



Entrepreneurial Motivation in Leather Crafts Within the Entrepreneurial School Program (SPW) at SMKN 3 Tasikmalaya

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Abstract. This study aims to analyze student entrepreneurial motivation in the Creative Leather and Imitation Craft competency within the Entrepreneurial School Program (SPW) at SMKN 3 Tasikmalaya. The research is motivated by high unemployment rates among vocational high school (SMK) graduates and low labor absorption, making entrepreneurship education a solution to foster graduates' economic independence. This study employs a qualitative approach with a descriptive method. Data were obtained through observations, interviews, and questionnaires administered to students involved in the SPW program. Analysis was conducted through data reduction, data display, and conclusion drawing to obtain a comprehensive overview. The study shows that students' entrepreneurial spirit is categorized as fairly good and is influenced by internal factors such as interest, creativity, and self-confidence, as well as external factors like school support and the SPW program environment. The SPW program provides direct practical experience and has positive implications for increasing students' motivation, skills, and readiness to develop sustainable leather craft businesses.

Keywords: Entrepreneurial School Program (SPW), Entrepreneurial Motivation, SMKN 3 Tasikmalaya.

1 Introduction

Entrepreneurial motivation is one of the important factors in forming the independence of graduates of Vocational High Schools (SMK) so that they are not only oriented as job seekers, but also as creators of job opportunities. In the context of vocational education, strengthening motivation is important to be carried out considering the employment challenges faced by Indonesia. Data from the National Labor Force Survey (Sakernas) in February 2025 shows that the open unemployment rate is still at 4.76 percent, with SMK graduates as the highest contributor at 8.45% [1]. This condition is not only caused by the mismatch between graduate competencies and industry needs, but also shows that not all graduates have a strong drive to become entrepreneurs as an alternative career. Therefore, entrepreneurship education in SMK is not enough to only focus

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on mastering technical skills, but must also be able to grow students' entrepreneurial motivation.

Strengthening entrepreneurship education in schools is one important way to reduce SMK graduates' dependence on formal employment. According to Zimmerer & Scarborough (2005), entrepreneurship provides various benefits for individuals, including the opportunity to determine their own life direction independently, create change through ideas and innovation, and develop their full potential optimally [2]. In addition, entrepreneurial activities open opportunities to gain financial profit, make real contributions to society, and receive recognition for the efforts and work produced. Entrepreneurship also provides an opportunity for individuals to work according to their interests and passions, so that work can be carried out with greater enthusiasm. In the context of education in Vocational High Schools (SMK), these values become an important foundation in developing entrepreneurship education. Through entrepreneurship learning, students are not only equipped with technical skills according to their field of expertise but are also encouraged to develop independence, creativity, and the courage to seize business opportunities, so they are prepared not only as job seekers but also as job creators.

The School-Based Entrepreneurship Program (SPW) is one of the strategic efforts to foster students' interest, skills, and entrepreneurial character. This program is a national initiative launched by the Directorate of Vocational High School Development under the Ministry of Education since 2018, aimed at helping SMK students develop an entrepreneurial mindset and become more financially independent. The program is designed to equip students not only with technical skills according to their expertise but also with the ability to design, manage, and market products or services independently. Through various activities such as entrepreneurship training, business practice, and business mentoring, the SPW program is expected to encourage students to gain direct experience in the business world while they are still in school.

Several previous studies have shown that entrepreneurship programs in SMKs can improve students' entrepreneurial skills [3]. However, most of these studies still focus more on how the programs are implemented, the improvement of entrepreneurial skills, and students' interest in entrepreneurship. Meanwhile, studies that specifically examine how the SPW program can build strong entrepreneurial motivation and encourage sustainable business innovation are still relatively limited. In fact, internal motivation and the ability to continuously innovate greatly influence the success and sustainability of a business [2]. Therefore, it is important to further examine the role of the SPW program in building students' entrepreneurial motivation in order to provide a more comprehensive understanding of the effectiveness of entrepreneurship programs in SMKs.

Based on these conditions, there is still a research gap regarding how the implementation of SPW not only improves students' entrepreneurial skills but also builds entrepreneurial motivation and encourages the emergence of sustainable business innovation. Therefore, this study is important to further explore how the SPW program can influence students' interest, motivation, and ability to develop businesses creatively and innovatively, so that entrepreneurial activities can continue to grow and be sustained.

