



ORGANIZATIONAL MANAGEMENT TRAINING TO IMPROVE ENTREPRENEURIAL SPIRIT IN STUDENTS OF SMK NUSANTARA 1 CIPUTAT

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ABSTRACT

The purpose of this community service activity (Pengabdian kepada Masyarakat/PKM) was to improve students' understanding and abilities in organizational management as a foundation for developing an entrepreneurial mindset before entering the workforce. This activity involved 22 eleventh-grade students from the Hospitality Department at SMK Nusantara 1 Ciputat, Tangerang Selatan. The activity was premised on the empirical observation that students lacked sufficient understanding of proper organizational management, encompassing teamwork, activity planning, leadership, and the cultivation of entrepreneurial attitudes in daily life and the workplace. The implementation method incorporated interactive lectures, group discussions, case studies, and simple simulations related to the application of organizational management within the context of entrepreneurship and the hospitality industry. The materials delivered included the definition of organizational management, management functions, organizational structure, leadership, teamwork, planning and decision-making, and the application of an entrepreneurial mindset in the work environment. The results demonstrated significant improvements in students' comprehension of effective organizational management, collaborative teamwork abilities, and the emergence of creative, innovative, and initiative-taking attitudes as preparation for entrepreneurship. Furthermore, students began to recognize that an entrepreneurial mindset is not solely required for business creation, but is equally essential for everyday functions such as decision-making, time management, and continuous self-development. This activity is expected to substantially enhance students' readiness to navigate the workforce and entrepreneurial opportunities, while equipping them to become more professional, organized, and innovative contributors to the hospitality sector.

Keywords: *Organizational Management, Entrepreneurial Spirit, Community Service, Leadership, Vocational High School Students.*

INTRODUCTION

The increasingly dynamic development of the global economy in the 21st century requires every country to have human resources (HR) who are not only technically competent, but also able to think critically, innovate, and be entrepreneurial. The United Nations Educational, Scientific and Cultural Organization (UNESCO) report in the document "Education for Sustainable Development Goals: Learning Objectives" (2017) emphasizes that vocational education and vocational training have a strategic role in preparing the younger generation to be able to actively contribute to the national and global economy. UNESCO specifically recommends that vocational education be not only oriented towards narrow technical skills, but also includes the development of entrepreneurial competencies, managerial skills, and adaptive capacities relevant to the needs of future industries. In this context, entrepreneurship is no longer just a career choice, but a core competency that must be possessed by every vocational education graduate around the world. The 2023 Global Entrepreneurship Monitor (GEM) report shows that countries with high new entrepreneurship rates tend to have more stable economic growth and lower unemployment rates, thus reinforcing the argument that entrepreneurship education is a strategic investment for a nation's economic resilience. Thus, the integration of management and entrepreneurship education into the vocational school curriculum is not just an academic discourse, but an urgent need that must be realized immediately in a systematic and measurable manner.

In the national context, Indonesia faces a major challenge in improving the quality of its human resources in a sustainable manner. UNDP's Human Development Index (HDI) data shows that Indonesia's human development ranking for many years has been below a number of ASEAN countries,



including Malaysia, Thailand, Singapore, and Vietnam, reflecting significant gaps in the quality of education and employment. The Central Statistics Agency (BPS) in the February 2024 National Labor Force Survey (Sakernas) noted that the open unemployment rate in Indonesia is still in the range of 4.82%, with vocational school graduates accounting for a considerable proportion of this figure, which is around 8.62% of the total unemployment based on education level. This condition reflects a mismatch between the competencies possessed by vocational school graduates and the real needs of the world of work and industry. The Directorate General of Vocational Education (Ditjen Diksi) of the Ministry of Education and Culture has responded to this challenge by strengthening the link and match between vocational schools and industry, including encouraging the development of an entrepreneurial spirit among vocational school students as a career diversification strategy. The Vocational Education Roadmap 2020–2024 explicitly targets improving the competence of vocational school graduates to have the ability to adapt to the needs of industry 4.0, including managerial skills and digital entrepreneurship. This underscores the urgency of structured and contextual training-based interventions to bridge these gaps.

