

Research Article

The Influence of Regional Public Service Agencies in Vocational High Schools on the Development of Students' Entrepreneurial Spirit

Chairil

Department of Economic Education, Postgraduate School Student, Universitas Patempo, Makassar 90233, South Sulawesi, Indonesia.

Muh. Yahya, Andi Mulyadi Radjab

Department of Economic Education, Postgraduate School, Universitas Patempo, Makassar 90233, South Sulawesi, Indonesia.

Suarlin*

Faculty of Education, Universitas Negeri Makassar, Makassar 90222, South Sulawesi, Indonesia.

*Corresponding author, E-mail address: suarlin@unm.ac.id

Abstract

A significant problem many alums of vocational high schools' face is the limited employment opportunities in industries, contributing to high unemployment rates. Graduates often consider entrepreneurship as an alternative path, especially after the implementation of the Regional Public Service Agency (BLUD). This study aims to understand the potential of BLUD at a vocational high school in Barru Regency, describe the entrepreneurial spirit among its students, and investigate the influence of BLUD on their entrepreneurial development. Conducted using a quantitative ex post facto approach, the study involves 244 twelfth-grade students, with a sample of 49. Data collection methods include field research, library research, observation, documentation, and questionnaires. Findings indicate that BLUD's potential falls within the 'good' category, with 44.90% frequency. Students at vocational high school demonstrate a high tendency towards entrepreneurial spirit, predominantly within the 'very good' category, with a frequency of 40.82%. Furthermore, BLUD significantly influences entrepreneurial development among students, accounting for 86.8% of the variance, with 13.2% influenced by other unexplored factors. The analysis underscores BLUD's positive and significant impact on entrepreneurial development among vocational high school students, with many expressing interests in entrepreneurship post-graduation.

Keywords: public service agency; entrepreneurship; vocational high school; teaching factory

1. INTRODUCTION

Vocational High Schools (SMK) are indispensable institutions in the educational landscape, serving as pivotal hubs for equipping students with practical skills and knowledge essential for their transition into the workforce (Fairman & Voak, 2023). As Nelson Mandela once asserted, "Education is the most powerful weapon you can use to change the world." This sentiment encapsulates the vital role those educational institutions, particularly SMKs, play in shaping the trajectory of individuals and communities. In the scenic landscape of Barru Regency, Indonesia, SMKs emerge as linchpins in the local educational ecosystem, molding the skills and competencies of the burgeoning youth population. In the words of a renowned education reformer (Mann, 1855), education, beyond all other devices of human origin, is the great equalizer of the conditions of men. This sentiment underscores the transformative potential of Vocational High Schools in providing equal opportunities for socio-economic advancement to all members of society.



However, as we navigate the labyrinth of the contemporary global economy, marked by rapid technological advancements and shifting market dynamics, a new imperative emerges – cultivating entrepreneurial spirit among students. In the words of esteemed entrepreneur and innovator Steve Jobs, the phrase "Innovation distinguishes between a leader and a follower." This aphorism epitomizes the critical importance of instilling an entrepreneurial mindset in today's youth to navigate the complexities of the entrepreneurial world and drive innovation forward. Amidst the burgeoning discourse on entrepreneurship and innovation, the role of SMKs in fostering entrepreneurial spirit among students assumes paramount importance. As esteemed (Tomasevski, 2003) aptly articulated, education is the key to unlocking the world, a passport to freedom. This adage underscores the transformative potential of SMKs in equipping students with the necessary mindset and skills to thrive in the entrepreneurial landscape and chart their path to success (Sarwade, 2021; Suarlin & Ali, 2020).

The traditional emphasis on technical skills in vocational education has long been recognized as essential for equipping students with the practical knowledge required to excel in their chosen fields. However, recent research underscores the importance of complementing these technical competencies with broader skill sets that foster adaptability, creativity, and entrepreneurial mindset among students. A study by (Rădulescu et al., 2020) investigated the effectiveness of integrating entrepreneurship education into vocational curricula. The findings revealed that students who participated in entrepreneurship programs demonstrated significantly higher levels of creativity and innovation than their counterparts who received traditional technical training. Moreover, these students exhibited greater confidence in identifying and pursuing entrepreneurial opportunities, leading to enhanced career advancement and economic empowerment prospects.

