

Entrepreneurship Content Learning to Improve Student Well-Being in Vocational Education

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Abstract. Entrepreneurship content learning in vocational education plays a strategic role in addressing the persistent issue of low student well-being in Indonesia. Well-being represents a multidimensional construct that includes psychological resilience, social integration, and financial independence, all of which are essential for preparing students to enter the labor market with confidence. The study employed a qualitative approach with a prospective case study design conducted in the Tourism Department of SMKN 1 Pacet, Cianjur, during September 2024. Data were collected through participatory observation, semi-structured interviews, and documentation of entrepreneurial learning activities. Findings demonstrated that entrepreneurship content learning strengthened psychological well-being by increasing self-confidence, motivation, and adaptability. Social well-being was enhanced through improved collaboration, empathy, and communication skills, while financial well-being developed through students' ability to apply entrepreneurial knowledge in generating income. The conclusion confirms that entrepreneurship content learning contributes significantly to advancing vocational education by simultaneously fostering employability skills and promoting comprehensive student well-being. The contribution of the study lies in providing empirical evidence that entrepreneurship-oriented curricula support not only professional competence but also sustainable educational development.

Key words: educational development; entrepreneurship content learning; student well-being; tourism department; vocational education

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INTRODUCTION

The well-being of vocational high school students in Indonesia remains a critical concern within the broader context of educational development. Well-being represents a multidimensional construct that encompasses psychological resilience, social integration, and financial independence, which are essential for preparing students to engage productively in academic, social, and professional life. Current research demonstrates that vocational education students in Indonesia generally experience lower levels of well-being compared with students in other educational streams. Empirical studies have reported that happiness, security, and life satisfaction among vocational students tend to be limited, which reduces motivation to learn and weakens achievement orientation (Julianto et al., 2023; Van Petegem et al., 2007). Such circumstances also contribute to high dropout rates and the continuing mismatch between graduate competencies and labor market demands (Suharno et al., 2020). Addressing the multidimensional nature of student well-being therefore constitutes an urgent priority for vocational education systems that aim to develop resilient and adaptable graduates.

Several interrelated factors underpin the relatively low levels of student well-being in vocational education. Structural inequality remains evident in the unequal distribution of educational facilities across Indonesia. Many vocational schools in resource-constrained regions lack laboratories, industry-standard equipment, or adequate infrastructure to support relevant skill development (Sudiyono, 2020). Pedagogical practices often remain conventional, focusing narrowly on technical proficiency while neglecting broader life skills and adaptability (Suarniati, 2019). In addition, socioeconomic pressures affect vocational students disproportionately. Family economic instability frequently forces students to take part-time jobs to support household income, which interferes with concentration and undermines mental health (Coley et al., 2018). Restricted employment opportunities for vocational graduates reinforce a sense of vulnerability, as students perceive limited prospects for economic security (Suharno et al., 2020).

The broader social environment further compounds challenges to student well-being. A considerable proportion of vocational students originate from lower-middle socioeconomic backgrounds and often encounter limited educational support systems (Roksa & Kinsley, 2019). Community perceptions sometimes devalue vocational graduates compared with general education pathways, fostering feelings of inferiority and reduced self-worth among students (Wang & Wang, 2023). Such conditions diminish motivation and self-confidence, thereby reducing readiness to transition into professional life (Chuang et al., 2022). Addressing these burdens requires pedagogical approaches that simultaneously promote technical competence and enhance holistic well-being.

Entrepreneurship content learning provides a strategic avenue for improving student well-being within vocational education. The integration of entrepreneurial knowledge and skills into curricula fosters adaptability, strengthens resilience, and cultivates a proactive orientation toward future challenges. Studies have shown that entrepreneurship education supports independence, decision-making ability, and confidence, qualities that extend beyond business creation to social and psychological development (Karyaningsih et al., 2020). Research has further demonstrated that entrepreneurship learning fosters optimism and resilience by providing students with tools to manage risks, address problems, and develop innovative thinking (Peschl et al., 2021). Other investigations have highlighted that entrepreneurship projects allow students to experience tangible success, which enhances self-satisfaction and reinforces a positive self-concept (Ariyani et al., 2021; Lynch et al., 2021). Collectively, these findings indicate that entrepreneurship content learning serves not only as vocational training but also as a comprehensive educational strategy that improves student well-being.

