

**The Role of Entrepreneurship Education Implementation in The
Formation of Students' Entrepreneurial Attitudes at Private
Senior High School in Gowa Regency**

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Abstract: This study aims to analyze the implementation of entrepreneurship education, students' entrepreneurial attitudes, and the role of entrepreneurship education in shaping entrepreneurial attitudes among students at Private Senior High School Gowa Regency. This study uses a qualitative approach with a descriptive type. The research subjects consisted of the principal, teachers of crafts and entrepreneurship subjects, and students. Data collection techniques were carried out through observation, interviews, and documentation, while data analysis used an interactive model that includes data reduction, data presentation, and drawing conclusions. The results of the study indicate that the implementation of entrepreneurship education has been carried out through intracurricular and extracurricular activities integrated in the 2013 Curriculum, with a learning method that combines theory and practice. Students' entrepreneurial attitudes are beginning to form, demonstrated through creativity, independence, responsibility, cooperation, and self-confidence, although not evenly distributed across all students. Entrepreneurship education plays an important role in shaping entrepreneurial attitudes through direct learning experiences. However, its implementation still faces obstacles such as limited facilities and low student interest in entrepreneurship. Entrepreneurship education plays a significant role in shaping students' entrepreneurial attitudes, but it needs optimization in terms of facilities, learning methods, and increasing student motivation.

Keywords: Education; Entrepreneurial Attitude; Entrepreneurship; Implementation; Students.

A. Introduction

Education is a conscious effort to prepare students through guidance, teaching, and training for their future roles (Hayi & Alwi, 2023). The basic concept and its implementation determine the course of education in human life. However, at the implementation level, education is beginning to face social change; success in achieving goals in both the business world and education must be balanced. According to Febiani et al. (2025), education can be described as a place to gain knowledge, experience, skills, and abilities to face the future.

According to the 2013 curriculum, entrepreneurship is now a subject taught to social studies students, functioning as a craft and entrepreneurship subject. Entrepreneurship itself was initially included in local content education (Putri, 2024). In the pre-1975 curriculum, there was a curriculum on electronics skills to support life. However, now there is a curriculum on skills and entrepreneurship education, so that Private Senior High School in Gowa Regency provides entrepreneurship education to students. Because it's impossible for students to be equipped for entrepreneurship if they don't continue their education, providing this material is essential to foster a spirit of entrepreneurship from an early age.

The entrepreneurship education curriculum has begun to be implemented at Private Senior High School in Gowa Regency. This is based on Undang-Undang No. 20 tahun 2003 Bab II Pasal 3, concerning the national education system, which functions to develop skills and shape the character and civilization of a dignified nation in order to educate the nation. It aims to develop students' potential to become people who are faithful and pious, healthy, knowledgeable, capable, creative, independent, and democratic and responsible citizens.

Entrepreneurship education in schools can increase students' motivation, creativity, and self-confidence in entrepreneurship. Furthermore, entrepreneurship education can also foster an innovative and adaptive attitude to environmental changes. According to Maulani et al. (2025), factors supporting the success of entrepreneurship education in schools include school management support, teacher involvement, and partnerships with the business

world. Meanwhile, inhibiting factors include limited funding, a lack of practical facilities, and teachers' limited experience in entrepreneurship. Based on the explanation above, it is emphasized that in developing an entrepreneurial spirit, the role of a teacher is not sufficient when conducting learning in the classroom, but rather accompanied by programs created by the school and the selection of appropriate learning models so that the achievement of the instillation of an entrepreneurial spirit will be realized in a structured manner (Rangkuti, 2026). Theoretically, entrepreneurship education should be able to shape entrepreneurial attitudes through active and contextual learning experiences. Recent research shows that entrepreneurship education plays a role in developing students' knowledge, skills, and entrepreneurial attitudes holistically (Utami et al., 2025). This is also reinforced by Hidayatullah et al. (2026), who stated that an independent and experience-based learning process can improve students' entrepreneurial abilities and attitudes. The success of entrepreneurship education is largely determined by learning methods, facilities, and a supportive educational environment. Nuraeni (2022) emphasized that students' entrepreneurial competencies are shaped not only by knowledge but also by learning experiences, the role of educators, and a supportive environment. Similarly, Hariyono et al. (2025) stated that the use of innovative learning methods can strengthen students' entrepreneurial competencies and attitudes.