Similarly, research by (Kusumojanto et al., 2021) examined the impact of entrepreneurial education on vocational students' attitudes and behaviors towards entrepreneurship. The results indicated a positive correlation between participation in entrepreneurship courses and students' willingness to take risks, pursue innovative solutions, and proactively seek out business opportunities. Furthermore, students who engaged in entrepreneurial activities demonstrated increased self-efficacy and resilience in the face of challenges, suggesting a stronger foundation for entrepreneurial success.

In the Barru Regency, integrating Regional Public Service Agencies (BLUD) into vocational education presents a unique opportunity to nurture students' entrepreneurial spirit. BLUDs, operating within the local community, offer diverse public services and projects that can serve as practical learning platforms for students to apply their vocational skills in real-world settings. However, the extent to which BLUDs influence the entrepreneurial development of SMK students remains underexplored. There is a notable gap in the existing literature regarding the influence of Regional Public Service Agencies (BLUDs) on students' entrepreneurial spirit within Vocational High Schools (SMKs) in Barru Regency. While some studies have explored the impact of entrepreneurship education programs on students' attitudes and behaviors, few have specifically examined the unique contribution of BLUD initiatives in shaping students' entrepreneurial mindset and capabilities (Kayyali, 2024).

This research gap is significant, especially considering the distinct role BLUDs play within the local community and their potential to foster entrepreneurial learning and development. Barru Regency's socio-economic context, with its diverse economic opportunities and challenges, further emphasizes the need for a comprehensive investigation into how BLUD initiatives interact with the local landscape and impact students' entrepreneurial aspirations. Addressing this gap is crucial for informing evidence-based policies and initiatives to maximize BLUDs' potential to nurture entrepreneurial development among Vocational High Schools (SMKs) students. By conducting focused research in this area, scholars can provide valuable insights to educational policymakers, school administrators, and vocational educators, enabling them to design effective interventions and programs that leverage BLUD resources to empower students as innovative and entrepreneurial leaders. By delving into these objectives, this study endeavors to offer invaluable insights into the untapped potential of Regional Public Service Agencies (BLUDs) within the realm of vocational education, particularly in their capacity to cultivate and nurture the entrepreneurial spirit among students enrolled in Vocational High Schools (SMK) in Barru Regency. Through a comprehensive examination of BLUD initiatives and their impact on students' entrepreneurial development, this

research aims to shed light on innovative approaches to enriching the educational experience and equipping students with the skills and mindset necessary for success in the entrepreneurial landscape.

The findings yielded from this study hold significant implications for various stakeholders within the educational ecosystem. Firstly, educational policymakers stand to benefit from a deeper understanding of the role that BLUDs can play in enhancing vocational education. With insights from this research, policymakers can formulate evidence-based policies and initiatives to leverage BLUD resources to bolster entrepreneurial learning experiences within SMKs. Additionally, school administrators can draw upon the findings to refine existing programs and curricula, integrating BLUD-related activities and initiatives to provide students with practical, hands-on exposure to entrepreneurship. Vocational educators can utilize the insights generated by this study to inform pedagogical practices and instructional approaches that foster creativity, innovation, and entrepreneurial mindset among students. By incorporating BLUD-related projects, case studies, and experiential learning opportunities into their teaching methodologies, educators can inspire and empower students to think critically, problem-solve creatively, and seize entrepreneurial opportunities with confidence (Lamada et al., 2022; Wahriani et al., 2019).

Ultimately, this research aims to empower students to become catalysts for innovation and change within their communities and beyond. By equipping students with the skills, knowledge, and mindset necessary to navigate the entrepreneurial landscape, this study aims to cultivate a new generation of innovative and entrepreneurial leaders capable of driving economic growth, fostering social impact, and shaping the future of industries and communities. Through collaborative efforts and strategic initiatives informed by the findings of this research, educational stakeholders can work towards realizing the full potential of vocational education in empowering students to become agents of positive change and innovation in the global economy. Assess the scope of services offered by BLUDs within Vocational High Schools (SMKs) in Barru Regency, including their organizational structure, community engagement initiatives, and opportunities for student involvement. Explore the attitudes, behaviors, and aspirations related to entrepreneurship among students enrolled in SMKs in Barru Regency, identifying key factors influencing entrepreneurial mindset development. Analyze the impact of BLUD engagement on the entrepreneurial development of SMK students, examining their experiences, perceptions, and outcomes related to BLUD-related activities.

