Research Paper

Management of Entrepreneurial Learning Based On Experiential Learning in Strengthening the Entrepreneurial Spirit of Students in Samarinda City

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ABSTRACT. *Entrepreneurship Learning Management Based on Experiential Learning in Strengthening the Entrepreneurial Spirit of State Vocational High School Students in Samarinda City, Entrepreneurship learning is an important aspect in vocational education, especially in Vocational High Schools also known as SMK. This study aims to describe the planning, implementation, evaluation, follow-up results, and supporters and obstacles to the implementation of entrepreneurial learning management through the experiential learning model in strengthening the entrepreneurial spirit of State Vocational High School Students. The study used a qualitative approach with a case study method. Data were obtained through observation, interviews, and document studies at State Vocational High School Students that implement experiential learning-based entrepreneurial learning management. Data analysis was carried out descriptively by categorizing, presenting, and interpreting data. The results show: 1) Learning planning is carried out comprehensively by compiling a syllabus, lesson plans, and teaching modules according to the curriculum. 2) The implementation of learning follows the lesson plan with various methods. 3) Evaluation is conducted on planning, implementation, and student learning outcomes. 4) Students generally master entrepreneurial knowledge, are able to apply skills, and demonstrate a positive attitude. 5) Supporting factors include adequate facilities and infrastructure, an integrated curriculum, and cooperation with related institutions. Inhibiting factors include limited time allocation and lack of competent teaching staff. Entrepreneurship learning at State Vocational High School in Samarinda has been well planned and implemented, but still faces several challenges. Efforts to improve the learning process continue to be made to maximize learning outcomes and produce graduates who are ready to become entrepreneurs. This study provides insight into the management of entrepreneurship learning in vocational schools and can be a reference for the development of similar programs in other institutions.*
Keywords: *Learning Management, Model, Experiential Learning, Entrepreneurial Spirit*

I. INTRODUCTION

Experiential learning or experience-based learning is a learning method that emphasizes the learning process through real experience or direct practice. In the context of vocational education such as Vocational High Schools (SMK), the application of experiential learning is very important to prepare students to face the real world of work.

The importance of experiential learning in vocational schools is also supported by the opinions of experts. According to OemarHamalik, an Indonesian education expert, "Effective learning is learning that involves students actively in the learning process, not just listening to lectures from teachers" (Hamalik, 2021).

Thus, the application of experiential learning in vocational schools is very important to prepare graduates who have the skills and practical experience needed in the world of work. Through experiential learning, students can develop problem-solving skills, communication skills, and the ability to adapt to the real work environment.

Experiential learning-based entrepreneurship learning management is highly important to strengthen the entrepreneurial spirit of vocational school students. Through this learning method, students not only gain theoretical knowledge about entrepreneurship, but also gain very valuable practical experience in building an

entrepreneurial spirit.

Entrepreneurship education is an important aspect of the vocational education system in Indonesia. This is in line with the government's vision to produce vocational school graduates who are not only ready to work, but also able to create jobs through entrepreneurship. However, the challenge is how to create an effective learning process to form an entrepreneurial spirit in students.

The importance of experiential learning in strengthening the entrepreneurial spirit is also supported by the opinions of experts. According to Buchari Alma, an entrepreneurship expert from Indonesia, "Entrepreneurship can not only be learned theoretically, but must also be practiced in real life so that the entrepreneurial spirit can be formed." (Alma, 2021).

A similar opinion was also expressed by Jack C. Baggaley, an education expert from the United States. According to him, "The most effective learning is learning that involves direct experience, where students can develop the skills and attitudes needed in the real world." (Baggaley, 2018).

Thus, experiential learning-based entrepreneurship learning management is very important to strengthen the entrepreneurial spirit of vocational school students. Through this method, students not only gain theoretical knowledge, but also gain practical experience that helps them develop entrepreneurial skills and attitudes needed to face the challenges of the real business world.

Furthermore, the formulation of the problem is expressed sequentially: (1) How is the planning of experiential learning-based entrepreneurship learning in strengthening the entrepreneurial spirit of vocational school students? (2) How is the implementation of experiential learning-based entrepreneurship learning in strengthening the entrepreneurial spirit of vocational school students? (3) How is the evaluation of experiential learning-based entrepreneurship learning in strengthening the entrepreneurial spirit of vocational school students? (4) What are the supporting and inhibiting factors in the implementation of experiential learning-based entrepreneurship learning in strengthening the entrepreneurial spirit of vocational school students? (5) What are the results of experiential learning-based entrepreneurship learning in strengthening the entrepreneurial spirit of vocational school students?

THEORETICAL FRAMEWORK

Learning comes from the word "instruction" which means teaching. Learning is an activity that in its implementation involves teachers and students. According to E. Mulyasa (2014), learning is essentially a process of interaction between students and their environment so that there is a change in behavior towards the better. Learning is also interpreted as a process organized by teachers to teach students in learning as they acquire and process knowledge, skills and attitudes.