However, conditions in the field indicate a mismatch between theory and practice. Limited facilities and suboptimal practical learning result in the goal of entrepreneurship education, which is to develop entrepreneurial attitudes, not being fully achieved. However, various recent studies, including those conducted by Wardhani et al. (2025), demonstrate that entrepreneurship education has a strong relationship with the development of students' entrepreneurial attitudes and readiness when implemented effectively. Thus, there is a gap between the implementation of entrepreneurship education and the expected results, particularly in the development of students' entrepreneurial attitudes. Furthermore, research on the implementation of entrepreneurship education at

the high school level is relatively limited compared to that at the vocational high school level. Therefore, further study is needed to understand how implementation occurs and the factors that influence it. Therefore, it is important to conduct more in-depth research on the implementation of entrepreneurship education in forming students' entrepreneurial attitudes at Private Senior High School in Gowa Regency.

B. Literature Review

1. Entrepreneurship Education

According to experts Fayolle and Gailly (2015), entrepreneurship education aims to increase knowledge of business, management, marketing, and financial concepts; develop entrepreneurial skills such as creativity, problem-solving, decision-making, and risk management; foster an entrepreneurial attitude that includes risk-taking, independence, initiative, and proactivity; and increase students' motivation and mental readiness to start and run a business (Gaul, 2024). This theory emphasizes the importance of real-world learning experiences and hands-on practice, such as entrepreneurship projects, business simulations, and incubation programs in schools. This allows students to apply theory to real-world situations, while simultaneously developing a creative, innovative, and independent entrepreneurial mindset. Entrepreneurship education is a learning process connected to the business world, explaining how individuals can provide direction or motivation to undertake creative and innovative business activities that benefit their environment. Entrepreneurship education also aims to create individuals capable of seizing opportunities, ultimately leading to self-determination (Syam et al., 2021).

Entrepreneurship education is one of several subjects offered in educational institutions. Entrepreneurship education not only introduces students to the business world but also shapes their character, which will be useful for them and others in society. The inclusion of an entrepreneurship curriculum does not mean a complete overhaul of the current educational curriculum; it simply incorporates the substance of entrepreneurship education into the curriculum. The substance of an entrepreneurship-based curriculum is essentially

the development of entrepreneurial character in students, including curiosity, flexibility of thought, creativity, and the ability to innovate. Creativity and innovation will not thrive if the mindset established by schools is rigid (Tahir et al., 2025).

To support the implementation of entrepreneurship learning, it is embedded in the curriculum. The legal definition of curriculum is stated in UU No. 20 Tahun 2003 concerning the National Education System, Bab 1 Pasal 1 Butir 19, which states: "The curriculum is a set of plans and arrangements regarding objectives, content, learning materials, and methods used as guidelines for implementation to achieve common goals."

Operationally, the entrepreneurship learning curriculum is a learning program that contains objectives, content or learning materials, how to present learning materials, including the devices, equipment and supplies needed or the learning facilities, infrastructure and tools that must be available. The values developed in entrepreneurship education are the characteristics of an entrepreneur. According to Syam et al. (2025), entrepreneurship education develops 17 values, as explained in the statement above, according to students' developmental levels, including the following:

- a. Honesty: behavior based on efforts to establish oneself as someone who can always be trusted in words, actions, and work.
- b. Discipline: actions that demonstrate orderly behavior and compliance with various rules and regulations.
- c. Hard Work: behavior that demonstrates a sincere effort in completing tasks and overcoming various obstacles.
- d. Creativity: thinking and acting to produce methods or results that differ from existing products/services.
- e. Innovation: the ability to apply creativity to solve problems and opportunities to improve and enrich life.
- f. Independence: attitudes and behaviors that do not easily depend on others to complete tasks.
- g. Responsibility: attitudes and behaviors of someone who is willing and able to carry out their duties and obligations.