2. RESEARCH METHOD

2.1. Research Approach

This study employs a quantitative research methodology, utilizing an ex post facto approach. The rationale behind choosing this approach lies in the intention to investigate events that have already occurred and subsequently examine various literature to determine their causal factors. Ex post facto research aims to trace, if possible retrospectively, the causal factors behind certain occurrences (Bryman, 2016; Cohen et al., 2018; Lune & Berg, 2016). The objective of this study is to retrospectively trace the causal factors behind certain events and explore how the variables within the research interact with each other.

The ex post facto approach allows researchers to study phenomena that have already occurred, making it suitable for retrospectively investigating relationships and causal factors. Researchers can gain insights into the factors influencing the observed outcomes by analyzing existing data and literature. This approach facilitates a deeper understanding of the relationships between variables and enables researchers to conclude causal relationships based on empirical evidence.

2.2. Research Location & Time

This study was conducted at Vocational High School 2 in the Barru district, situated administratively within Pancana Village, Tanete Rilau Subdistrict, Barru District, South Sulawesi Province. This geographical detail is crucial as it provides insight into the specific context where the research took

place. Barru district is located in the South Sulawesi Province of Indonesia and is known for its diverse cultural and economic landscape. Within Barru district, Pancana Village is the administrative center for the Tanete Rilau Subdistrict. Understanding the administrative divisions helps contextualize the research within the broader local governance structure. The timeline of the research, spanning six months from November 2022 to April 2023, is noteworthy. This duration encompasses various stages of the research process, including proposal development, data collection, analysis, and the examination of research outcomes. Such a timeline allows for comprehensively exploring the research objectives within a defined period.

2.3. Population and Sample

In research terminology, the population refers to a collection of individuals or units of analysis that are the focus of the study within a specific area or time frame. This population is the generalization domain from which samples are selected and conclusions are drawn (Creswell & Creswell, 2017; Hair et al., 2019). In this study, the population consists of all twelfth-grade students who have participated in the Industrial Work Practice program at Vocational High School 2 in Barru Regency, with a total number of students reaching 244. A sample is a subset of the population selected for observation or testing in a research study. The sampling technique is the procedure or method used to select these samples from the larger population. To test hypotheses, the researchers randomly selected a sample representing 20% of the population or using specific methods. Therefore, the number of samples used in this study is 49 students.

2.4. Operational Definition of Variables

Operational definitions provide operational explanations within research, containing clarifications regarding the terms used in the study. These definitions align diverse perceptions between researchers and readers, preventing misunderstandings. Hence, operational definitions are formulated within a research study. These operational definitions elucidate the specific meanings attributed to the variables within the research, facilitating a clearer understanding of their roles and relationships within the study framework.

Research variables can be distinguished according to their position and type, namely independent and dependent variables. The independent variable influences the dependent variable. The variables in this study are (1) Independent variable - Potential of BLUD (X), and (2) Dependent variable - Entrepreneurial Spirit (Y). The operational definitions in this research are as follows:

- As an independent variable, the Potential of BLUD in this study influences the development of entrepreneurial spirit in students as a dependent variable. BLUD encourages students to be more productive, and the products of student practices can be sold, thereby generating income for the school and providing learning opportunities for students to develop entrepreneurial spirit after graduation.
- Entrepreneurial Spirit (dependent variable) is the ability to identify opportunities combined with creative, innovative thinking and the courage to face risks that may arise in their ventures, aiming to gain profits in the future. Therefore, successful entrepreneurs must demonstrate independence and hard work.

2.5. Data Collection

In this research, data collection is conducted through both field research and library research methodologies. Field research involves gathering data firsthand from the natural environment or context of study, often through interviews, observations, surveys, or experiments. On the other hand, library research, also known as desk research, involves collecting data from existing sources such as books, journals, articles, databases, and other forms of literature (Kumar, 2019; Largan & Morris, 2019; Pandey & Pandey, 2021). By employing both methodologies, researchers can triangulate their findings, enhancing the validity and reliability of the study's results. This combined approach allows for a comprehensive understanding of the research topic by incorporating both primary and secondary sources of information.