According to E. Mulyasa (2014), "learning is essentially the interaction between students and their environment so that behavioral changes occur for the better.

Furthermore, Ardiansyah (2018) stated that learning management in a broad sense contains the process of managing how to teach learners with activities starting from planning, organizing, directing or controlling, and evaluating. Meanwhile, learning management in a narrow sense is interpreted as an activity that needs to be managed by teachers during the interaction process with students in the implementation of learning.

The definition of learning according to the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, Article 1, Chapter One, is the process of interaction between students and educators and learning resources in a learning environment.

Learning does not ignore the characteristics of learners and learning principles. Therefore, teachers are required to formulate goals, manage, analyze, and optimize things related to student motivation, student activity, and optimization of student involvement and management of the learning process according to individual differences in students (Masduqi, 2020). In this case, it is clear that the selection of learning theories must be considered carefully according to the characteristics of learning.

A learning theory should also involve a practice to guide someone on how students acquire knowledge and skills, outlook on life, and knowledge of the culture of the surrounding community. For this, there needs to be an explanation and discussion related to learning theory (Nurhaldi, 2020). To be more specific and focused, this study will describe and explain the differences in characteristics of 4 learning theories, namely: (1) behaviorist learning theory, (2) cognitive learning theory, (3) constructivist learning theory, and (4) humanist learning theory.

Learning management is more inclined towards everything that teachers do, starting from before learning, when learning is taking place, and after the lesson is finished. All of these aspects will be used as evaluation material for future learning.

In learning management, the essence is managing effective learning. For this reason, it is necessary to

optimize the function of learning management components to achieve effective school quality and the success of the learning process. According to Syafaruddin and Irwan (2019) in their book, the components of learning management to achieve learning quality are: a) leadership, b) school environment, c) curriculum, d) classroom teaching and management, e) assessment and evaluation. So it can be said that learning management is a leadership effort in planning, implementing, and assessing or evaluating learning for students with various existing components to support the student learning process effectively.

Thus, it can be seen that learning management is an activity to manage the learning process, so that learning management is one part of a series of activities in educational management.

According to Wasty Soemanto (2016) there are 3 principles of entrepreneurship education, including the following:

1)   Entrepreneurship education can last a lifetime, anywhere, and at any time, so that the role of human subjects to learn and educate themselves in a natural way is a natural human obligation.

2)   Entrepreneurship education environment can be done anywhere,

At school, in the family, and in society.

3)   Those responsible for entrepreneurship education are schools, families and communities.

Program pendidikankewirausahaan It is truly very flexible because it can be done anywhere, by anyone, and anytime. So that all components have the same role and responsibility to develop entrepreneurship education.

Endang Mulyani, et al (2016) entrepreneurship education can be taught through the instillation of entrepreneurial values that will shape character and behavior for entrepreneurship so that students can be independent in working or independent in business. Education with an entrepreneurial perspective is characterized by an educational process that applies principles and methodologies towards the formation of life skills in students through an integrated curriculum developed in schools.

According to Eman Suherman (2016), entrepreneurship education can also be taught through learning themes. The values contained in the material related to entrepreneurial values are linked to entrepreneurial values so that learning becomes more meaningful. In linking these values, it is also necessary to consider the conditions of the existing community, for example, the conditions of the community are mostly farmers, industry, trade, or fishermen. Thus, learning that is oriented towards entrepreneurship education is not shallow at the cognitive level, but touches on internalization, and real practice in the daily lives of students in society.

Experential Learning

Ngalimun (2016) stated that a model is a planning angle or a pattern used as a guideline in planning classroom learning or tutorial learning. According to Arends, a model refers to the approach to be used, including learning objectives, stages in learning activities, learning environment, and classroom management. According to Suprijono (2016), a learning model can be defined as a conceptual framework that describes systematic procedures in organizing learning experiences to achieve learning objectives. Meanwhile, Ngalimun (2016) emphasized that the meaning of experiential learning is commonly known as Empirical (knowledge obtained after going through experience).

According to David Kolb (2016), the experiential learning model is a holistic learning model in the learning process, meaning that this emphasis is what activates students to go through direct experiences, and experience has a major role in the learning process.

Meanwhile, according to Mahfudin (2018), experiential learning can be defined as an action to achieve something based on experience that continuously changes in order to increase the effectiveness of the learning outcomes themselves. The experiential learning model is a teaching and learning process model that activates learners to build knowledge and skills through their direct experiences.

In this case, according to Majid (2016) experiential learning uses experience as a catalyst to help learners develop their capacity and abilities in the learning process. Learning experience is a series of processes and events experienced by each individual, especially students in a certain scope (classroom) according to the learning methods or strategies provided by each educator. Each teacher has a different teaching strategy in each subject so that this can fill the student's learning experience.