- h. Cooperation, behavior based on efforts to develop the ability to build relationships with others in carrying out actions and work.
- i. Leadership, the attitude and behavior of someone who is always open to suggestions and criticism, sociable, cooperates with, and directs others.
- j. Never Give Up, the attitude and behavior of someone who does not easily give up in achieving a goal through various alternatives.
- k. Courage to Take Risks, the ability of someone to enjoy challenging work, be brave and able to take work risks.
- l. Commitment, an agreement regarding something made by someone, both with themselves and others.
- m. Realistic, the ability to use facts/reality as a basis for rational thinking in every decision-making and action/deed.
- n. Curiosity, the attitude and actions that always strive to understand in depth and broadly what is learned, seen, and heard.
- o. Communicative, actions that demonstrate a pleasure in talking, socializing, and collaborating with others.
- p. Strong motivation for success, attitude and actions that always seek the best solution.
- q. Action-oriented, taking the initiative to act instead of waiting, before an undesirable event occurs.

Entrepreneurship education is education that develops all students' potential and forms a creative, independent, never-give-up attitude, courage to take risks, have leadership, hard work, honesty, discipline, innovation, responsibility, the ability to seek opportunities, and the ability to find ways to solve problems (Meilasari & Munastiwi, 2024). Entrepreneurship education is not only about teaching business theory, but also about shaping the character and entrepreneurial mentality in students (Syam et al., 2025). The implementation of entrepreneurship education in secondary schools plays a strategic role in developing a young generation that is ready to face future challenges.

2. Entrepreneurial Attitude

Pujawan and Mahendrawathi (2010:31) state that According to Herbert Spencer (1862), the term attitude was used in the early days of the concept of attitude, associated with the concept

of physical posture or body position. However, later in the field of psychology, attitude was defined as different behaviors in the same situation. An entrepreneurial attitude is a person's actions carried out in accordance with the entrepreneurial values instilled in them through the values prevailing in schools (Idrus, 2023). The attitudes and behaviors that must be carried out by entrepreneurs and all employees, according to Dani and Nugraha (2023), are as follows:

a. Honesty in Action and Attitude

An honest attitude is the main asset of an employee in serving customers. Honesty in speech, attitude, and behavior is what builds customer trust in the service provided.

b. Diligent, Punctual, and Not Lazy

An employee is required to be diligent and punctual in their work, especially when serving customers. Furthermore, employees are also required to be efficient in their work, persistent, inquisitive, and persistent. Most importantly, eliminate laziness in all employees.

c. Always Smile Easily

When dealing with customers or guests, an employee must always smile. Never be gloomy or jealous. Customers are usually flattered by a smile.

d. Gentle and Friendly

When serving customers or guests, a gentle voice and a friendly demeanor should be used. This attitude can attract customers' interest and make them feel at home with the company.

e. Politeness and Respect

When providing service to customers, employees should always be polite and respectful. This way, customers will also respect the service provided by employees.

f. Diligence, Punctuality, and Not Lazy

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g. Always Smile Easily

When dealing with customers or guests, an employee must always smile. Never be gloomy or jealous. Customers are usually flattered by a smile.

h. Gentle and Friendly

When acting and speaking when serving customers or guests, employees should use a gentle voice and a friendly attitude. This attitude can attract customers and make them feel at home with the company.

i. Politeness and Respect

When providing service to customers, employees should always be polite and respectful. In this way, customers will also respect the service provided by employees.

j. Diligent, Punctual, and Not Lazy

A person is required to be diligent and punctual at work, especially when serving customers. In addition, employees are also required to be agile in their work, never give up, always be curious, and not easily discouraged. The most important thing is to eliminate laziness in all employees.