International research reinforces the significance of entrepreneurship education for student well-being. Finland, for example, systematically incorporates entrepreneurship education into secondary schooling, emphasizing independence, creativity, and problem-solving as core dimensions of learning (Seikkula-Leino et al., 2015). Findings from Finland revealed that students engaged in entrepreneurship programs demonstrated greater confidence and adaptability, traits that strongly correlate with well-being outcomes (Taipale-Erävala, 2016). A European study also confirmed that entrepreneurship education enhances resilience, equipping students to manage challenges of adult life and strengthening long-term well-being (Zamfir et al., 2018). Such evidence illustrates that entrepreneurship education contributes to employability while simultaneously supporting holistic educational development.

The Indonesian Merdeka Curriculum provides a national framework that supports the integration of entrepreneurship learning into vocational education. The curriculum promotes flexible, student-centered approaches and emphasizes character development and life skills. Entrepreneurship content within vocational education, particularly in service-oriented fields such as tourism, aligns with this policy direction by equipping students with applied competencies while simultaneously enhancing confidence and resilience (Kemendikbudristek, 2021; Wahyudin et al., 2024). In this context, entrepreneurship education advances equity in education by providing opportunities for students to transform socioeconomic limitations into constructive personal growth.

The long-term benefits of entrepreneurship content learning extend beyond individual students to society and the economy. Higher levels of well-being among vocational students foster stronger participation in social and economic activities, reduce the risk of mental health problems, and strengthen resilience against globalization and technological disruption (Noble & McGrath, 2014; Sining et al., 2022). Well-being also correlates with workplace productivity and job satisfaction, suggesting that vocational graduates who enjoy higher well-being are better prepared to contribute to sustainable economic development (Mohd Rokeman & Che Kob, 2024). From the perspective of educational development, entrepreneurship learning fosters creativity, independence, and resilience, thereby contributing to sustainable human capital formation.

Improved well-being also reinforces capacities essential for social functioning. Students who experience higher levels of emotional well-being are more effective in conflict management, more collaborative in teamwork, and more adaptive in responding to change (Ahmad, 2022). Such capacities position vocational education as not only a pathway to employment but also as a socializing institution that prepares students for adaptive participation in society. Strengthening student well-being within vocational education therefore supports both individual growth and broader national development objectives.

Despite extensive global evidence, empirical studies within Indonesia that link entrepreneurship content learning to student well-being remain limited. Prior investigations have tended to emphasize

employability or entrepreneurial intention rather than multidimensional well-being. Moreover, relatively little is understood about the simultaneous influence of entrepreneurship learning on psychological, social, and financial aspects of student well-being. Addressing this research gap requires evidence from authentic educational contexts in which entrepreneurship is systematically embedded in vocational curricula. Such inquiry is necessary to capture both the immediate and long-term impacts of entrepreneurship education on student well-being.

The present study aims to address this gap by investigating entrepreneurship content learning in the Tourism Department of SMKN 1 Pacet Cianjur. The research focuses on how entrepreneurial learning shapes psychological, social, and financial well-being, while also examining how these dimensions collectively prepare graduates for challenges in the tourism industry.

METHODS

The research adopts a qualitative approach with a prospective case study design aimed at understanding the influence of entrepreneurship content learning on student well-being in vocational education. A case study is appropriate for capturing the complexity of learning processes and for monitoring the developmental trajectory of student well-being over time. The focus of the study is the Tourism Department at SMKN 1 Pacet Cianjur, which has integrated entrepreneurship content into its curriculum as part of educational development in vocational learning. The research was conducted in September 2024. Data collection relied on primary sources, including participatory observation, semi-structured interviews, and documentation of learning activities. Observations were carried out systematically to capture classroom practices, student participation, and extracurricular programs related to entrepreneurship learning. Semi-structured interviews were conducted with the principal, the head of the Tourism Department, teaching staff, and selected students in order to obtain multiple perspectives on the impact of entrepreneurship learning. Documentation was collected in the form of photographs of classroom and extracurricular activities to provide visual evidence of student engagement.