Research Question:

- (i). How is the School-Based Entrepreneurship Program (SPW) implemented in the Creative Leather and Imitation Crafts Program at SMKN 3 Tasikmalaya?
- (ii). What factors influence students' entrepreneurial interest in the Creative Leather and Imitation Crafts Program?
- (iii). What challenges do students face in developing entrepreneurial interest and entrepreneurial activities?
- (iv). How does the implementation of SPW contribute to students' entrepreneurial motivation and readiness?

2 Literature Review

In line with the importance of the role of vocational education in preparing graduates who are not only ready to work but also capable of creating job opportunities, studies regarding entrepreneurship programs in vocational schools are becoming increasingly relevant to be continuously developed. These programs have been widely studied as an effort to foster students' entrepreneurial interest and skills. Several studies indicate that the implementation of the Entrepreneurial School Program (Sekolah Pencetak Wirausaha or SPW) is capable of enhancing students' interest, skills, and entrepreneurial character through the integration of theoretical and practical entrepreneurship learning.

Based on research conducted by Kustamaji et al. (2023), in general, the Entrepreneurial School Program (SPW) has been proven effective in increasing students' entrepreneurial interest and skills through an integrative approach of theory and practice, although in its implementation students still face challenges in external aspects such as resources, budget, and facilities and infrastructure [3]. Similar findings have been reported, showing that the Entrepreneurial School Program (SPW) effectively promotes students' entrepreneurial spirit through diverse business activities and marketing strategies. Nevertheless, internal challenges related to students' family-influenced mindsets were identified, highlighting the importance of collaboration between schools and parents to strengthen entrepreneurial motivation. Finding. Despite the challenges faced, the increase in students' entrepreneurial interest through the Entrepreneurial School Program (SPW) in both studies is supported by research conducted by Salehuddin et al. (2023), which found that the development of the Entrepreneurial School Program (SPW) is able to improve students' entrepreneurial spirit and abilities although not yet significant, and has the potential to become a sustainable program to encourage students' independence in the future [4]. A positive and significant effect of entrepreneurship education on the sustainability of students' businesses has been identified, so that the higher the quality of entrepreneurship education received, the greater the opportunity for students to sustain their businesses in the long term.

Findings from these studies indicate that the success of SPW program implementation in increasing students' entrepreneurial interest and skills cannot be separated from internal and external factors that influence students. Entrepreneurial interest has been found to be influenced by internal factors, including motivation, entrepreneurial

knowledge, opportunity recognition ability, and self-confidence, which are developed through education and learning experiences. In addition, external factors such as family support, social environment, and subjective norms also play an important role in shaping and strengthening students' interest in entrepreneurship. Ardiansyah et al. (2021) in their study show that entrepreneurial knowledge and internal locus of control have a positive influence on students' entrepreneurial interest [5].

Although various studies show that the Entrepreneurial School Program (SPW) can increase students' entrepreneurial interest, skills, and character, the research results still indicate variations and inconsistent outcomes in the level of success and sustainability of students' businesses. Most studies also still focus on general aspects of entrepreneurship, so studies that specifically highlight entrepreneurial motivation and interest based on particular competency fields, especially in the Creative Leather and Imitation Crafts competency concentration, are still limited. Overall, these studies show that the implementation of the Entrepreneurial School Program (SPW), as well as the quality of entrepreneurship education, plays an important role in increasing students' entrepreneurial interest and abilities, even in terms of business sustainability, however, there is still a research gap related to more specific studies on students' entrepreneurial motivation and interest based on particular fields of expertise, so this study is needed to provide a deeper understanding, especially in the context of Creative Leather and Imitation Crafts

3 Methodology

This research employs a descriptive qualitative approach, emphasizing the analytical process of the phenomenon under study. A qualitative approach aims to provide a deep understanding of an event or phenomenon based on the research subjects' perspectives. Qualitative research is an inquiry strategy focused on understanding meanings and interpretations of a phenomenon. This approach examines various aspects such as concepts, characteristics, symptoms, symbols, and in-depth descriptions of an event. Qualitative research is naturalistic and holistic, utilizing various data collection methods, emphasizing the quality of information obtained, and presenting the research results in narrative descriptions [6]. A descriptive qualitative approach is characterized as a research method that presents data in the form of words and images rather than quantitative or numerical data. Such data can be obtained through various sources, such as interview results, field notes, photographs, video recordings, personal documentation, or other documents.