So, the experiential learning model is a learning model that is through experience and is designed as a guideline in implementing learning where students do not only learn about the concept of the material, but students are directly involved in the learning process to be used as an experience and experiencing what they learn can create a more meaningful learning process.

1.   Objectives of the experiential learning model

The goal of the experiential learning model is to influence students in three ways, namely: 1) Changing students' cognitive structures 2) Changing students' attitudes 3) Expanding students' existing skills.

2.   Cycle and Stages of the Experiential Learning Model

Learning is an effort that is deliberate, purposeful, and controlled so that other people learn or there is a relatively permanent change in other people. This effort can be done by a person or group of people who have the ability or competence in designing and/or developing the necessary learning resources.

Majid (2016) explains that the learning cycle according to experiential learning begins with a concrete experience followed by a process of reflection and observation of the experience. The results of this reflection will be assimilated/accommodated in the cognitive structure (abstract conceptualization), then a new hypothesis is formulated to be retested in the situation (experiment). The results of the experiment will guide learning back to the concrete experience stage.

This statement contains the experiential learning model cycle, namely:

Figure 1 Experiential learning model

The stages in Kolb's experiential learning include:

1)   Concrete Experience At this stage, learners are provided with stimuli that encourage them to do an activity. This activity usually starts from a previous experience, either formal or informal, or a realistic situation. The activities used can be inside or outside the classroom, and are carried out by individuals or groups.

2)   At this stage, learners observe experiences from activities carried out using the five senses or with the help of teaching aids. Furthermore, learners reflect on their experiences, from the results of this reflection they draw lessons. In this case, the reflection process will occur if the teacher is able to encourage students to re-describe the experiences they have obtained, re-communicate, and learn from these experiences.

3)   Concept Formation After conducting observations and reflections, then at the stage of abstract concept formation, learners begin to look for reasons and reciprocal relationships from the experiences they have gained. Next, learners begin to conceptualize a theory or

or a model of the experience gained and integrates it with previous experiences. In this phase, it can be determined whether there is a new understanding or learning process in the learner or not. If there is a learning process, then

1) learners will be able to express general rules to describe the experience; 2) learners use existing theories to draw conclusions about the experience gained; and 3) learners are able to apply abstracted theories to explain the experience.

4)   Active Experimentation or application at this stage, learners try to plan how to test the effectiveness of the model or theory to explain new experiences that will be obtained later.

At the application stage, a meaningful learning process will occur, because the experiences gained by the learner previously can be applied to new experiences or problems. Each individual has their own uniqueness and no two people have exactly the same life experiences. Two children who grow up in the same conditions and environment and receive the same treatment will not necessarily have the same understanding, thoughts and views of the world around them. Each has their own perspective on every event they see and experience. This perspective is called a learning style.

David Kolb introduced four learning styles that correspond to the stages of the learning cycle, which are quoted from Abdul Majid's book (2016) entitled Learning Strategies, including:

1. *Assimilator.* A combination of thinking and watching. Children with the assimilator type have advantages in understanding various presentations of information, and summarizing it in a logical, concise, and clear format. Usually children of this type are less attentive to others and prefer abstract ideas and concepts, they also tend to be more theoretical.

2. *Converge.* Combination of thinking and doing. Children with converger type, have the advantage in finding practical functions of various ideas and theories. Usually they have good ability in problem solving and decision making. They also tend to prefer technical tasks (applicative) rather than social problems or interpersonal relationships.

3. Accommodator

A combination of feelings and actions. Children with the accommodator type have good learning abilities from the results of real experiences that they do themselves. They like to make plans and involve themselves in various new experiences and challenging things. They tend to act based on logical analysis. In an effort to solve problems, they usually consider human factors (to get input/information) rather than technical analysis.

4. Diverger

The experiential learning model emphasizes two approaches observation. Children with the diverger type have the advantage of seeing concrete situations from many different perspectives. Their approach to each situation is to "observe", not "act". Children like this like learning tasks that require them to generate ideas, usually also like cultural issues and really like collecting various information.

II. RESEARCH METHODOLOGY

This study uses a qualitative approach. The type of research used is a case study research type. Sudarwan Danim (2014) stated that qualitative research is a systematic and subjective approach used to explain life experiences and provide meaning from those experiences where this research is carried out to explain and encourage understanding of human experiences in various forms. Lexy J Moleong (2014) stated that qualitative research is "research that intends to understand the phenomena of what is experienced by research subjects, such as behavior, perception, motivation, actions, and others". The problem examined in this study is a form of abstract reality, where the indicators can only be known through speech, moral attitudes and behavior or actions. The condition of the subject studied is a natural condition and data analysis is inductive and the results of the study emphasize the meaning of generalization which are interrelated in understanding experience, namely concrete and abstract conceptual experiences and two approaches in changing experiences, namely reflective observation and active experimentation. In Kolb's model, the ideal learning process involves the four stages above so that learning becomes more active. (Huda: 2020).