k. Always Smile Easily

When dealing with customers or guests, an employee must always smile. Never act gloomy or jealous. Customers are usually flattered by a smile from an employee.

l. Gentle and Friendly

When acting and speaking when serving customers or guests, a gentle voice and a friendly attitude should be used. This attitude can attract guests' interest and make them feel at home with the company.

m. Polite and Respectful

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attract customers' interest and make them feel at home with the company.

q. Polite and Respectful

When providing service to customers, always be polite and respectful. This way, customers will also respect the service provided by employees. Rakib et al. (2023), also explained the definition of attitude as an individual's assessment process of an object. The objects an individual responds to can be objects, people, or information. Based on expert opinions regarding attitudes, it can be concluded that attitude is a reaction in the form of an individual's assessment of an object. Attitude can also be said to be a manifestation of the existence of environmental awareness. Entrepreneurs can thus broaden their minds to embrace knowledge, skills, and abilities, thus testing them.

C. Methods

This study uses a qualitative approach with descriptive research. The results of these observations will be presented in descriptive form and used to determine the implementation of entrepreneurship education in developing entrepreneurial attitudes among students at Private Senior High School in Gowa Regency. Data collected consisted of interviews, observations, and documentation, conducted within a specific context without the intention of generalizing. Furthermore, the researcher acted directly as the primary instrument in the data collection and analysis process. This study aims to describe the students' experiences in developing entrepreneurial attitudes, including planning, implementation, and evaluation.

This research will be conducted at Private Senior High School in Gowa Regency, South Sulawesi. The research object covers aspects such as curriculum, learning methods, facilities, training, and collaboration, and how these influence the development of students' entrepreneurial attitudes. The subjects of this study were informants involved in the entrepreneurship learning process: one principal, one craft and entrepreneurship teacher, and 15 students.

This study utilized three data collection techniques: observation, interviews, and documentation. The validity of the data in this

study was maintained through the application of source triangulation and technical triangulation. The data analysis technique in this study used the Miles and Huberman model, which was carried out interactively from the data collection process until the research was completed. Data analysis included three stages: data reduction, data presentation, and drawing conclusions or verification. Data reduction was carried out by selecting and simplifying the obtained data. Data presentation aimed to organize information systematically for ease of understanding. While drawing conclusions and verification were carried out to produce valid research findings based on the analyzed data.

D. Result and Discussion

Results Interview

1. Implementation of Entrepreneurship Education at Private Senior High School in Gowa Regency

Research conducted on the implementation of entrepreneurship education at Private Senior High School in Gowa Regency demonstrates a systematic effort to instill an understanding of entrepreneurship in students. This implementation is carried out not only through classroom learning but also through various activities that support the development of students' entrepreneurial skills and attitudes.



Figure 1. Interview With The Principal of Private Senior High School in Gowa Regency

a. Curriculum

Based on the results of an interview with the Principal of Private Senior High School in Gowa Regency, Muh Hadir Multi Partai, S.Pd., it was obtained information that the implementation of entrepreneurship education in schools is carried

out through two forms, namely programs that have been determined by the government through the national curriculum and programs designed independently by the school. Private Senior High School in Gowa Regency still uses the 2013 Curriculum which includes Crafts and Entrepreneurship subjects as subjects that specifically provide basic knowledge and skills regarding the business world. In addition to these subjects, the school also integrates entrepreneurial values into various other subjects so that the formation of entrepreneurial character is not only the responsibility of one subject, but is applied comprehensively in the learning process. Values such as creativity, independence, responsibility, discipline, and problem-solving skills are instilled in students through various learning activities according to the characteristics of each subject.