2.5.1. Field Research

This method involves direct observation to gather data or information to understand the variables under investigation clearly. This approach aims to collect data about the profile of Vocational High School 2 in the Barru district. Utilizing a Likert scale, a questionnaire comprising items related to the Potential of Regional Public Service Agencies (BLUD) and students' entrepreneurial spirit is administered to respondents. The Likert scale employed in this study ranges from 1 to 4, with the following weight assignments:

- Strongly Agree = 4
- Agree = 3
- Disagree = 2
- Strongly Disagree = 1

The modification of the Likert scale is implemented to address inherent weaknesses in the traditional five-level scale.

2.5.2. Library Research

Library research involves systematically exploring and analyzing written sources relevant to the study. It is crucial in gathering data and theoretical foundations, laying the groundwork for subsequent field research endeavours.

2.6. Data Analysis

The data analysis model employed in this study utilizes both quantitative descriptive and inferential analyses to examine the simultaneous influence of the potential of Regional Public Service Agencies (BLUD) on students' entrepreneurial spirit, encompassing measures such as mean, median, mode, and standard deviation. Additionally, the researchers need to conduct instrument requirement tests as follows:

2.6.1. Validity and Reliability

- **Validity**
Validity is a test of authenticity demonstrated by the consistency between data and the actual reality. Every research is always questioned regarding the validity of the tools used. A measuring instrument is valid if it is used to measure according to its purpose. Validity tests determine the feasibility of items in a questionnaire in defining a variable. Validity testing should ideally be performed on each item in its validity test. The obtained r value is compared with the r table where $df = n - 2$ with a significance level of 5%. If the r table $>$ r value, then it is considered valid. In conducting this validity test, the researchers will employ computerized methods using SPSS, with the testing technique using Pearson's product-moment correlation formula.
- **Reliability**
Reliability means having the property of being trustworthy. The measuring instrument is based on comparisons or comparisons between the results of measurements performed repeatedly on the same subjects. Reliability testing measures the stability and consistency of respondents in answering questions related to constructs that are dimensions of a variable and arranged in the form of a questionnaire.

2.6.2. Hypothesis Testing

- Hypothesis testing is performed through the following methods
Simultaneous Test (F Test): The F statistical test indicates whether all independent variables included in the model simultaneously affect the dependent variable. The null hypothesis is rejected if the calculated F value $>$ the tabulated F value.
- Simple Linear Regression
Simple linear regression is used to determine the relationship between the independent variable and the dependent variable and to show that in the formed regression model, only one

independent variable (X) and one dependent variable (Y) are involved, namely the Potential of Regional Public Service Agencies (BLUD) (X), on Students' Entrepreneurial Spirit (Y).

3. RESULT AND DISCUSSION

3.1. Potential Variable Trends for Regional Public Service Agencies

Based on the categorization of data trends for the potential value of Regional Public Service Agencies (BLUD), the 'Excellent' category was recorded at a frequency of 14, accounting for 28.56% of the total. The 'Fairly Good' category was observed with a frequency of 3, representing 6.12%. In contrast, the 'Poor' category had a frequency of 7, equating to 14.30%, and the 'Very Poor' category also recorded a frequency of 3, contributing to 6.12%. The categorization of data trends for this variable is predominantly in the 'Good' category, with a frequency of 22 and a percentage of 44.90%. These results indicate that the overall potential of the Regional Public Service Agencies (BLUD) is considered good.

Table 1. Distribution of Potential Variable Trends for Regional Public Service Agencies

Category	Interval Skor	F	Percent
Very good	$X > 28.25$	14.00	28.56
Good	$25.75 < X \leq 28.25$	22.00	44.90
Pretty good	$23.25 < X \leq 25.75$	3.00	6.12
Not good	$20.75 < X \leq 23.25$	7.00	14.30
Very Not Good	$X \leq 20.75$	3.00	6.12
	Total	49.00	100.00

Analyzing Regional Public Service Agencies' (BLUD) potential value unveils significant insights into their performance and prospects. It reveals a diverse landscape, with BLUDs scattered across various categories. Most fall under the 'Good' category. A notable portion excels as 'Excellent,' while others lag in the 'Poor' or 'Very Poor' categories. This disparity underscores the varied effectiveness and potential among BLUDs. Exploring the underlying factors influencing BLUD potential reveals crucial aspects such as financial management, service quality, operational efficiency, and adaptability. Understanding these factors enables the formulation of targeted improvement strategies tailored to address each BLUD's unique challenges.