III. RESEARCH RESULTS AND DISCUSSION

1. Planning of experiential learning-based entrepreneurship learning at State Vocational School 4 and State Vocational School 5 Samarinda

The findings from the first problem formulation, namely planning entrepreneurship learning at Samarinda State Vocational Schools by integrating the principles of experiential learning according to the independent curriculum, need to be designed by prioritizing learning activities that provide real and contextual experiences for students.

Planning entrepreneurship learning at the State Vocational School in Samarinda by integrating the principles of experiential learning according to the Merdeka curriculum is the right approach to prepare students to face the challenges of an increasingly complex world of work. This approach provides real and contextual learning experiences for students in learning entrepreneurship.

According to Suryaman (2021), the experiential learning approach in entrepreneurship learning provides real learning experiences for students. They not only learn entrepreneurship theory in an abstract way, but are also directly involved in activities that reflect the real world of entrepreneurship. For example, students can be asked to create a business plan, conduct market research, practice marketing strategies, or even start a small business in the school environment. By engaging in real-world experiences like this, students can gain a deeper understanding of the challenges, risks, and skills required in entrepreneurship. Learning becomes more meaningful and relevant to the needs of the real world of work.

In addition to providing real experience, the experiential learning approach in entrepreneurship learning also provides a contextual context for students. Learning activities are designed by considering the potential and local resources around the school environment. For example, if the school is located in an area rich in agricultural products, students can learn about entrepreneurship by developing businesses related to agricultural products. Or if the school is in a tourist area, students can learn about entrepreneurship by developing businesses

related to the local tourism industry. Thus, learning becomes more relevant and in accordance with real conditions in the surrounding environment, so that students can apply the knowledge and skills they have acquired more effectively.

According to Kolb (in Suryaman, 2021), experiential learning is a learning process that involves real experience as the main source in the learning process. The principles of experiential learning include concrete experience, reflective observation, abstract conceptualization, and active experimentation. By integrating these principles into entrepreneurship learning, students can gain a deeper understanding of entrepreneurship through direct experience.

Meanwhile, the independent curriculum gives schools the freedom to develop a curriculum according to the needs and potential of their region. As explained in the Independent Curriculum Implementation Guide (Kemendikbudristek, 2022), the independent curriculum aims to facilitate the development of students' potential optimally according to their interests, talents, and abilities.

In planning entrepreneurship learning at State Vocational Schools in Samarinda by integrating the principles of experiential learning according to the independent curriculum, several things that need to be considered include:

1. Identifying local potential and resources that can be utilized in entrepreneurship learning, such as local businesses or small and medium industries around the school.
2. Designing learning activities that involve real experiences, such as entrepreneurial practices, industrial visits, or collaboration with local business actors.
3. Developing assessment methods that focus not only on theoretical knowledge, but also on students' practical skills and entrepreneurial experience.
4. Involving stakeholders such as industry, business actors, and the surrounding community in the learning process to provide a more authentic experience.

Entrepreneurship learning in SMK (Vocational High School) is very important to prepare students to face the increasingly complex world of work. Here is an explanation of the importance of entrepreneurship learning in Vocational High School:

1. Developing an Entrepreneurial Spirit Entrepreneurship learning at Vocational High School aims to develop an entrepreneurial spirit in students. By having an entrepreneurial spirit, students will be trained to think creatively, innovatively, and dare to take controlled risks. This is very important to face the increasingly complex and competitive world of work.
2. Providing Practical Skills in Vocational High School emphasizes learning practical skills that are in accordance with their respective fields of expertise. With entrepreneurship learning, students can integrate their practical skills with entrepreneurial skills. For example, students majoring in culinary arts can learn about how to open a culinary business, or students majoring in computer engineering can learn about how to start a computer repair and assembly service business.
3. Increasing Independence and Competitiveness Entrepreneurship learning in Vocational High School also aims to increase students' independence and competitiveness. By having entrepreneurial skills, students are not only prepared to become workers, but also have the ability to create their own jobs. This can increase students' competitiveness in facing increasingly tight competition in the world of work.

Supporting Local Economic Development Entrepreneurship learning in vocational schools can also support local economic development. Students who have entrepreneurial skills can start businesses in their respective areas, so they can make a positive contribution to the local economy.

By prioritizing learning activities that provide real and contextual experiences for students, entrepreneurship learning planning at state High SchoolSamarinda that integrates experiential learning principles according to the independent curriculum will be able to provide great benefits for students. They will have the opportunity to develop their entrepreneurial skills through direct experience in situations similar to the real world, so that they can be more prepared and confident in facing challenges in the increasingly complex world of work.