The tourism and hospitality sector is one of the important pillars of the Indonesian economy which continues to experience significant growth. The Ministry of Tourism and Creative Economy (Kemenparekraf) reported that the tourism sector contributed around 4.3% to Indonesia's Gross Domestic Product (GDP) in 2023 and absorbed millions of workers from various levels of education, including graduates of Hospitality Vocational Schools. World Travel and Tourism Council (WTTC) data for 2023 shows that Indonesia's travel and tourism sector has the potential to grow up to 5.8% per year until 2032, making it one of the sectors with the most promising employment prospects. However, labor competition in this industry is getting tighter along with the entry of skilled labor from other ASEAN countries within the framework of the ASEAN Economic Community (AEC). Graduates of Hospitality Vocational Schools are no longer enough to rely solely on operational technical skills such as front office, housekeeping, or food and beverage; They are also required to have solid organizational management skills, effective leadership, and a strong entrepreneurial mentality. The development of managerial and entrepreneurial skills for students of Hospitality Vocational Schools is therefore not just a curricular enrichment, but a critical investment for the competitiveness of graduates in the national and regional job market. Research by Rusmana, Murtini, and Harini (2020) also confirms that digital skills and entrepreneurship in the 21st century significantly improve the employment competence of vocational school graduates in the modern industrial era.

Community Service (PKM) as one of the pillars of the Tri Dharma of Higher Education has a strategic role in bridging the gap between academic theory and field practice needed by the community. Based on Law Number 12 of 2012 concerning Higher Education, PKM activities are an institutional obligation that must be carried out in a planned, directed, and real impact on the target community. In the context of vocational education, PKM from universities to vocational high schools is one of the most effective forms of synergy in transferring knowledge, skills, and values to the younger generation of prospective workers. Deviyanti et al. (2022) in their research on entrepreneurship mentoring in vocational schools found that production- and business-based training programs were able to increase students' entrepreneurial competence measurably, with the level of entrepreneurial motivation increasing by an average of 34% after the intervention. In line with this, Pardosi et al. (2021) reported that training for young entrepreneurs involving real business simulations has been proven to significantly increase participants' confidence and business planning skills. These findings reinforce the belief that scientifically and methodologically designed PKM can be a catalyst for the transformation of vocational students' attitudes and competencies towards entrepreneurship. Thus, the PKM activity of Pamulang University at SMK Nusantara 1 Ciputat is designed as a measurable and evidence-based response to real needs in the field.

SMK Nusantara 1 Ciputat as one of the leading vocational schools in South Tangerang City has a great responsibility in producing graduates who are not only technically competent, but also have a leader and entrepreneurial mentality. The phenomenon encountered in the field shows that there are still many vocational school students who view their career futures in a linear manner: graduating, applying for jobs, and working under the instruction of others, without considering the possibility of creating their own jobs. This limited mindset, according to Manalu et al. (2024), is the main obstacle to the development of the entrepreneurial ecosystem among Indonesia's young generation, and must be





intervened from an early age through targeted education. Sutianah (2020) in her study on the development of entrepreneurial character in vocational schools also emphasized that the formation of an entrepreneurial spirit cannot be left entirely to the formal curriculum; Intensive and contextual extracurricular mentoring programs are needed. The identification of field needs carried out before the implementation of PKM shows that grade XI students of the Hospitality Department of SMK Nusantara 1 Ciputat have high learning motivation but need additional stimulation in the form of applicable organizational management training. Based on initial observations and interviews with the supervisor, it was found that most students were not familiar with the concept of functional management such as POAC (Planning, Organizing, Actuating, Controlling) and were not able to connect the experience of organizing at school with entrepreneurial competence. This finding is the main foundation that encourages the design of this PKM activity with a special focus on organizational management training as the foundation for the development of an entrepreneurial spirit.