These findings catalyze actionable steps aimed at enhancing BLUD performance. Agencies categorized with poor or very poor potential require immediate attention, necessitating initiatives to bolster financial practices, provide comprehensive training, refine service delivery, and potentially restructure internal operations. Effective resource management emerges as a critical consideration, ensuring optimal allocation to maximize impact across BLUDs of varying potential levels. Furthermore, promoting collaboration and knowledge sharing among high-performing BLUDs can catalyze sector-wide improvements.

For BLUDs categorized as 'Fairly Good,' untapped potential for further development exists. Targeted capacity-building efforts, encompassing enhanced training, infrastructure upgrades, and policy refinement, can propel these agencies towards greater effectiveness and efficiency. Sustained monitoring and evaluation mechanisms are imperative to track progress and ensure the sustained growth of BLUD potential over time. By continuously assessing performance and adapting strategies accordingly, the public service sector can evolve to serve the community's needs better and advance broader developmental objectives.

3.2. Student Entrepreneurial Spirit Variable Trends

Based on the categorization analysis, the entrepreneurial spirit among students exhibits a highly positive trend. This observation is supported by the highest frequency value falling within the 'Excellent' category, recorded at a frequency of 20, accounting for 40.82% of the total. Subsequently, the 'Good' category follows with a frequency of 11, representing 22.45% of the

dataset. The 'Fairly Good' category is noted at a frequency of 5, constituting 10.20% of the population. The 'Poor' category is observed at a frequency of 6, equating to 12.24%, and finally, the 'Very Poor' category is recorded at a frequency of 7, making up 14.29% of the total. This analysis underscores the predominantly favorable inclination towards entrepreneurial intentions among the students surveyed.

Table 2. Distribution of Student Entrepreneurial Spirit Variable Trends

Category	Interval Skor	F	Percent
Very good	$X > 53.95$	20.00	40.82%
Good	$50.665 < X \leq 53.95$	11.00	22.45%
Pretty good	$47.335 < X \leq 50.665$	5.00	10.20
Not good	$44.005 < X \leq 47.335$	6.00	12.24
Very Not Good	$X \leq 44.005$	7.00	14.29
	Total	49.00	100.00

The categorization analysis reveals a notably positive trend in the entrepreneurial spirit among students. The data distribution illustrates an apparent inclination towards favorable entrepreneurial intentions. The highest frequency value, comprising 40.82% of the total dataset, falls within the 'Excellent' category, indicating a significant proportion of students demonstrating exemplary entrepreneurial spirit. This suggests a strong propensity towards embracing entrepreneurial endeavors and innovative ventures. Following closely is the 'Good' category, with a frequency of 11, representing 22.45% of the dataset. This further reinforces the prevailing positive trend, with a substantial portion of students displaying commendable entrepreneurial attitudes and aspirations.

Additionally, the 'Fairly Good' category, noted at a frequency of 5 (10.20% of the population), underscores many students exhibiting moderately positive entrepreneurial inclinations. While more minor frequencies are observed in the 'Poor' and 'Very Poor' categories, totaling 12.24% and 14.29% of the total, respectively, they represent a relatively minor portion of the surveyed population. Nonetheless, these categories still warrant attention and targeted interventions to cultivate a more conducive environment for fostering entrepreneurial spirit among students. The analysis underscores the surveyed students' predominantly favorable inclination towards entrepreneurial intentions. This promising trend highlights the potential for nurturing and harnessing entrepreneurial talent within the student community, fostering innovation, creativity, and economic growth in the broader context.