Furthermore, qualitative research is understood as a study that seeks to systematically understand phenomena through descriptive and interpretative analysis. In its implementation, this method involves data collection techniques such as interviews, observations, and document analysis. The main characteristics of qualitative research include elements of subjectivity, contextuality, and complexity in understanding the phenomena studied, as well as being flexible and open to possible changes during the research process. Additionally, qualitative research is conducted in a natural setting, where the researcher does not manipulate the research situation or provide specific

treatments to the subjects; instead, the researcher seeks to understand the phenomena experienced by the subjects as they are, in accordance with field conditions [7].

The purpose of this study is to gain a profound understanding of various social phenomena, such as situations, events, individual roles, groups, or forms of interaction occurring within a specific context [8]. In qualitative research, the data used are generally non-numerical, presented in words or descriptions rather than figures. This data can be collected through various methods, such as interviews, observation, document analysis, and focus group discussions [8]. Qualitative data can also include opinions, perceptions, experiences, or levels of satisfaction that are observed and recorded by the researcher, so that meaningful information can be obtained [9]. In addition, the primary source of data in qualitative research is considered to be the words and actions of the research subjects. Additional data can also come from written documents, photos, or other sources that are relevant to the focus of the study.

Based on this view, the researcher believes that a qualitative approach is suitable for this study because it can explore more deeply the experiences, views, and responses of students toward the implementation of the entrepreneurship program at school. Through this approach, the researcher can understand how students see and experience the learning process of entrepreneurship, so a clearer picture can be obtained about how the program influences their interest and readiness to become entrepreneurs. This research is conducted at SMK Negeri 3 Tasikmalaya, in the Creative Leather and Imitation Crafts Skill Concentration. The time of research implementation is carried out in the odd semester of the 2025/2026 academic year with research subjects of students in grades XI and XII who are directly involved in the implementation of the Entrepreneurial School Program (SPW). The selection of respondents is carried out by purposive sampling by considering students who have followed and carried out entrepreneurial activities in the program. The data collection methods used include in-depth interviews with students and SPW supervising teachers, Google Form questionnaires, direct observation of students' entrepreneurial practice activities, and documentation of evidence of entrepreneurial product results. This technique is chosen because it is relevant to deeply explore students' experiences, views, and involvement in the implementation of the SPW program, so that it can provide a comprehensive picture of the program's influence on students' interest and readiness to become entrepreneurs.

4 Results

4.1 Entrepreneurial Interest among Creative Leather and Imitation Craft Students

Based on the questionnaire collected from to students in the Creative Leather and Imitation Craft program at SMKN 3 Tasikmalaya, it is generally indicated that students show interest in entrepreneurship activities. This interest can be seen from students' responses who stated their desire to have their own business and to develop their skills to create something that has selling value, either in the form of goods or services. This responses suggest that students are starting to be aware of the economic opportunities that can come from their field of expertise.

In addition, from interview some students reported that their learning experience in entrepreneurship, especially through activities in the school entrepreneurship program, provides them a real picture of the process from production to marketing. This experience becomes one of the factors that encourages their interest to try entrepreneurship, either independently or with friends, and makes entrepreneurship one of the promising career choices in the future. This responses indicated that students' experience and understanding of entrepreneurship can build their confidence that entrepreneurship not only provides opportunities to earn income but also helps them develop creativity, independence, and the ability to create job opportunities.