Research and scientific studies in the past decade have consistently shown a positive correlation between organizational management skills and entrepreneurial spirit. Dakhi (2016) in his study on the implementation of POAC in organizations found that the mastery of management functions systematically has a positive impact on the achievement of organizational goals effectively and efficiently, including in the context of small and medium enterprises. Furthermore, Santoso, Yoto, and Nurhadi (2021) in their study at vocational schools in the field of engineering found that the learning model based on POAC management in the teaching factory environment was able to increase students' competence and entrepreneurial spirit at the same time. Faridatussalam, Abid, and Hasan (2023) also reported that entrepreneurship programs that are integrated with organizational management learning result in a significant increase in entrepreneurial intention among youth. Gani et al. (2023) found that entrepreneurial literacy is positively correlated with students' entrepreneurial intentions, emphasizing the importance of structured educational interventions. Meanwhile, Sudjimat, Nyoto, and Romlie (2021) through an international study emphasized that the project-based learning model in vocational schools that integrates the character development of the 21st century workforce is able to produce graduates who are better prepared to face global industrial dynamics. All of this scientific evidence provides a strong theoretical justification for the approach applied in this PKM, which is to combine organizational management training with the development of an entrepreneurial spirit in a cohesive and structured training package.

Based on the background that has been described above, the PKM activity with the theme "Becoming a Hotelier Entrepreneur: Managing an Organization, Building a Business Spirit" is designed scientifically and methodologically to meet the real needs of SMK Nusantara 1 Ciputat students. This activity aims to: (1) increase students' understanding of the importance of organizational management in the hospitality industry and the world of work in general; (2) introduce and apply the POAC framework as a practical and relevant operational management tool; (3) instilling an entrepreneurial spirit through the development of resilient, innovative, and adaptive entrepreneurial character; and (4) provide practical strategies for students to identify business opportunities and start businesses on a small scale by utilizing the technical expertise of their hospitality majors. The approach used adapts the principle of "Start Small, Think Big" which encourages students to start from a small scope but think strategically and far-reaching. By combining cognitive, affective, and psychomotor dimensions in one integrated learning cycle, this PKM activity is expected not only to improve students' knowledge and skills, but also fundamentally change their paradigm about the meaning of work and entrepreneurship in the modern era.

IMPLEMENTATION METHOD

This Community Service Activity (PKM) was carried out at SMKS Nusantara 1 Ciputat, South Tangerang, in a full-day intensive training format that was carefully designed using a participatory approach. This approach was chosen because it has proven to be effective in the context of vocational education, where students are more responsive to hands-on and experiential learning. The design of the activity combines four complementary learning strategies, namely interactive lectures, group discussions, case studies, and practical simulations, all of which are designed to encourage active involvement of participants physically, intellectually, and emotionally. According to the principles of constructivistic learning, knowledge built through direct experience and social interaction will be more





lasting and meaningful than knowledge received passively. Aziz and Saputra (2023) in their study on the implementation of management functions in vocational schools also emphasized that active learning methods that combine theory and practice simultaneously produce more significant and measurable competency improvements. Taking into account the characteristics of the participants—i.e. students aged 16–18 years who are in the stage of formal operational cognitive development—this approach is considered most appropriate to achieve the training objectives that have been set. All stages of activities are designed to refer to the standards for the implementation of PKM that apply within Pamulang University.

The participants of this PKM activity were 22 students in grade XI of the Hospitality Department of SMKS Nusantara 1 Ciputat who were selected based on the criteria of active classes with representative academic performance. The selection of participants from one skill group (Hospitality) specifically aims to ensure the relevance and optimal contextualization of the training material, so that each concept conveyed can be directly related to the operational reality of the industry that they will face after graduation. This limited but focused number of participants allows the facilitator to provide more personalized attention and ensure each participant gets an equal benefit from the training process. The participant profile includes students with diverse motivational backgrounds and organizational experiences, ranging from those who are active in the student council and extracurricular to those who have never had formal leadership experience, so that the group dynamics formed are very rich and productive for the learning process. Before the training began, an opening session was held in the form of ice breaking and informal pre-assessment to understand the baseline of participants' knowledge about organizational management and entrepreneurship. This baseline data is a reference for facilitators in adjusting the depth and speed of material delivery to match the actual capacity of participants. This adaptive and responsive approach is in line with the principle of differentiated instruction recommended in modern pedagogical literature.