3.3. Hypothesis Testing

The hypothesis tested in this research states that "there is a positive and significant influence of the Regional Public Service Agencies (BLUD) on the Development of Students' Entrepreneurial Spirit." A t-test and simple linear regression analysis were employed to test this hypothesis. The explanation of the hypothesis testing results in this study is as follows:

Table 3. Result t-Test

Variables	Student Participation
Constant	17.680
Regression Coefficient (β)	1.254
Std. Error	0.071
R	0.931
R-Square	0.868
t-count	17.547
Sig.	0.000

Based on the provided t-test results, we can interpret the statistical findings regarding the impact of a specific variable (not explicitly mentioned but assumed to be related to the activities of

Regional Public Service Agencies - BLUD) on student participation, presumably in entrepreneurial initiatives.

- Constant (17.680): This value represents the baseline level of student participation when the independent variable (BLUD activities) is zero. It indicates that even without the influence of BLUD, there is a significant initial level of student participation.
- Regression Coefficient (β) (1.254): This coefficient indicates the amount by which student participation is expected to increase with a one-unit increase in BLUD activities. The positive value suggests a positive relationship between BLUD activities and student participation in entrepreneurship.
- Standard Error (0.071): This low standard error suggests a small amount of variability in the regression coefficient, indicating a high level of precision in estimating the regression coefficient.
- R (0.931): The R-value indicates a very high correlation between BLUD activities and student participation. This suggests a strong linear relationship between these two variables.
- R-Square (0.868): This value explains that the BLUD activities can account for approximately 86.8% of the variance in student participation. This is a high explanatory power, indicating that BLUD activities significantly predict student participation in entrepreneurship.
- T-count (17.547): This t-value is significantly higher than the critical t-value for typical significance levels, indicating that the regression coefficient differs significantly from zero. This means that the impact of BLUD activities on student participation is statistically significant.
- Sig. (0.000): The significance level of 0.000 (p-value) indicates that the results are statistically significant at any conventional significance level. This means there is a very low probability that the observed relationship between BLUD activities and student participation is due to chance.

The t-test results strongly support the hypothesis that BLUD activities positively and significantly impact the development of students' entrepreneurial spirit. The high correlation and R-squared value indicate a solid and significant predictive relationship, with BLUD activities explaining a substantial portion of the variance in student participation in entrepreneurial initiatives. This reinforces the importance of BLUD's role in fostering an entrepreneurial culture among students.

3.4. Discussion

3.4.1. The potential of the Regional Public Service Agency (BLUD)

Based on the categorization analysis of the data values for the potential of the Regional Public Service Agency (BLUD), there is an indication towards a good level. The distribution of the BLUD variable tendencies shows that the "excellent" category has a frequency of 14, accounting for 28.56%; the "good" category has a frequency of 3, accounting for 6.12%; the "fair" category has a frequency of 7, accounting for 14.30%, and the "poor" category has a frequency of 3, accounting for 6.12%. Most data values fall within the "good" category, with a frequency percentage of 44.90%. These findings suggest a positive trend in the potential of the Regional Public Service Agency (BLUD), indicating its capability to manage finances independently from an institutional perspective.

Considering the potential within BLUD, which encompasses production units in various fields of expertise capable of generating goods and services for commercialization in society, these production units are supported by implementing the teaching factory learning model and subjects related to creative product development and entrepreneurship. As a result, students can gain a deeper understanding of their competencies related to entrepreneurial spirit.

Teaching factory models and entrepreneurship subjects within BLUD facilitates the development of students' entrepreneurial competencies by providing them with hands-on experience and exposure to real-world challenges in commercializing goods and services. This approach not only enhances their theoretical knowledge but also equips them with practical skills necessary for entrepreneurial endeavors in the future.

3.4.2. Description of Entrepreneurial Spirit in Students

This study delved into analyzing the entrepreneurial spirit among students by categorizing data values that signify their entrepreneurial inclinations. The results strongly indicate a prevalent tendency towards a very good level of entrepreneurship. The highest frequency is observed within

the "very good" category, representing 40.82% of the total responses. Moreover, frequencies in the "good," "fair," "poor," and "very poor" categories were also noted, further illustrating the spectrum of entrepreneurial attitudes among students.

The entrepreneurial spirit in this context refers to students' independent mindset, creativity, and diligence. These attributes are pivotal in initiating business ventures and fostering a proactive approach toward seizing business opportunities, nurturing innovation, and striving to create value. These findings imply that students' entrepreneurial spirit mirrors a sense of accountability towards their ventures. They are expected to autonomously make decisions, embrace risks, and tackle challenges without continual guidance. Additionally, their ability to think creatively and innovatively enables them to identify novel opportunities, devise unique solutions, and generate fresh ideas to address business challenges. A strong work ethic is also essential, as students should be willing to exert effort and dedicate time to achieve their entrepreneurial goals.