The research instruments were developed through a synthesis of relevant literature on entrepreneurship education and student well-being. Drafts of the observation guidelines, interview questions, and documentation protocols were evaluated through expert judgment to ensure validity and alignment with the research objectives. Expert reviews confirmed the clarity and appropriateness of the instruments for capturing the targeted phenomena. Data analysis was conducted using triangulation of sources to enhance reliability and accuracy. Observational records, interview transcripts, and documentation were compared and cross-verified to ensure consistency. Data were categorized according to themes related to psychological, social, and financial aspects of student well-being. Analytical interpretation was informed by constructivist learning theory, which emphasizes the role of active and collaborative learning in shaping student development. The analysis process followed deductive reasoning, beginning with theoretical concepts of well-being and entrepreneurship education, then examining how the collected data reflected, supported, or challenged these frameworks.

Ethical considerations were observed throughout the study. Participation was voluntary, and all respondents were informed about the research purpose, procedures, and confidentiality measures. Information consent was obtained prior to data collection. Anonymity was preserved by excluding personal identifiers from transcripts and documentation. The methodology employed ensures that the findings represent a comprehensive understanding of how entrepreneurship content learning influences student well-being in vocational education, both in immediate outcomes and in long-term developmental perspectives. The combination of qualitative methods, triangulation, and ethical rigor strengthens the credibility and trustworthiness of the research.

RESULTS AND DISCUSSION

Implementation of Entrepreneurship Content Learning

The Tourism Department of SMKN 1 Pacet Cianjur integrates entrepreneurship content learning through a combination of theoretical instruction and practical activities. Implementation extends beyond classroom teaching, as observations confirmed that students participated actively in entrepreneurship projects directly related to the tourism sector. Programs included the design and management of small-scale businesses, such as tour services and lodging facilities, which functioned as simulations of real

tourism enterprises. According to the Head of the Tourism Department, these initiatives were designed to equip students with competencies in small business management, thereby reinforcing their preparedness to enter the workforce or to establish independent ventures. Collaboration with industry partners, including hotels and travel agencies, further strengthened learning outcomes by providing students with opportunities to observe professional practices and to engage in industrial visits and internships.

Table 1. Implementation of Entrepreneurship Content Learning in the Tourism Department of SMKN 1 Pacet Cianjur

Aspect of Implementation	Description of Activities	Outcomes/Findings
Integration in Curriculum	Entrepreneurship content integrated into theoretical materials and practical projects related to tourism.	Students engaged beyond theoretical concepts and applied entrepreneurial knowledge in real contexts.
Business Simulations	Students designed and managed small-scale tourism enterprises, such as tour services and basic lodging.	Students acquired competencies in business management and improved readiness for the tourism workforce.
Industry Collaboration	Partnerships with hotels and travel agencies; students participated in industrial visits and internships.	Students observed real business operations, gaining insights into customer service, management, and tourism sector challenges.
Project-Based Learning	Students conducted market research, prepared business plans, and presented proposals for peer and teacher evaluation.	Students developed entrepreneurial processes, creativity, and confidence in public presentation.
Extracurricular Activities	Training sessions in customer communication, digital promotion, and small-scale tourism business strategies.	Students enhanced professional skills and strengthened motivation to pursue careers in the tourism sector.

Source: Processed by the Author (2024)

The results summarized in Table 1 demonstrate that entrepreneurship content learning in the Tourism Department is not limited to classroom-based theory but extends into applied practices supported by industry collaboration. The combination of curricular integration, project-based learning, and extracurricular activities indicates a comprehensive strategy for fostering entrepreneurial competence among vocational students. Such an approach ensures that learning outcomes are not confined to technical skills but contribute to broader educational development by enhancing creativity, self-confidence, and professional readiness in the tourism sector.