The training materials are arranged systematically and progressively in four main modules that are interrelated and build on each other hierarchically. The first module focuses on Organizational Management in the Hospitality Industry, covering the basic concepts of management, the organizational structure of hotels, the role of each department (Front Office, Housekeeping, F&B, Sales & Marketing), as well as the importance of inter-departmental synergy as the backbone of effective operations. The second module discusses the POAC (Planning, Organizing, Actuating, and Controlling) Framework as an operational management tool that has been scientifically and practically tested. According to Permatasari and Anis (2022), the application of the POAC concept in organizational management has been proven to significantly increase performance effectiveness, especially in organizations engaged in the service sector. Each element of POAC is illustrated with concrete examples from hotel operations, so that participants can understand their relevance directly and intuitively. The third module explores the Character of Superior Entrepreneurship and its relation to the structure of business organizations, including entrepreneur profiles, types of successful entrepreneurs, problem solver mindsets, calculated risk takers, resilience, and sustainable innovation in the context of the hospitality industry. The fourth module teaches the "Start Small, Think Big" Action Strategy, which is a practical methodology for identifying market opportunities around the school environment and designing small-scale businesses based on the hospitality expertise of the participants.

The interactive lecture method used in this training is designed with a dialogical approach that encourages questions, responses, and two-way discussions between facilitators and participants on an ongoing basis. In contrast to conventional one-way lectures, interactive lectures in this training insert provocative questions, opinion polls, and mini-quizzes in each session to maintain concentration and engagement of participants. The group discussions were conducted in a small group discussion format with a division of 4–5 participants per group, where each group was given a different hospitality business scenario to analyze and present in front of other participants. The case study used raises the true stories of young entrepreneurs in the Indonesian hospitality and tourism sector, including profiles of successful entrepreneurs who started their careers at the vocational level, to provide relatable and real-life inspiration for participants. The practice simulation was carried out in a role play format where participants took turns playing managerial positions in hotel operational scenarios, ranging from the department's morning briefing, handling guest complaints, to quarterly business strategy planning meetings. This multi-method approach is designed according to Howard Gardner's theory of Multiple



Intelligences, which asserts that each individual has different learning modalities, so that the diversity of learning methods allows each participant to understand and absorb the material through the power of their own intelligence.

The evaluation of PKM activities is carried out through two complementary approaches, namely process evaluation and result evaluation, to ensure comprehensive and valid impact measurement. The evaluation of the process was carried out through systematic and structured observation of the level of engagement, activeness of opinions, enthusiasm, and quality of interaction of participants during each training session, using activity observation sheets that had been prepared in advance by the facilitator team. The evaluation of the results was carried out through a combination of in-depth reflective discussions at the end of each module and the presentation of the business action plan made in groups at the closing session of the training. The evaluation instruments used include: (1) student activity observation sheets with measurable engagement indicators; (2) a structured reflective discussion guide that covers the four dimensions of learning (knowledge, attitudes, skills, and follow-up plans); and (3) the rubric of the assessment of entrepreneurial action plans that evaluate the creativity of ideas, business feasibility, sharpness of management analysis, and presentation ability. By combining these two evaluation methods, the organizing team can measure the progress of participants' competencies holistically, ranging from changes in ways of thinking (cognitive shift) to the ability to formulate concrete and realistic business strategies. This dual evaluation approach is in line with Kirkpatrick's evaluation model which distinguishes between reactions, learning, behaviors, and outcomes as distinct but interrelated levels of measurement.