In addition, the principal explained that the entrepreneurship program, which is a school initiative, is not implemented directly, but rather through systematic stages, starting from the program preparation process by the school, then submitted for approval by the principal, until finally implemented according to the agreed plan. This shows that the implementation of entrepreneurship education at Private Senior High School in Gowa Regency has been designed in a structured manner by combining national curriculum policies and school programs as an effort to develop students' entrepreneurial competencies.

b. Learning Methods

Based on the results of an interview with the Principal of Private Senior High School in Gowa Regency, Muh Hadir Multi Partai, S.Pd., it was discovered that the entrepreneurship learning method implemented in the school emphasizes practical activities rather than just theoretical delivery of material. Learning is realized through various activities that provide students with direct experience in producing a product. One of the routine activities is the practice of making handicrafts, such as flowers made from crepe paper, cardboard, tissue, and plastic. Through these activities, students are taught from the process of preparing materials, making products, to producing crafts that have a selling value. This practical method is applied to all students, from grades 10, 11, to 12, both in science and social

studies. According to the principal, the implementation of this method aims to ensure that students not only understand the concept of entrepreneurship theoretically, but also have skills that can be developed into business opportunities. By providing direct learning experiences, students are expected to be able to increase creativity, accuracy, and self-confidence in producing products with economic value, so that the entrepreneurship learning process becomes more effective and meaningful.

c. Learning Facilities

Based on the results of an interview with the Principal of Private Senior High School in Gowa Regency, Muh Hadir Multi Partai, S.Pd., it was discovered that the school has provided various facilities and activities that support the implementation of entrepreneurship education for students. These facilities are realized through the implementation of entrepreneurial practice activities, such as simulations of buying and selling transactions and market day activities, which serve as a medium for students to apply the knowledge gained in the classroom. In these activities, students are given the opportunity to design products to be sold, determine prices according to simple calculations, develop marketing strategies, and market products directly to school residents as consumers. Through these practical experiences, students not only learn about the basic processes in running a business, but also gain real-life experience in dealing with buying and selling situations. In addition, these activities train students' abilities in communicating with consumers, working together in teams, solving problems that arise during the sales process, and making decisions in running a business. With these practice-based learning facilities, the school strives to create a learning environment that is able to develop students' entrepreneurial skills more optimally through direct and contextual experiences.

d. Entrepreneurial Training

Based on the results of an interview with the Principal of Private Senior High School in Gowa Regency, Muh Hadir Multi Partai, S.Pd., it was discovered that the school held entrepreneurship training through practical activities packaged in the form of a market day or bazaar. This activity is one of the means for students to gain direct learning experience in carrying out

entrepreneurial activities. In its implementation, students are involved in every stage of the activity, starting from preparing products to be sold, arranging product presentation, determining prices, to offering and selling products to buyers in the school environment. Through this involvement, students not only gain an understanding of the concept of entrepreneurship, but also develop practical skills in communicating, serving consumers, collaborating with group members, and dealing with various situations that arise during the sales process. The principal explained that the market day or bazaar activity is a form of training that provides real-life experience to students so that they can understand the entrepreneurial process more practically. With this practice-based training, students are expected to have higher self-confidence, be able to hone their creativity, and gain entrepreneurial skills that can be used both in the world of work and as a basis for creating independent businesses in the future.

e. School Cooperation

The success of collaboration in class can be seen from the level of student activity in the learning process and the improvement in learning outcomes achieved. More broadly, collaboration in the classroom between teachers and students is a form of educational interaction that not only emphasizes the delivery of material, but also the active involvement of students in the learning process. The teacher acts as a facilitator who directs, guides and creates a conducive learning atmosphere so that students can participate optimally. In this context, the teacher is no longer the only source of information, but rather becomes a guide who encourages students to actively ask questions, discuss and work together in groups.

2. Entrepreneurial Attitudes of Students at Private Senior High School in Gowa Regency

Entrepreneurial attitudes are one of the key aspects to be achieved through entrepreneurship education. In this study, students' entrepreneurial attitudes were analyzed based on interviews with 15 students, which covered aspects of creativity, independence, risk-taking, and collaboration skills.