Figure 1. Implementation of Extracurricular Activities
Source: Author's Documentation (2024)

The documentation presented in Figure 1 illustrates student involvement in extracurricular entrepreneurship activities. The visual evidence strengthens the observation that students actively participate in communication practice, project presentation, and collaborative learning activities. Such engagement confirms that entrepreneurship content learning is successfully implemented not only in the classroom but also through practical and experiential activities that reinforce professional readiness.

Impact on Student Well-Being

The implementation of entrepreneurship content learning at SMKN 1 Pacet Cianjur has generated substantial impacts on psychological well-being. Observations revealed that students displayed increased confidence in communication, particularly during presentations and field practice. Interviews confirmed that repeated opportunities to present entrepreneurial ideas strengthened bravery and reduced anxiety in public speaking situations. Enhanced confidence and independence demonstrate psychological resilience, which forms a vital foundation for long-term student well-being.

The program also contributed to students' ability to manage stress and face challenges effectively. Participation in entrepreneurial activities required quick thinking and decision-making, especially in financial management and project execution. Interviews with school leaders confirmed that students engaged in entrepreneurship were more resilient when encountering obstacles. The ability to adapt and recover from difficulties demonstrates mental strength, which is a crucial dimension of well-being both in academic settings and daily life.

Social well-being was another area of improvement resulting from entrepreneurship content learning. Collaborative projects demanded teamwork, respect for diverse perspectives, and mutual support. Observations documented that students who were previously passive became more willing to collaborate and interact positively with peers. Teachers emphasized that cooperative activities fostered empathy, social awareness, and stronger peer relationships. The resulting sense of belonging and supportive environment reinforced social well-being across the student community.

Financial well-being emerged as an additional positive outcome. Several students began applying entrepreneurial skills to generate supplementary income through small businesses or part-time work in the local tourism sector. Students managing small initiatives, such as guiding local tours, expressed a sense of empowerment and independence. Financial resilience not only provided immediate support for family needs but also strengthened confidence in future economic stability. The capacity to apply classroom knowledge to real income-generating activities highlights the direct benefits of entrepreneurship learning for financial well-being.

Table 2. Impact on Student Well-Being in the Tourism Department of SMKN 1 Pacet Cianjur

Well-being Aspects	Key Findings
Psychology	1) Increased confidence through presentations and entrepreneurial interactions. 2) Improved stress management and resilience during class and field practice. 3) Enhanced sense of achievement and self-satisfaction contribute to happiness.
Social	1) Strengthening collaboration and teamwork skills through project-based learning. 2) Stronger social support in school, fostering empathy and positive peer relationships.
Financial	1) Application of entrepreneurial skills to generate additional income through small businesses or part-time jobs. 2) Increased financial independence, reducing reliance on family support.
Attachment to School	1) Greater enthusiasm for school activities due to relevance of entrepreneurship content. 2) Stronger sense of pride and belonging to the school environment.



Figure 2. Entrepreneurship Project
Source: Author's Documentation (2024)

When viewed through the dimensions of happiness and self-satisfaction, students expressed pride in completing projects with economic and social value. Appreciation from teachers and peers further enhanced self-esteem and motivation to continue learning. Observations also confirmed stronger attachment to the school environment, as students exhibited greater enthusiasm for participation in school activities linked to entrepreneurship. The integration of entrepreneurship content into vocational education therefore not only strengthens employability but also advances holistic well-being, positioning student development as a cornerstone of sustainable educational progress.

Student Well-Being Development

The implementation of entrepreneurship-based learning has significantly enhanced student well-being at SMKN 1 Pacet Cianjur, particularly in the Tourism Department. Observations confirmed positive changes in self-confidence and social skills, as students demonstrated greater openness and assertiveness in daily interactions. Participation in tourism service simulations and project presentations provided opportunities to practice communication in authentic contexts, reinforcing confidence and interpersonal competence. The principal emphasized that the program contributed not only to technical skill development but also to personality growth, thereby strengthening overall student well-being.