RESULTS AND DISCUSSION

Implementation of PKM Activities

The Community Service activity organized by students of the Faculty of Economics and Business, Pamulang University at SMKS Nusantara 1 Ciputat went smoothly and received a very positive response from all stakeholders, ranging from the school, supervisors, to the participants themselves. The activity was opened with an official opening session attended by the PKM coordinator and school representatives, then continued with a comprehensive presentation of the agenda and objectives of the activity to all participants. This opening session is designed to build a positive rapport between facilitators and participants, while creating a conducive learning atmosphere, open, and free from the fear of being wrong or judged. After the interactive ice breaking that succeeded in melting the atmosphere, the facilitator conveyed an overview of the context of the Indonesian hospitality industry and the challenges faced by vocational school graduates when entering the world of work, to build initial awareness about the urgency of the training to be undertaken. This opening session proved effective in motivating the participants, as evidenced by the enthusiasm that was immediately evident in the subsequent sessions, with many participants asking spontaneous questions about career prospects and business opportunities in the hospitality industry before the core material even began.



Figure 1. Opening Session and Submission of PKM Material by the Pamulang University Student Team



The implementation of the four training modules runs according to a pre-designed schedule, with flexibility adapted to the dynamics of discussions that develop organically in the field. The First Module on Organizational Management in the Hospitality Industry was enthusiastically welcomed as participants were able to directly relate the concepts presented to their practical experience in the hotel training school. The Second Module on POAC received special attention when the facilitator used real-life hotel operational case studies to illustrate each management function, making concepts that previously felt abstract concrete and easy to understand. The Third Module on the entrepreneurial spirit was the most dynamic and energetic session, with discussions that went beyond the allotted time due to the high interest and curiosity of the participants. The Fourth Module on the "Start Small, Think Big" strategy produced real outputs in the form of 5 creative and innovative group entrepreneurial action plans, each with a different business concept but all based on hospitality expertise. The overall implementation of the activity reflects the success in applying the principle of active learning that not only transfers knowledge, but also changes attitudes and inspires real action from the participants.

Improved Understanding of Organizational Management

The results of the evaluation showed a significant increase in understanding among participants regarding the concept of organizational management in the context of the hospitality industry after participating in Modules 1 and 2. The in-depth group discussions revealed a noticeable shift in conception: before the training, most participants defined "hotel management" as technically limited to guest service, without an understanding of its managerial and organizational dimensions. After the training, participants were able to accurately identify the hotel's organizational structure, describe the roles and responsibilities of each department, understand how inter-departmental coordination works in an integrated system, and explain how the POAC framework is implemented in day-to-day operations. The understanding of the Controlling aspect in POAC, especially related to room quality audits and guest feedback evaluations, is the easiest to understand because participants can directly relate it to their experience at the school training hotel. This increase in understanding is in line with the findings of Aini et al. (2026) who reported that the implementation of the POAC strategy in academic and career planning of vocational school students has been proven to improve the ability to self-manage in a structured and directed manner. Dakhi (2016) also emphasized that the implementation of POAC in organizational activities provides a strong foundation for the achievement of goals through effective and accountable management of resources.

The Planning aspect of POAC also received in-depth attention in the discussion sessions, where participants were taught to design structured work plans using a simple yet comprehensive format. The concept that good planning is 50% of the success of execution is very memorable for participants who have tended to act immediately without careful planning. The Organizing session provides a new understanding of how the allocation of human resources, time, and materials must be done rationally and data-driven to achieve optimal efficiency. Actuating is linked to the concept of leadership and team motivation, where participants understand that effective execution depends on the leader's ability to move the team through clear communication, ongoing motivation, and on-target delegation. Mohil et al. (2020) in their study on the implementation of POAC in financial administration showed that the systematic implementation of management functions results in a measurable increase in work efficiency, a finding that is relevant to the context of this training. Santoso, Yoto, and Nurhadi (2021) also found that POAC-based learning in vocational schools produces graduates who are better prepared to face management demands in a modern industrial environment. Overall, these results provide strong empirical evidence that POAC-based organizational management training is an effective and relevant intervention for Hospitality Vocational School students.