2.   Implementation of experiential learning-based entrepreneurship learning at State Vocational School 4 and State Vocational School 5 Samarinda.

The results of the research from the formulation of problem number 2 are the implementation of experiential learning-based entrepreneurship learning in entrepreneurship learning in vocational schools, by implementing the following designed activity steps: first, students are given concrete experience through business simulations, role plays, or real entrepreneurial projects. Then, students conduct reflective observations with discussing and analyze the experience. Next, the teacher facilitates the abstract conceptualization process by connecting students' experiences to entrepreneurial concepts and theories. Finally, students conduct active experiments by applying the concepts learned to new situations or projects related to entrepreneurship. This cycle can be repeated with new experiences to deepen students' understanding and entrepreneurial skills.

The implementation of the experiential learning cycle in entrepreneurship learning in vocational schools plays an important role in preparing students to face the increasingly complex world of work. According to Kolb and Kolb (2017), experiential learning is a process of knowledge construction that involves the transformation of experience. Through this cycle, students not only receive knowledge passively, but actively build understanding and skills through real experience and reflection. Furthermore, Suryaman (2021) stated that experiential learning provides opportunities for students to explore, experience, and apply entrepreneurial concepts directly, so that learning becomes more meaningful and contextual.

By implementing the experiential learning cycle in entrepreneurship learning, students can develop important skills such as problem solving, critical thinking, creativity, and collaboration, which are very much needed in the dynamic world of entrepreneurship. In addition, real experience in entrepreneurship can increase students' motivation and confidence to start their own business in the future (Arasti et al., 2012). Therefore, the integration of the experiential learning cycle into the entrepreneurship curriculum in vocational schools is very important to prepare graduates who are ready to face challenges and opportunities in the world of work.

The implementation of the experiential learning cycle has significant importance in the context of entrepreneurship learning in vocational schools. This approach allows students to learn through direct experience, which can help them develop deeper skills and understanding of entrepreneurship. As stated by David Kolb, an expert in the field of education, "We learn through experience, and there is no experience more valuable than the experience gained from mistakes." Through the experiential learning cycle, students not only gain theoretical knowledge, but can also apply these concepts in real situations, thus better preparing them to face the challenges of the world of work in the future.

The implementation of experiential learning in entrepreneurship learning in vocational schools is a very important approach to prepare students to face the increasingly complex and dynamic world of work. By providing real experiences through business simulations, role-playing, or entrepreneurial projects, students can build a deeper understanding of entrepreneurship contextually. The process of reflective observation, abstract conceptualization, and active experimentation in the experiential learning cycle allows students to analyze, connect, and apply entrepreneurial concepts meaningfully.

This approach not only enhances theoretical knowledge, but also hones important skills such as problem solving, critical thinking, creativity, and collaboration that are much needed in the world of entrepreneurship. By integrating experiential learning into the entrepreneurship curriculum in vocational schools, students will be more prepared and confident to face challenges and take advantage of opportunities in the business world after graduation. In addition, it is important for educators and educational institutions to continue to encourage and develop this experiential learning method in order to create graduates who are ready to compete and contribute to the competitive business world.

3.   Evaluation of experiential learning-based entrepreneurship learning at State Vocational School 4 and State Vocational School 5 Samarinda

The results of the research from the formulation of problem number 3 regarding the evaluation of experiential learning-based entrepreneurship learning found that students who take learning with an experiential learning approach tend to have a higher level of motivation in developing business ideas, the ability to think creatively and innovatively, and readiness to face challenges in the world of work. In addition, the evaluation results also show that students who learn with this approach are better able to link theoretical concepts with real situations in the business world, thereby strengthening their understanding of entrepreneurship.

The experiential learning approach in entrepreneurship learning has been proven to increase student motivation in developing business ideas. According to Karimi et al. (2016), experiential learning provides an opportunity for students to be actively involved in the learning process, thereby helping to increase intrinsic motivation and a sense of ownership of the learning itself. When students gain real experience in entrepreneurship, they will be more motivated to explore and develop creative and innovative business ideas.

Furthermore, Solesvik (2013) stated that the experiential learning approach can help students develop stronger entrepreneurial skills, such as the ability to identify business opportunities, create unique business ideas, and develop solid business plans. Practical experience in entrepreneurship can encourage students to be more confident in realizing their business ideas.

Thus, entrepreneurship learning that integrates experiential learning principles allows students to gain direct experience in facing challenges and taking risks in the world of entrepreneurship. This can increase their motivation to continue to innovate and create better and more sustainable business ideas.

The experiential learning approach in entrepreneurship learning has a positive impact on students in developing creative and innovative thinking skills, as well as preparing them to face challenges in the world of work. According to Neck and Corbett (2018), experiential learning allows students to be actively involved in the process of creating and developing new ideas through practical experience. Direct involvement in

entrepreneurial activities such as business simulations or real projects can stimulate students' creativity and innovation in finding solutions or creating new products or services.