4.2 Factors Influencing Students' Entrepreneurial Interest

Based on the results of questionnaires and interviews with several students of the Creative Leather and Imitation Craft program at SMKN 3 Tasikmalaya, it was identified that there are several factors that influence their interest in entrepreneurship. are generally categorized into internal and external factors [10]. Based on the results of the questionnaire on the question related to the reasons students are encouraged or not encouraged to engage in entrepreneurship, only one student stated that they were not encouraged due to fear of failure. Meanwhile, most students stated that they were encouraged to engage in entrepreneurship with the main reasons being the desire to earn their own income (financial independence), improve their status and that of their family, and various other reasons that reflect both internal and external motivation in entrepreneurship. This finding is consistent with the concept of intrinsic motivation proposed by Ryan, R. M., & Deci, E. L. (2000) which states that individuals are encouraged to do an activity because of the need to feel competent, have autonomy, and develop their potential, such as the desire to be independent, earn their own income, and develop the skills they have learned at school [11]. In addition, self-confidence in making leather and imitation craft products is also one of the internal factors that encourages students to try entrepreneurship.

On the other hand, external factors also influence students' interest in entrepreneurship. These include support from the school environment through entrepreneurship learning programs, practical activities in the School-Based Entrepreneurship Program (SPW), and guidance from teachers in the process of production and marketing. A learning environment that gives students the opportunity to be directly involved in entrepreneurship activities can help them gain real experience and understanding of the business world. In addition, some students mentioned that family economic conditions, family support, examples of successful entrepreneurs around them, and promising business opportunities also encourage their interest in entrepreneurship. However, some students still expressed uncertainty about starting a business due to concerns about the risk of failure, financial loss, and limited capital. In general, these results show that students have a fairly high interest in entrepreneurship, although it is still accompanied by various considerations and concerns. This hesitation can be understood because entrepreneurship is closely related to risk and uncertainty. The entrepreneurial process itself involves investment of time, effort, and possible financial and psychological risks.

4.3 Constraints in Fostering Entrepreneurial Interest

The challenges in developing students' interest in entrepreneurship in the implementation of the SPW program at SMKN 3 Tasikmalaya are still an important issue to consider. Based on the results of interviews, observations, and questionnaire responses, One of the main challenges is the limited business capital that students have to develop their business ideas. In addition, some students also indicated limited experience in managing a business, so they need more guidance to understand the process of planning, production, and financial management.

Besides that, challenges also emerged in the marketing aspect of the products made by students. Based on the questionnaire data, it was found that some respondents (students) experienced difficulties in communication due to lack of self-confidence, especially when dealing with buyers. The finding shows that Lack of experience in communicating, choosing effective marketing strategies, and limited access to the market affect the success of student-run businesses. Therefore, most student reported that continuous support from the school and teacher is needed to provide guidance, training, and wider marketing opportunities, so that students' interest and ability in entrepreneurship can grow well.

4.4 Implementation of the Entrepreneurial School Program (SPW) at SMKN 3 Tasikmalaya

Based on the findings in the field, through interviews with the head of MGMP and teachers of Entrepreneurship, Innovation, and Creativity (KIK) in the Creative Leather and Imitation Craft program related to the implementation of the School-Based Entrepreneurship Program (SPW), the results refer to four basic management functions proposed by George R. Terry in Syahputra, RD (2023), namely: (1) Planning; (2) Organizing; (3) Actuating; and (4) Controlling.

In the planning process, the SPW program is discussed in the annual school meeting at the beginning of each academic year, including the 2025/2026 academic year. This meeting produces the program goals, analysis and preparation of resources, and the plan of entrepreneurship activities in the school. In the organizing stage, the school principal establish the program by forming the SPW management team through an official decree, consisting KIK teachers and selected students as class captains. This structure is made to make coordination easier in carrying out entrepreneurship activities. Students are not only participants but are also actively involved in planning activities and deciding the type of business to run. This involvement helps students learn teamwork, decision-making, and responsibility in managing entrepreneurship activities at school.

In the implementation stage, SMKN 3 Tasikmalaya carries out various activities to give students real experience in entrepreneurship. These activities include entrepreneurship training through the PKK assistance program from the government, SPW bazaars in the school, entrepreneurship product bazaars in Tasikmalaya city, and regular business projects through entrepreneurship learning in class. In these activities, students are directly involved in designing products, producing leather and imitation craft products, setting prices, promoting, and selling their products to customers. Through this process, students gain real experience in running a business from planning to selling.