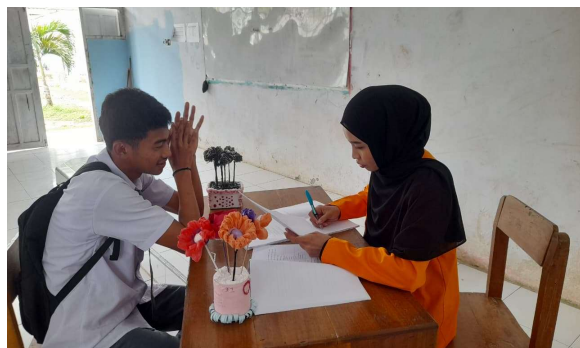


Figure 2. Interview With Students of Private Senior High School in Gowa Regency

Based on interviews with students at Private Senior High School in Gowa Regency, it was found that the implementation of entrepreneurship education had a positive influence on the development of entrepreneurial attitudes. Most informants stated that learning activities that combined theory and practice increased their creativity in generating ideas, creating products, and completing various assignments. These practical experiences also encouraged students to more actively explore their abilities, enabling them to not only understand entrepreneurial concepts theoretically but also apply them in real-life situations.

Regarding independence, the majority of students stated that entrepreneurship education helped them become more confident in completing assignments without relying too much on others for help. Through practical activities and group work, students learned to take initiative, take responsibility for assigned tasks, and complete work according to their respective roles. This demonstrates that the learning process provided experiences that foster independence, a crucial characteristic of entrepreneurship.

Meanwhile, regarding the aspect of risk-taking, interviews revealed differences in levels of courage among students. Some students admitted to being more willing to try new things despite the potential for failure, while others remained hesitant to make decisions that involve risk. These findings indicate that the development of a risk-taking attitude has begun to develop, but it is not yet fully distributed across all students, requiring ongoing development.

Regarding collaboration, informants stated that group learning activities provide opportunities for them to learn to communicate, exchange ideas, divide tasks, and complete work collaboratively. Several students also reported being trusted to lead groups, gaining experience in coordinating members and making decisions during activities. These experiences demonstrate that entrepreneurship learning not only develops technical competencies but also fosters social skills necessary for the business world.

Overall, interview results indicate that the implementation of entrepreneurship education at Private Senior High School in Gowa Regency has positively contributed to the development of students' entrepreneurial attitudes, particularly in the areas of creativity, independence, risk-taking, and collaboration. However, the level of development of these attitudes varies among students, requiring ongoing learning and more practical activities to optimally develop entrepreneurial attitudes.

3. The Role of Entrepreneurship Education in Shaping Students' Entrepreneurial Attitudes at Private Senior High School in Gowa Regency

The role of teachers is also crucial in developing students' entrepreneurial attitudes. Teachers serve not only as presenters but also as facilitators, providing examples, motivation, and guidance to students in developing their entrepreneurial potential.



Figure 3. Interview With A Crafts And Entrepreneurship Teacher at Private Senior High School in Gowa Regency

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Discussion of Research Results

1. Implementation of Entrepreneurship Education at Private Senior High School in Gowa Regency

a. Curriculum

Based on research findings through interviews, observations, and documentation, it was found that entrepreneurship education at Private Senior High School in Gowa Regency has been integrated into the 2013 Curriculum (K-13). This curriculum is implemented through the Crafts and Entrepreneurship (PKWU) subject and the integration of entrepreneurial values such as creativity, independence, and responsibility into various other subjects. Furthermore, entrepreneurship activities are implemented in a structured manner through intracurricular and extracurricular programs. The program is designed through several stages: planning, approval by the principal, and implementation of activities in the field. This indicates that the school has a fairly organized system for implementing entrepreneurship education, although the practices are still rudimentary.

This finding aligns with the opinion of Fayolle and Gailly (2015) in Gaul (2024), who stated that entrepreneurship education should not only focus on knowledge transfer but also be integrated into various learning activities to develop comprehensive entrepreneurial competencies. Furthermore, according to Tahir et al. (2024), effective entrepreneurship education is one that combines cognitive, affective, and psychomotor aspects in the learning process.