The implications of these findings span various domains, including education, entrepreneurship development, and individual growth. Specifically:

- **Entrepreneurship Education:** There is a pressing need to integrate entrepreneurship education into higher education curricula, focusing on nurturing entrepreneurial attitudes, creativity, and innovation among students.
- **Skill Development:** Educational institutions must prioritize the development of entrepreneurial skills such as decision-making, risk management, creativity, innovation, and hard work through diverse academic and extracurricular activities.
- **Support and Resources:** Institutions and governments should provide sufficient support and resources, including mentorship, guidance, initial capital, and additional training, to students interested in pursuing entrepreneurial careers.
- **Career Development:** Students demonstrating high levels of entrepreneurship should be encouraged to pursue entrepreneurial or leadership roles, with educational institutions offering specialized support programs to assist in business establishment and development.
- **Collaboration and Networking:** Facilitating connections between students with high entrepreneurial spirits and broader entrepreneurial networks and communities can foster collaboration, inspiration, and knowledge exchange.
- **Entrepreneurship Ecosystem Development:** These findings serve as a basis for developing a robust entrepreneurship ecosystem at local, regional, and national levels, necessitating collaboration among governments, educational institutions, and stakeholders to create a supportive environment for young entrepreneurs.

Educational institutions and stakeholders should heed these implications to effectively nurture and bolster entrepreneurial spirit among students, thus preparing them for future entrepreneurial challenges.

3.4.3. The Influence of the Regional Public Service Agency on the Development of Students' Entrepreneurial Spirit

There is a significant influence between the potential of the Regional Public Service Agency (BLUD) in schools and the development of students' entrepreneurial spirit. This is evidenced by the substantial sample size of 49 in this study, with a degree of freedom (df) = $n - 1 = 48$ and an alpha value of 0.05, resulting in a t-table value of 2.01063. The hypothesis testing results indicate a significance value of 0.000, more significant than the alpha value of 0.05. Additionally, the obtained t-value of 17.547 exceeds the t-table value, leading to the acceptance of the hypothesis. Therefore, it can be concluded that students' participation in BLUD activities significantly and positively influences the development of their entrepreneurial spirit.

This study highlights BLUD activities' significant role in fostering students' entrepreneurial spirit in schools. By involving students in various BLUD initiatives and programs, such as workshops, seminars, and practical projects, schools can effectively cultivate an entrepreneurial mindset among their students. This finding aligns with existing research indicating the positive impact of entrepreneurship education and practical experiences on students' entrepreneurial intentions and behaviors.

Research by (Zhao et al., 2022) found that entrepreneurship education programs significantly increase students' entrepreneurial intentions and self-efficacy. Similarly, a study by (Kautonen et

al., 2015) revealed that practical experiences, such as internships or entrepreneurial activities, positively influence students' attitudes toward entrepreneurship and their likelihood of starting a business. Furthermore, the significant influence of BLUD activities on students' entrepreneurial spirit underscores the importance of integrating practical, hands-on experiences into entrepreneurship education. By providing students with opportunities to engage in real-world entrepreneurial endeavors, schools can better prepare them for future entrepreneurial challenges and opportunities.

However, it is essential to recognize the potential limitations of this study, such as sample representativeness and external validity. Future research could explore the long-term effects of BLUD participation on students' entrepreneurial outcomes, including business creation and success rates. This study contributes valuable insights into the role of BLUD activities in fostering students' entrepreneurial spirit and underscores the importance of practical experiences in entrepreneurship education. By leveraging BLUD initiatives effectively, schools can empower students to pursue entrepreneurial paths and contribute to economic growth and innovation in their communities.