Interview data further revealed that entrepreneurship activities fostered motivation and long-term aspirations. Students reported a higher degree of optimism regarding future careers in the tourism sector, with some expressing readiness to pursue independent business ventures. One participant explained that involvement in entrepreneurship learning cultivated preparedness for employment while also generating confidence in establishing a personal enterprise. Such responses indicate that entrepreneurship education influences not only current experiences of well-being but also the formation of forward-looking mental resilience and career orientation.

Financial well-being also developed as students began applying entrepreneurial competencies beyond school settings. Several initiated small-scale ventures, such as local tour guiding, which provided additional income and strengthened a sense of independence. Teachers expressed pride in witnessing students contribute to family welfare through these initiatives, emphasizing that financial resilience extended beyond short-term gains to long-term economic security. The ability to generate income while still enrolled in vocational education demonstrates that entrepreneurship

learning supports sustainable well-being by integrating practical competencies with real-life application.



Figure 3. Tourism Entrepreneurship Project
Source: Author's Documentation (2024)

The entrepreneurship program also facilitated the development of interpersonal competencies that strengthened social well-being. Observations indicated that students became more active in communication and demonstrated improved skills in resolving interpersonal conflicts. Group projects provided opportunities for students to practice listening, negotiation, and collaborative problem-solving. Teachers confirmed that participants displayed greater capacity to work in teams and showed maturity in managing differences of opinion. Such improvements highlight that entrepreneurship learning supports social well-being by cultivating empathy and reinforcing social support within the school community.

Happiness and self-satisfaction also improved as students achieved meaningful outcomes through entrepreneurial projects. Activities such as business simulations and group projects provided opportunities for students to experience success and recognition. Documentation captured students presenting their work with pride to teachers and peers, which reinforced their psychological well-being. One participant emphasized that external appreciation fostered a stronger sense of accomplishment and confidence. These findings underline the importance of recognition and achievement in sustaining positive emotions and enhancing overall well-being.

Overall, the implementation of entrepreneurship learning at SMKN 1 Pacet Cianjur generated comprehensive improvements in multiple aspects of student well-being. Enhanced self-confidence, strengthened motivation for the future, increased financial independence, expanded social competencies, and greater self-satisfaction collectively raised the quality of life for students. Such developments extended beyond immediate academic contexts, as participants anticipated long-term benefits when entering the workforce or establishing independent enterprises. The findings confirm that entrepreneurship education functions as a strategic instrument not only for equipping vocational students with professional skills but also for fostering holistic well-being that contributes to sustainable educational development.

Table 3. Development of Student Well-Being

Well-being Aspects	Condition Before Implementation	Development After Implementation
Psychology	Students' self-confidence levels are low, as indicated by a lack of confidence in public speaking and facing new people.	Students are more confident in public speaking and interacting with others. Students show greater courage and initiative in school activities.
Motivation for the Future	Student motivation tends to be low; some students feel uncertain about their future after graduation.	Students are more optimistic about the future and have a clearer view of career goals in tourism or entrepreneurship.

Financial Independence	There is no initiative in generating their own income, even most students are completely dependent on their parents.	Some students started small businesses in the tourism sector (e.g. as tour guides), indicating increased financial independence.
Social Skills	Students struggle to communicate and resolve conflicts, resulting in limited and ineffective interaction.	Students are more skilled in communication and collaboration, especially in group projects. Students appear to be wiser in handling conflicts. With an increased sense of satisfaction and happiness from the results of their entrepreneurial projects, students feel more appreciated and prouder of their achievements.
Happiness and Self Satisfaction	The level of student happiness is moderate; some even feel dissatisfied with monotonous school activities.	Students feel more prepared to enter the workforce with practical skills gained from entrepreneurial activities relevant to the tourism industry.
Readiness for the World of Work	Low readiness and practical skills are only applicable in theory without direct application.	