The SPW program also involves the business and industry sector (DUDI) as collaborators, facilitators, and partners in developing students' entrepreneurship. DUDI not only works with the school in providing guidance and training but also offers facilities, industry insight, and practical experience that match industry needs. In this case, the Creative Leather and Imitation Craft program partners with CV Raja Karet in implementing learning through the teaching factory (tefa) model. Through this partnership, students get more real and contextual learning experiences because they are directly involved in production processes similar to those in industry, which helps improve their skills and entrepreneurial mindset.

To make sure the program runs as planned, KIK teachers always carry out monitoring and supervision by guiding students in every activity. At the end of each activity, evaluation and reflection are also conducted to review the results, challenges faced, and solutions taken, so that the next activities can run better.

4.5 SPW Contribution to Students' Entrepreneurial Experience

The implementation of the SPW program gives a significant contribution to students' entrepreneurship experience. Based on questionnaire data, it was found that through various activities, students not only gain theoretical knowledge about entrepreneurship but also direct practical experience in running a business. This experience includes designing products, producing goods, planning marketing strategies, and interacting with customers. Through this hands-on experience, students can better understand the real conditions of the business world. In addition, students' involvement in entrepreneurship activities can also improve their self-confidence, creativity, and decision-making skills. This is supported by the students' feedback in the questionnaires regarding their feelings after successfully selling products. Many students described a profound sense of pride and "extraordinary happiness" because they could see the tangible results of their own hard work. For instance, some students mentioned that their success in selling not only boosted their self-confidence but also motivated them to "raise the status of their parents" and continue innovating. Furthermore, students emphasized that being able to maintain product quality so that customers are interested is a major achievement that makes them more spirited and productive. These specific student testimonials prove that the program successfully builds a strong entrepreneurial mindset and emotional resilience.

4.6 Implications of SPW Implementation on Student Interest

The implementation of the School-Based Entrepreneurship Program (SPW) has a positive impact on students' interest in entrepreneurship at SMKN 3 Tasikmalaya. This finding is supported by the results of interviews, observations, and questionnaire responses, which show that students generally express positive emotional responses when successfully selling their products during SPW activities. The most common feelings are happiness, pride, and satisfaction, because they feel that their effort and hard work in making the products and doing entrepreneurship activities have given results. In addition, the data indicate that such experiences contribute to increased their self-confi-

dence and motivation to be more productive, as well as encourages them to keep innovating and developing their business in the future. Some students also see this success as a first step to help improve their family's economic condition and achieve success through their own business. This shows that the experience of selling products in SPW activities gives students both psychological support and real experience in entrepreneurship.

The SPW program also has an impact on students' confidence in starting a business. The findings, based on interviews, observations, and questionnaire responses, indicate that students' confidence levels vary. Finding shows a recurring pattern that students feel confident or fairly sure about starting a business, supported by their belief in their abilities, willingness to keep learning, and courage to take available opportunities. However, some students still feel unsure or lack confidence, mainly due to limited capital, lack of experience, and uncertainty about the first steps in starting a business.

Students' involvement in practical entrepreneurship activities at school, supported by guidance from teachers and cooperation with the business and industry sector, provides more real and practical learning experiences. Therefore, the SPW program not only improves students' technical skills but also helps develop their interest, confidence, and readiness to start a business after graduating from vocational high school.

5 Conclusion and Recommendation

Students of the Creative Leather and Imitation Craft program at SMKN 3 Tasikmalaya have a fairly good interest in entrepreneurship. This interest can be seen from their desire to have their own business, use their skills to create products with selling value, and consider entrepreneurship as one of their future career options. The learning experience gained through practical entrepreneurship activities, especially in the School-Based Entrepreneurship Program (SPW), also helps students better understand the process from production to marketing, which encourages their interest in doing business.

This interest is influenced by several factors, both from within the students (internal) and from their environment (external). Internal factors include intrinsic motivation, the desire to be independent, earn their own income, and confidence in their ability to create leather craft products. External factors include support from the school environment through entrepreneurship learning, practical activities in the SPW program, and guidance from teachers in the production and marketing process. However, there are still some challenges, such as limited business capital, lack of business experience, and difficulties in marketing products. These challenges show that entrepreneurship programs in schools still need to be improved to better support the growth of students' interest and ability in entrepreneurship in a sustainable way.

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