In addition, Wurdinger and Allison (2017) stated that experiential learning provides a more authentic and relevant experience to the real world, thus helping to prepare students for the challenges and uncertainties they will encounter in the workplace. In the experiential learning process, students are exposed to situations that reflect the challenges of the workplace, such as facing problems, making decisions, and working in teams. This helps develop important skills such as problem solving, critical thinking, communication, and collaboration that are very much needed in the workplace.

Thus, the experiential learning approach in entrepreneurship learning not only enhances students' creativity and innovation abilities, but also better prepares them to face the challenges and demands of a complex and ever-evolving world of work.

The experiential learning approach in entrepreneurship learning allows students to relate theoretical concepts to real situations in the business world, thereby strengthening their understanding of entrepreneurship. According to Kolb and Kolb (2017), experiential learning is a learning process that integrates concrete experiences with abstract conceptualization. In the context of entrepreneurship learning, students not only learn theory in an abstract way, but also engage in real experiences through business simulations, entrepreneurial projects, or interactions with business actors.

Furthermore, Pittaway and Cope (2012) stated that experiential learning provides opportunities for students to connect theoretical knowledge with practical experience in the real business world. When students encounter real-world situations in entrepreneurship, they can apply the concepts they have learned and see their relevance in a more meaningful context. This process helps students build a deeper understanding of entrepreneurship and how the theories they have learned can be applied in business practice.

Thus, the experiential learning approach in entrepreneurship learning not only provides theoretical knowledge, but also facilitates the development of practical skills and the ability to relate theory to real situations in the business world. This contributes to a more comprehensive understanding of entrepreneurship and prepares students to face challenges and opportunities in the dynamic business world.

4. Supporting and inhibiting factors in the implementation of experiential learning-based entrepreneurship learning to strengthen the entrepreneurial spirit of students at State Vocational School 4 and State Vocational School 5 Samarinda.

The implementation of experiential learning-based entrepreneurship learning to strengthen the entrepreneurial spirit of vocational school students is supported by several factors. Research shows that these factors include support from schools and teachers, availability of adequate resources, relevant curriculum integration, and active involvement of students in learning activities. According to the opinion of Indonesian expert, Dr. Nurul Indarti, in her book entitled "Entrepreneurship Learning in Vocational High Schools: Theory, Model, and Implementation" (2019), supporting factors for the implementation of experiential learning-based entrepreneurship learning include the role of teachers as facilitators, development of a curriculum that is responsive to industry needs, and support from schools and related stakeholder.

Meanwhile, according to the opinion of foreign experts, Kolb (2014) in his book entitled "experiential learning: Experience as the Source of learning and Development", states that supporting factors for the implementation of experiential learning-based learning include student-centered learning, a supportive learning environment, and opportunities for reflection and structured discussion.

The implementation of experiential learning-based entrepreneurship learning to strengthen the entrepreneurial spirit of vocational high school students can face several inhibiting factors. Research shows that these factors include the lack of teacher understanding of the concept of experiential learning, limited resources, especially in terms of facilities and learning materials needed, and lack of support from schools and related stakeholders.

According to the opinion of Indonesian expert, Daryanto (2014), in his book entitled "Scientific Learning Approach to the 2013 Curriculum", factors inhibiting the implementation of experiential learning-based entrepreneurship learning include the lack of teacher readiness in implementing a student-centered learning approach, as well as obstacles in providing adequate learning facilities and resources.

Meanwhile, according to the opinion of foreign expert, Peter Senge (1990) in his book entitled "The Fifth Discipline: The Art & Practice of The Learning Organization", factors inhibiting the implementation of experiential learning based learning can include resistance to change from schools and teachers, as well as a lack of support and commitment from school management.

5.   The results of experiential learning-based entrepreneurship learning on strengthening the entrepreneurial spirit of students at State Vocational School 4 and State Vocational School 5 Samarinda

The research results from problem formulation number 5 regarding the results of experiential learning-based entrepreneurship learning towards strengthening the entrepreneurial spirit found that:

a)   Quantitative data shows a significant increase in students' entrepreneurial spirit after participating in experiential learning-based learning. Aspects such as creativity, innovation, leadership, and risk taking have experienced significant increases.

Entrepreneurship learning with an experiential learning approach has proven effective in improving students' entrepreneurial spirit, including important aspects such as creativity, innovation, leadership, and risk taking. According to Neck and Corbett (2018), Experiential learning provides authentic and contextual experiences for students to explore and develop entrepreneurial skills.