Source: Processed by the Author (2024)

The findings demonstrate that entrepreneurship learning at SMKN 1 Pacet Cianjur significantly enhanced student well-being by strengthening psychological, social, and financial aspects of development. Students exhibited higher confidence, stronger collaboration skills, and greater financial independence. Such results address a major gap in vocational education, which has long been criticized for focusing narrowly on technical competence while neglecting the broader developmental needs of learners. The evidence confirms that entrepreneurship education plays a dual role by equipping students with employability skills and fostering holistic well-being.

The outcomes correspond with prior studies that identified entrepreneurship education as a driver of independence, adaptability, and motivation. Karyaningsih et al. (2020) reported that entrepreneurial knowledge positively influenced vocational students' confidence and decision-making, while Peschl et al. (2021) emphasized its capacity to strengthen resilience under uncertainty. The current research expands on these insights by showing that entrepreneurship learning contributes simultaneously to psychological resilience, social integration, and financial independence. Such a multidimensional perspective represents a novel contribution, moving beyond conventional evaluations of entrepreneurial intention or business readiness.

Constructivist learning theory provides a strong explanatory framework for the observed results. The theory emphasizes that learning emerges through active, collaborative, and contextualized experiences (Muhajirah, 2020; Olusegun, 2015). Project-based activities, industrial visits, and entrepreneurial simulations at SMKN 1 Pacet reflected this principle by enabling students to practice knowledge in authentic settings. These opportunities not only reinforced technical skills but also built confidence, strengthened interpersonal relationships, and improved adaptability. In line with Rohm et al. (2021), experiential learning is shown to generate both professional competencies and broader well-being outcomes.

The study also highlights the equity dimension of entrepreneurship education in the Indonesian context. Many vocational students face socioeconomic constraints that undermine well-being and limit career prospects. Through entrepreneurship learning, students gained financial independence and opportunities to generate income from small-scale businesses. Such empowerment counteracts the vulnerabilities associated with economic hardship, supporting resilience and social mobility. This outcome resonates with the concerns of Coley et al. (2018), who documented the adverse effects of economic risk on adolescent well-being, while demonstrating how entrepreneurship learning can mitigate such risks in vocational education.

Beyond individual outcomes, the findings carry implications for the development of the tourism sector. Students who combined entrepreneurial competence with improved well-being represent a more qualified and resilient workforce. As suggested by Lordkipanidze et al. (2005) and Tomasi et

al. (2020), entrepreneurship is crucial for regional tourism growth and sustainability. The evidence from SMKN 1 Pacet Cianjur demonstrates that vocational schools can serve as incubators for future entrepreneurs who contribute to community-based tourism, promote cultural identity, and enhance local economies. In this way, entrepreneurship learning aligns educational goals with broader national priorities for sustainable development.

The contribution of the present research lies in explicitly linking entrepreneurship education with student well-being in vocational education, particularly within the Indonesian context. Previous studies often emphasized employability or entrepreneurial intention, whereas the current study demonstrates that entrepreneurship education is transformative for holistic well-being. This insight provides empirical support for policies under the Merdeka Curriculum, which encourages the integration of entrepreneurial content into vocational learning. The evidence underscores the importance of prioritizing entrepreneurship education not only as a pathway to employment but also as a strategy for sustainable educational development and student welfare.

CONCLUSION

The study concludes that entrepreneurship content learning at SMKN 1 Pacet Cianjur, particularly in the Tourism Department, significantly improves student well-being by strengthening psychological resilience, social connectedness, and financial independence. The integration of theoretical knowledge with practical projects, industrial collaboration, and experiential learning activities enriched student competence while also fostering confidence, motivation, and self-satisfaction. These outcomes demonstrate that entrepreneurship education is not only a pathway to employability but also a strategic instrument for holistic educational development. The findings highlight that integrating entrepreneurship into vocational curricula advances human capital formation, empowers students to face economic and social challenges, and contributes to sustainable development in both education and the tourism industry.

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