Developing an entrepreneurial spirit

The session that received the most enthusiasm and resulted in the most real paradigm change was Module 3 on the entrepreneurial spirit. The key concept that "Entrepreneurship is a Mindset, Not Just a Profession" has succeeded in shifting the paradigm of participants who have been identifying entrepreneurship solely with conventional trading activities or having large capital. Through the exploration of the profiles of successful young entrepreneurs in the field of Indonesian hospitality and tourism, participants realized that the entrepreneurial spirit can start from the simple things they have





Evaluation and Impact of Activities

The evaluation of the process carried out through systematic observation during the activity showed a very high level of participant engagement throughout the training session. The attendance rate reached 100% with no participants leaving the room before the activity was completed, a meaningful indicator for non-formal education contexts that do not have a mandatory attendance mechanism. Participants' activeness in the Q&A session increased progressively from one session to the next, with an average of 3–5 spontaneous questions per sub-topic indicating a high level of curiosity and relevance of the material for the participants. The quality of the group discussions showed a rapidly developing analytical ability, where groups that were initially only able to describe the problem superficially in the first session, developed into being able to analyze the root of the problem and design systematic solutions in the following sessions. Activity observation sheets filled out by two independent observers confirmed the consistency of this high level of engagement, providing stronger validity to the results of the process evaluation. This finding is in line with Deviyanti et al. (2022) who found that entrepreneurship training programs that use active and contextual methods produce a much higher level of participant involvement than conventional methods.

Evaluation of the results conducted through reflective discussions at the end of the activity showed a significant change in participants' thinking and perception of career, organization, and entrepreneurship. Most participants revealed that they felt more confident and had a clearer understanding of the concrete steps they should take to prepare for the world of work and the possibilities of entrepreneurship. Participants also indicated a change in short-term career plans, from simply "looking for a job after graduation" to "building managerial competence and starting a business while working." Some participants explicitly expressed their intention to start applying the POAC concept in the organizational and committee activities they participated in at school, demonstrating a real learning transfer from the training context to the real-life context. The entrepreneurial action plans presented by the five groups received an average score of above 80 out of a total score of 100 on the evaluation rubric, with the best group achieving a score of 92, reflecting a very satisfactory quality of learning. Luqma, Susilowati, and Sari (2023) in their study on the creative economy and tourism emphasized that the development of an entrepreneurial mindset among the young generation engaged in the tourism sector is a key factor for the sustainable growth of Indonesia's creative economy.

CONCLUSION

Based on the overall series of PKM activities that have been carried out, it can be concluded comprehensively that organizational management training to improve the entrepreneurial spirit of grade XI students of the Hospitality Department of SMKS Nusantara 1 Ciputat has proven effective in achieving all the goals that have been set. This training succeeded in increasing participants' understanding of the concept and implementation of POAC-based organizational management, shifting their paradigm of entrepreneurship from just a profession to a mindset and lifestyle, and producing real outputs in the form of concrete and innovative entrepreneurial action plans. This achievement provides empirical evidence that educational interventions designed methodologically, contextually, and participatively are able to produce meaningful impacts even in a short training duration. The success of this activity also emphasizes the relevance and urgency of synergy between universities and vocational high schools in preparing the youngest generation who are competitive, adaptive, and competitive to face the increasingly complex dynamics of the global industry.

This PKM activity not only succeeds in transferring knowledge, but also opens up insights and fundamentally changes students' perspectives about the fact that technical expertise, organizational skills, and the courage to innovate are the best capital to tread the path of success in the world of work and entrepreneurship. The application of the POAC framework as a practical and measurable management tool has provided participants with a clear roadmap for managing resources effectively, both in the context of formal employment in the hospitality industry and in starting independent businesses. The entrepreneurial paradigm instilled during the activity is expected to continue to grow and develop in each participant, so that in the end they will not only become reliable job seekers, but also be able to become job creators who contribute positively to the economy of the community and the nation. Thus, this PKM activity emphasizes the importance of continuous collaboration between





vocational high schools and universities in shaping Indonesia's young generation that is superior, competitive, and ready to face industrial challenges in the global era.

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