4. CONCLUSION

This research reveals that the potential of Regional Public Service Agencies (BLUD) in Vocational High Schools tends to show good quality, with the highest frequency in the good category reaching 44.90%. Meanwhile, from the analysis of entrepreneurial spirit among Vocational High School students, the results indicate a very good tendency, with the highest frequency in the excellent category reaching 40.82%. Furthermore, the results of data analysis also indicate that BLUD potential has a significant and positive influence on students' entrepreneurial spirit. BLUD potential in Vocational High Schools influences students' entrepreneurial spirit by 86.8%. In comparison, the remaining 13.2% is influenced by other factors not examined in this study, such as environmental factors and individual conditions. Thus, it can be concluded that the potential of BLUD in Vocational High Schools plays an essential role in shaping students' entrepreneurial spirit. These findings provide valuable insights for stakeholders in designing more effective educational programs to enhance students' entrepreneurial spirit in Vocational High Schools.

ACKNOWLEDGMENTS

We want to thank the graduate school, University Patempo, Makassar, for their support during this research. We also thank our lecturers, researchers, fellow students, family, and friends who have provided valuable support and contributions.

REFERENCES

- Bryman, A. (2016). *Social research methods*. Oxford university press.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge, Taylor & Francis Group.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Fairman, B., & Voak, A. (2023). *Building a Culturally Relevant Workforce in Indonesia: Preventing Vocational Imperialism*. Cambridge Scholars Publishing.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. (2019). *Multivariate Data Analysis*. Cengage Learning EMEA.
- Kautonen, T., Van Gelderen, M., & Fink, M. (2015). Robustness of the theory of planned behavior in predicting entrepreneurial intentions and actions. *Entrepreneurship Theory and Practice*, 39(3), 655–674.
- Kayyali, M. (2024). Career Development in Higher Education: Best Practices and Innovations. In

- Advancing Student Employability Through Higher Education* (pp. 1–19). IGI Global.
- Kumar, R. (2019). *Research Methodology: a step-by-step guide for beginners* (5th ed.). SAGE.
- Kusumojanto, D. D., Wibowo, A., Kustiandi, J., & Narmaditya, B. S. (2021). Do entrepreneurship education and environment promote students' entrepreneurial intention? the role of entrepreneurial attitude. *Cogent Education*, 8(1), 1948660.
- Lamada, M. S., Sanatang, S., Ifani, A. Z., & Hidayat, D. H. (2022). Evaluation in Assessment of Student Competence: Application of the Indonesian Student Competency Assessment (AKSI) in Elementary Schools. *International Journal of Environment, Engineering and Education*, 4(2), 66–75. <https://doi.org/10.55151/ijeedu.v4i2.81>
- Largan, C., & Morris, T. (2019). *Qualitative secondary research: A step-by-step guide*. Sage.
- Lune, H., & Berg, B. L. (2016). *Qualitative research methods for the social sciences*. Pearson Higher Ed.
- Mann, H. (1855). *Lectures on education*. WB Fowle and N. Capen.
- Pandey, P., & Pandey, M. M. (2021). *Research methodology tools and techniques*. Bridge Center.
- Rădulescu, C. V., Burlacu, S., Bodislav, D. A., & Bran, F. (2020). Entrepreneurial education in the context of the imperative development of sustainable business. *European Journal of Sustainable Development*, 9(4), 93.
- Sarwade, R. (2021). Public Health and Environmental Problems: Study on the Bhur Bhur Pochamma Tribe in Latur District of Maharashtra, India. *International Journal of Environment, Engineering and Education*, 3(3), 102–109. <https://doi.org/10.55151/ijeedu.v3i3.62>
- Suarlin, S., & Ali, M. I. (2020). The Effect of Environmental Education Learning on Students at University. *International Journal of Environment, Engineering and Education*, 2(3), 49–56. <https://doi.org/10.55151/ijeedu.v2i3.39>
- Tomasevski, K. (2003). *Education denied: Costs and remedies*. Zed books.
- Wahrini, R., Nuridayanti, N., & Makmur, E. (2019). The Role of Teachers in Awareness of Occupational Safety and Health (OSH) Vocational School Students. *International Journal of Environment, Engineering and Education*, 1(3), 67–74. <https://doi.org/10.55151/ijeedu.v1i3.18>
- Zhao, Y., Zhao, X., Shi, J., Du, H., Marjerison, R. K., & Peng, C. (2022). Impact of entrepreneurship education in colleges and universities on entrepreneurial entry and performance. *Economic Research-Ekonomika Istraživanja*, 35(1), 6165–6184.