Creativity and innovation are key components of the entrepreneurial spirit. Through real-life experiences such as business simulations or entrepreneurial projects, students are faced with challenges that encourage them to think creatively and innovatively in generating unique business ideas and effective solutions. As stated by Karimi et al. (2016), experiential learning facilitates students to better identify business opportunities and develop new ideas.

In addition, experiential learning also hones leadership and risk-taking skills that are important in entrepreneurship. In group activities or projects, students practice coordinating teams, delegating tasks, and making decisions in uncertain situations. They also learn to assess risks and take risky actions in a controlled manner. According to Wurdinger and Allison (2017), experiential learning provides experiences that are relevant to the real world, thereby helping to prepare students to face challenges and uncertainties in the world of work.

Thus, experiential learning-based entrepreneurship learning has a positive impact on strengthening students' entrepreneurial spirit, including significant improvements in aspects such ascreativity, innovation, leadership, and risk taking. Real-world experiences and reflection in the learning process help students develop the skills and attitudes needed to become successful entrepreneurs.

b)   Qualitative analysis revealed that real experiences in business simulations, entrepreneurial projects, or interactions with business actors have a positive impact on students' motivation and self-confidence in entrepreneurship.

Real-world experiences gained by students through business simulations, entrepreneurial projects, or interactions with business actors have been shown to have a positive impact on their motivation and confidence in entrepreneurship. According to Solesvik (2013), the experiential learning approach in entrepreneurship learning can help students develop stronger skills and confidence in identifying business opportunities and realizing their business ideas.

Direct involvement in entrepreneurial activities provides authentic and meaningful experiences for students. They can experience firsthand the challenges, risks, and satisfactions associated with the world of entrepreneurship. This can increase students' intrinsic motivation to continue learning and developing their entrepreneurial skills (Karimi et al., 2016).

In addition, interaction with successful entrepreneurs can provide inspiration and role models for students. They can see firsthand how an entrepreneur overcomes challenges, takes decisions, and achieve success in their endeavors. This experience can increase students' confidence that they too are capable of becoming successful entrepreneurs in the future.

As stated by Neck and Corbett (2018), experiential learning provides opportunities for students to develop the skills and attitudes needed in entrepreneurship, such as creativity, innovation, and risk taking. By having real experience, students feel more confident in facing challenges and taking advantage of opportunities in the business world.

Thus, real experiences through business simulations, entrepreneurial projects, or interactions with business actors have a positive impact on students' motivation and self-confidence in entrepreneurship, which are important factors in building a strong entrepreneurial spirit.

c)   Students feel more prepared to face challenges and risks in the business world after being involved in experiential learning activities, such as facing problems, making decisions, and working in teams.

Experiential learning activities in entrepreneurship learning provide real experiences for students in facing situations that reflect challenges and risks in the business world. According to Wurdinger and Allison (2017), experiential learning provides experiences that are relevant to the real world, thus helping to prepare students to face uncertainty and challenges in the workplace.

In activities such as business simulations, entrepreneurial projects, or case studies, students are exposed to problems that must be solved, decisions that must be made, and team collaboration that is required. They learn to analyze situations, identify opportunities and risks, and take the actions necessary to achieve goals. These experiences help develop important skills in entrepreneurship, such as problem solving, decision making, and

teamwork.

Furthermore, Neck and Corbett (2018) stated that experiential learning provides an opportunity for students to hone the skills and attitudes needed in entrepreneurship, such as creativity, innovation, and controlled risk-taking. By facing situations that reflect the business world directly, students can build confidence and readiness to face the challenges and risks of entrepreneurship in the future.

Through experiential learning activities, students also learn to work in teams and collaborate with others. These skills are essential in the business world, where teamwork and effective communication are key to success. By engaging in group projects or team activities, students develop the ability to negotiate, manage conflict, and coordinate joint efforts to achieve goals.

Thus, real-world experience in experiential learning activities better prepares students to face challenges and risks in the business world. They gain practical skills in dealing with problems, making decisions, and working in teams, which are important aspects of successful entrepreneurship.

d)   The teacher stated that the experiential learning approach provides opportunities for students to explore their entrepreneurial interests and talents in more depth, as well as develop the practical skills needed in the business world.

The experiential learning approach in entrepreneurship learning provides opportunities for students to explore their entrepreneurial interests and talents in more depth. According to Suryaman (2021), this approach facilitates students to explore, experience, and apply the concept of entrepreneurship directly, so that learning becomes more meaningful and contextual. Through real activities such as business simulations, entrepreneurial projects, or interactions with business actors, students can find their passion and strength in the field of entrepreneurship.

In addition, the experiential learning approach also allows students to develop practical skills that are very much needed in the business world. As stated by Neck and Corbett (2018), experiential learning provides authentic experiences and opportunities to hone skills such as problem solving, decision making, communication, and leadership that are important in entrepreneurship.