The implementation of the curriculum in these schools is in line with the concept that emphasizes a balance between knowledge, attitudes, and skills. Learning focuses not only on theory but also begins to shift toward practice, providing students with a realistic picture of the business world. However, the implementation of entrepreneurial practice is still suboptimal because it does not fully provide students with real and sustainable business experience. Therefore, although conceptually the curriculum is well-functioning, strengthening, particularly in the practical aspect, is still needed to maximize the achievement of entrepreneurship learning objectives.

b. Learning Methods

Based on the field facts shown in the data, the entrepreneurship learning method at Private Senior High School in Gowa Regency tends to use an applied approach. Learning activities are conducted not only theoretically in the classroom but also through hands-on practice, such as making handicrafts from various materials and simulating buying and selling activities. Interviews with the principal revealed that the methods used in entrepreneurship learning focus on practical activities, such as making flowers from crepe paper, cardboard, tissue, and plastic, applied to students from grades 10 to 12, both in science and social studies. This indicates that students have been given the opportunity to gain hands-on experience in developing entrepreneurial skills, thus making learning more meaningful. The learning methods used at the school also emphasize practical activities, such as crafting and group work.

This aligns with the experiential learning concept proposed by Kolb (2015), where direct experience is key to developing students' understanding and skills. However, there are obstacles in its implementation, such as limited facilities and infrastructure and low student interest in entrepreneurship. According to research by Astuti et al. (2023), limited facilities and low student motivation are the main inhibiting factors in the success of entrepreneurship education in schools.

c. Learning Facilities

The research results indicate that schools have provided adequate facilities to support entrepreneurial activities, although limitations remain. This can be linked to the theory that learning facilities are a crucial component in supporting the success of the learning process. According to contextual learning theory, an adequate learning environment will provide students with real-world experiences, making it easier for them to understand and develop skills. Furthermore, from an educational management perspective, facilities are considered an educational input that influences the quality of output. Therefore, although the available facilities are not yet fully optimized, teachers' ability to manage and utilize existing resources indicates that pedagogical factors also play a significant role in overcoming limited facilities.

Learning facilities are a crucial factor in supporting successful learning (Jufri et al., 2018).

d. Entrepreneurial Training

Based on field facts regarding training, it is known that students at Private Senior High School in Gowa Regency gain entrepreneurial learning experience through hands-on, ongoing, and simple activities. The training provided includes market days or bazaars, which allow students to directly participate in the entrepreneurial process, from product planning and production to sales to consumers. These activities aim not only to improve students' technical skills but also to build self-confidence and courage in running a business. Thus, the training provided provides students with real-world experiences that enhance their understanding of the business world.

Students are given the opportunity to develop their skills through various activities that foster creativity and innovation. This aligns with the experiential learning theory proposed by David Kolb, which emphasizes that effective learning occurs through direct experience. Furthermore, according to the entrepreneurship theory by Hisrich and Peters, skill development is a crucial part of the process of developing an entrepreneurial spirit (Asmayanti et al., 2025). Therefore, the training provided to students not only improves technical abilities but also builds self-confidence and mental readiness to face the business world. With continuous practice, students can internalize knowledge into real skills.

e. School Cooperation

Based on field facts regarding the aspect of collaboration, it is known that the implementation of entrepreneurship education at Private Senior High School in Gowa Regency involves interaction and collaboration between teachers and students throughout the learning process. Teachers act as guides, providing direction and motivation, while students actively participate in activities, including group discussions, product-making practices, and sales activities such as bazaars or market days. Furthermore, collaboration is evident in the students' cohesiveness when working in groups to complete entrepreneurship assignments.

This demonstrates that the learning process is not solely teacher-centered but also involves the

active participation of students. Collaboration in the classroom between teachers and students is a crucial aspect of the learning process, emphasizing reciprocal relationships (educational interactions) to effectively achieve learning objectives. This aligns with the constructivist perspective, particularly according to Lev Vygotsky, where learning occurs through social interaction. Teachers are not merely information providers but also facilitators, helping students construct knowledge through discussion, guidance, and collaboration. Collaboration between teachers and students allows students to develop from their actual abilities to their potential abilities.

