve as a natural means of internalizing entrepreneurial values.

Teamwork and responsibility also develop through project activities. Students realize that business success cannot be achieved individually, but requires solid collaboration. They learn to divide tasks according to their respective abilities and help each other when facing difficulties. This situation fosters a collective awareness that entrepreneurship requires team synergy. This experience demonstrates that entrepreneurial character develops through the social processes that occur during learning (Nasir, 2025).

The courage to take risks is evident when students try out business ideas even when unsure of the outcome. Students learn that failure is an inevitable part of the learning process. One student revealed that failing in his first sale actually made him more courageous in trying new strategies. This process demonstrates the development of a resilient mentality, a key characteristic of entrepreneurship. These findings support research Rochmah et al. (2025), which emphasizes the importance of failure experiences in building *entrepreneurial mindset*.

However, the level of meaning these experiences convey varies among students. Students who successfully market their products demonstrate a deeper understanding of entrepreneurship than those who have not yet reached that stage. This demonstrates that real-world market experience significantly influences students' perspectives on business.

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Therefore, KIK learning not only develops technical skills but also fosters entrepreneurial awareness and character through authentic learning experiences.

CONCLUSION

This study shows that the implementation of creativity, innovation, and entrepreneurship (KIK) learning at SMKN 1 Karangtengah has led to contextual and meaningful project-based learning (PjBL) practices. The planning, implementation, and evaluation of learning have provided space for students to experience the entrepreneurial process directly through real-life projects. However, the marketing aspect planning and entrepreneurial character evaluation system still need to be developed to be more comprehensive.

The main supporting factors for the implementation of KIK come from the merdeka curriculum policy, the active role of teachers as facilitators, the existence of *student business center*, and collaboration with the industrial and business industry (DUDI). Meanwhile, inhibiting factors include limited capital, facilities, learning time, and a product-oriented evaluation system. This combination of factors impacts the quality of the entrepreneurial learning experience students receive.

The socio-pedagogical dynamics that occurred during the project demonstrated that KIK learning is not merely an activity that produces products, but a social practice space that shapes students' communication, collaboration, responsibility, and resilience skills. Group interactions and egalitarian relationship patterns between teachers and students contribute to the formation of *entrepreneurial mindset* through direct experience.

KIK learning also provides profound meaning for developing students' entrepreneurial spirit, particularly in aspects of independence, creativity, collaboration, and risk-taking. Real-world experiences in designing, producing, and marketing products serve as a means of internalizing entrepreneurial values that cannot be acquired through theoretical learning alone. However, the level of meaning these experiences convey varies among students, depending on the successes and challenges they encounter during the project.

Thus, the PjBL-based KIK learning at SMKN 1 Karangtengah has been shown to significantly contribute to fostering students' entrepreneurial spirit through authentic learning experiences. These findings underscore the importance of strengthening entrepreneurial planning and developing an evaluation system capable of measuring the character-building process, thus enabling more optimal and sustainable entrepreneurship learning in vocational schools.

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