Expert opinions from Indonesia also support this statement. According to Suhartini (2022), entrepreneurship learning with an experiential learning approach allows students to develop practical skills relevant to the business world, such as preparing business plans, conducting market analysis, and implementing marketing strategies.

From a global perspective, Karimi et al. (2016) stated that the experiential learning approach in entrepreneurship education helps students identify business opportunities and develop new ideas better. This is in line with Solesvik's (2013) opinion which states that this approach helps students develop stronger entrepreneurial skills.

Thus, the experiential learning approach provides opportunities for students to explore their entrepreneurial interests and talents in depth, as well as develop practical skills needed in the business world, such as problem solving, decision making, communication, and leadership.

Motta's research results state the following:

It is concluded that experiential learning has been recently used as an approach for entrepreneurial education as it contributes to a positive impact on entrepreneurial intention and to the development of entrepreneurial skills and competences. Different activities result in distinct benefits for the teaching-learning process in entrepreneurship, but also demand challenges to be faced. Implications to practice were thus provided. (Motta, 2023)

It is concluded that experiential learning has recently been used as an approach to entrepreneurship education because it contributes to a positive impact on entrepreneurial intentions and the development of entrepreneurial skills and competencies. Different activities produce different benefits for the teaching and learning process in entrepreneurship, but also demand challenges that must be faced. Implications for practice are thus provided.

IV.   CONCLUSION

Based on the results of data analysis and previous discussions, the following conclusions can be drawn.

1)   Entrepreneurship learning planning at State Vocational High School Samarinda integrates the principles of experiential learning according to the independent curriculum, emphasizing real and contextual experiences for students. The syllabus and teaching modules are arranged based on government competency standards and basic competencies. Learning methods vary including lectures, discussions, case studies, field practice, and assignments. Learning media includes visual, audio-visual, and information technology. Assessment combines aspects of knowledge, skills, and attitudes through various instruments. Planning considers the availability of infrastructure and involves collaboration with industry for learning that is relevant to the world of work.

2)   The implementation of experiential learning-based entrepreneurship learning at State Vocational High School Samarinda follows the Lesson plans with various methods including lectures, discussions, case studies, field practice, and assignments. Learning media include visuals, audio-visuals, and information technology. Learning is carried out in and outside the classroom, including industrial visits and internships. Assessment

combines aspects of knowledge, skills, and attitudes. Constraints such as limited facilities, student interests, and time are overcome by utilizing environmental learning resources, various methods, and time optimization.

3)   Evaluation of experiential learning-based entrepreneurship learning at State Vocational High School Samarinda is carried out comprehensively covering planning, implementation, and learning outcomes. Planning evaluation includes reviewing the syllabus and lesson plans. Implementation evaluation through class observation and discussion. Learning outcomes are evaluated through assessment of knowledge, skills, and attitudes with various instruments. Evaluation also includes facilities and infrastructure. Evaluation results are used for improvement and development of learning, involving input from industry to ensure relevance.

Supporting factors for entrepreneurship learning at State Vocational High School Samarinda include adequate facilities and infrastructure, integrated curriculum, school support, extracurricular activities, cooperation with related institutions, and high student motivation and interest. Meanwhile, inhibiting factors include limited time allocation, lack of competent teaching staff, minimal access to capital, lack of external support, student mindset, and limited access to market information.

4)   The results of experiential learning-based entrepreneurship learning at State Vocational high schools in Samarinda show an increase in students' entrepreneurial spirit. In general, students master entrepreneurial knowledge well, are able to apply skills such as compiling business proposals and opportunity analysis, and demonstrate positive attitudes such as self-confidence, initiative, and motivation to become entrepreneurs. Although a small number are less interested, the majority of students achieve Minimum Completion Criteria and some achieve entrepreneurial achievements. However, efforts to improve the learning process continue to be made to maximize learning outcomes and produce graduates who are ready to become entrepreneurs. The principal prepares the learning facilities needed by teachers and there are awards both material and non-material.

Implications

First, this study has enriched the educational management literature on experiential learning-based entrepreneurship learning management. In addition, this research also adds to the scientific knowledge in the field of principal leadership, especially its relevance to the development of an entrepreneurial spirit.

Second, this research can provide insights in designing a more practical and contextual entrepreneurship curriculum, by incorporating experiential learning methods such as entrepreneurship projects, business simulations, or field studies.

Third, entrepreneurship teachers can adopt an experiential learning approach in their teaching methods, such as inviting students to start small businesses, visiting local companies, or inviting successful entrepreneurs as guest speakers.

Fourth, there needs to be training for entrepreneurship teachers to master experiential learning methods and effective teaching strategies in strengthening students' entrepreneurial spirit.

Fifth, schools need to provide adequate supporting facilities, such as entrepreneurship laboratories, business incubator spaces, or access to local entrepreneur networks, to support the implementation of experience-based learning.

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