2. Entrepreneurial Attitudes of Students at Private Senior High School in Gowa Regency

The results of the study indicate that the entrepreneurial attitudes of students at Private Senior High School in Gowa Regency are formed through various learning activities, both inside and outside the classroom. The entrepreneurial attitudes that develop include independence, creativity, responsibility, honesty, cooperation, discipline, and self-confidence. These attitudes are seen in group work activities, hands-on practice, social activities, and learning activities that involve active student participation. This finding is in line with the theory of entrepreneurship education proposed by Alain Fayolle and Benoît Gailly (2015) in Gaul (2024), which states that entrepreneurship education not only aims to provide business knowledge, but also forms entrepreneurial attitudes, skills, and mindsets through real learning experiences and direct practice.

3. The Role of Entrepreneurship Education in Shaping Students' Entrepreneurial Attitudes at Private Senior High School in Gowa Regency

The research results show that entrepreneurship education plays a significant role in shaping students' entrepreneurial attitudes, such as enhancing creativity, self-confidence, independence, and the courage to seize opportunities. This finding aligns with research by Irkhamah (2019), which states that entrepreneurship education has a positive impact

on entrepreneurial attitudes and intentions. Furthermore, a study by Astrianingsih (2023), supported by recent research, shows that entrepreneurship education contributes to shaping individual mindsets and readiness for entrepreneurship.

The role of teachers in this process is crucial, particularly in providing examples, motivation, and creating active and creative learning. According to Alstra et al. (2023), teachers act as facilitators in developing students' entrepreneurial competencies through innovative and contextual learning approaches. However, the role of entrepreneurship education is not yet fully optimized due to obstacles such as low student interest and limited facilities. Therefore, improvements are needed through the provision of practical facilities, the development of school production units, and more applicable entrepreneurial activities.

In general, the results of this study indicate that entrepreneurship education at Private Senior High School in Gowa Regency has covered three main aspects: knowledge, skills, and attitude. This is in accordance with the modern entrepreneurship education framework proposed by Astuti et al. (2023), which emphasizes that entrepreneurship education must be able to develop comprehensive competencies through experience-based learning. The implementation of entrepreneurship education for students at Private Senior High School in Gowa Regency has been running well in accordance with the established curriculum, although there is still a need for optimization in terms of facilities and increasing student motivation.

E. Conclusion and Recommendation

Based on the research results and discussion, the following conclusions can be drawn:

1. The implementation of entrepreneurship education at Private Senior High School in Gowa Regency has been implemented through intracurricular and extracurricular learning. In intracurricular activities, entrepreneurship is integrated into the Crafts and Entrepreneurship subjects according to

the 2013 Curriculum, and is also inserted into other subjects. Furthermore, practical activities such as craft making, group work, and social activities support the entrepreneurship learning process.

2. Students' entrepreneurial attitudes are beginning to develop through various learning activities, both inside and outside the classroom. These attitudes include independence, creativity, responsibility, honesty, cooperation, and self-confidence. These attitudes are developed not only through theory but also through direct experience in practical activities.
3. Entrepreneurship education plays a significant role in developing students' entrepreneurial attitudes. This is demonstrated by increased creativity, courage to try new things, and self-confidence in developing business ideas. Entrepreneurship education also provides students with life skills that can be used in the future. Although there are several obstacles in its implementation, such as limited facilities and infrastructure for practice and the low interest of students in entrepreneurship due to dependence on parents.

Based on the research findings, the researchers recommend that schools and teachers continue to improve the quality of entrepreneurship education by providing more adequate practical facilities and infrastructure and implementing innovative, practice-based learning methods. Students are expected to be more active, creative, independent, and willing to take advantage of every opportunity to develop entrepreneurial skills. Furthermore, this research is expected to serve as a reference for future researchers to develop studies on entrepreneurship education by adding other variables, such as entrepreneurial interest, motivation, or environmental influences on the development of students' entrepreneurial attitudes.

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