



Research Article

Implementation of Entrepreneurship Learning in the Production Unit as a Process of Internalizing the Characters of Never Give Up and Persistence At State Vocational High School 1 Malinau

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Abstract: This study aims to analyze the level of understanding and awareness, identify and evaluate, assess the gap between the designed entrepreneurship learning objectives and evaluate the level of mentoring and supervision provided by teachers or mentors in supporting the internalization of the character of never giving up and being persistent through production unit activities at SMK Negeri 1 Malinau. The research method used in this study is a descriptive qualitative approach. The results of this study indicate that the level of understanding and awareness of students can increase their awareness and readiness to face challenges in the world of work, according to their field of expertise. The implementation of the values of never giving up and tenacity in entrepreneurship learning at SMK plays a crucial role in developing various important aspects in students. The gap between the objectives of entrepreneurship learning and its implementation, namely limited learning time, lack of adequate facilities and practical tools, and minimal training for teachers, hinder students from internalizing these values effectively. With a combination of active teacher roles and effective supervision, students are encouraged to continue trying despite difficulties, thus supporting the development of a resilient character and being ready to face challenges in the world of entrepreneurship.

Keywords: Entrepreneurship; Never Give Up; P5; Persistent

1. Introduction

Law Number 20 of 2003 concerning the National Education System (Sisdiknas) stipulates that education is a deliberate and planned effort to create a learning environment and learning process so that students are able to actively develop their potential to have moral strength, intelligence, and independence. control, religious strength, and noble character, in addition to the skills needed by individuals, society, nation, and state. There are periodic adjustments made to the Indonesian education system. The aim of this system transformation is to realize the era of globalization. (Article 20, 2003) . Globalization is determined by a number of factors, including increasing labor competitiveness, openness of labor markets worldwide, and competition for high-quality human resources (HR) in all areas of life, including industry and education (Stofkova & Sukalova, 2020)

Indonesian workers find it more difficult to compete with competent foreign workers as a result of the ASEAN Economic Community (AEC). Improving the quality of Human Resources (HR) in all fields is a must considering the current era of globalization (Burgess et al., 2020)

Received: March, 18th 2025

Revised: April, 02th 2025

Accepted: April, 16th 2025

Online Available: April, 18th 2025

Curr. Ver.: April, 18th 2025



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From year to year, the success of schools in graduating thousands of students is in the spotlight, but the bitter reality that cannot be ignored is the increasing unemployment problem in Indonesia. This shows that the nation's fundamental problems have not been resolved properly. It is unfortunate that efforts to overcome this problem have not occurred quickly and effectively. Concrete and collaborative steps are needed from various parties to overcome the challenge of unemployment that continues to increase every year in Indonesia.

The paradigm about working in general is that working is done waiting for a job to be available or getting a permanent job, this attitude should be changed, that working is not only waiting for a job to be available but being able to create jobs, at this time the job market is getting narrower compared to the number of job seekers (Ibarra, 2023) . Vocational high school students need to be given an understanding that creating jobs is more noble than looking for jobs. With this new paradigm, it is hoped that every vocational high school student who graduates from school is ready to enter the world of entrepreneurship, not just job seekers, this needs to be instilled since they are in school by providing knowledge, internalization of character, and entrepreneurial skills training not just theoretical. This is where the importance of an education that can train students to become real entrepreneurs (Mulyani, 2011) .

Entrepreneurship is one of the fields that has a great influence on the nation's economy (Alberto et al., 2023) . Entrepreneurship education as a future effort to overcome the problems of unemployment and poverty, because it is impossible if all existing workers only depend on the government to provide jobs (Rita & Laosebikan, 2021) . The more people who become entrepreneurs, the more new job opportunities will be opened (Boldureanu et al., 2020) .

One of the formal education pathways directed at the commercial and industrial sectors is the Vocational High School (SMK), which seeks to equip middle-level workers with knowledge, skills, and work attitudes that are in accordance with the demands of the labor market (Fuadi et al., 2020) . Vocational secondary education as a subsystem of national education has a strategic role in preparing an educated workforce. The orientation of vocational secondary education provides students with knowledge and skills to be implemented in the business world (Maryanti, 2021) . This is in accordance with the direction of vocational secondary education policy in Indonesia as stated in Law no. 20 of 2003 concerning the education system, namely preparing students to be able to work in certain fields (Santika et al., 2023) .

The results of the study from (Ruswandi, 2024) on the Internalization of Five Sundanese Cultural Character Values in Entrepreneurship Education, In accordance with the results of the study, the process of internalizing the five character values rooted in Sundanese culture at the Dzikir Al-Fath Islamic Boarding School is carried out in a programmed and integrated manner in entrepreneurship education through formal and informal channels. This is

evidenced by the results of the study which conveyed that the process of internalizing the five character values rooted in Sundanese culture at the Dzikir Al-Fath Islamic Boarding School was carried out in a programmed manner in entrepreneurship education through formal and informal channels properly. Entrepreneurial practices are carried out through Islamic boarding school business units spread across various business sectors to achieve the expected goal of realizing santripreneurs who have the depth of the five typical Islamic boarding school characters.

The results of the study (Yuliasmini, 2018) on the Value of Technohumanistic Education Applications in Building Character Education-Based Schools prove that character education is essentially aimed at forming a nation that is strong, competitive, has noble character, is moral, tolerant, cooperative, has a patriotic spirit, develops dynamically, is oriented towards science and technology, all of which are inspired by *sradha* and devotion to God Almighty.

State Vocational High School 1 Malinau is a school located in Malinau Barat District, Malinau Regency, North Kalimantan Province. An interesting thing to do for research is that State Vocational High School 1 Malinau has graduated many students from year to year, but based on graduate data until 2023, it shows that there are still few graduates who become entrepreneurs, namely 23.4%. Vocational high school graduates should have the competence and skills to be able to compete in the business world after graduating, because they have been trained to produce various products and services according to their field of study at school as capital for entrepreneurship.

The curriculum used at SMK 1 Malinau is P5 (Pancasila Student Profile Strengthening Project) which consists of character traits and competencies based on the noble values of Pancasila. This P5 curriculum has 6 dimensions including noble morals, diversity, independence, mutual cooperation, creativity and critical thinking. This curriculum aims to implement an independent curriculum that is conceptual and contextual. In this curriculum, students get freedom in learning, the activity structure is flexible, the division of tasks becomes more effective and active in the community so as to strengthen Pancasila students (Rachmawati et al., 2022)

At SMK Negeri 1 Malinau, there are several production units that function as a means of student practice in developing learning that is in accordance with their expertise competencies. These production units cover several main areas, including Visual Communication Design Expertise, Livestock Agribusiness Expertise, Fisheries Expertise. Each of these production units is equipped with adequate facilities and equipment to support student practice activities, so that they can apply theoretical knowledge into real practice. In addition, these units also function as part of public services, where students can be directly involved in real projects ordered by the community, so that they not only improve technical skills but also students' managerial and entrepreneurial abilities.

Meanwhile, students at SMK Negeri 1 Malinau face the reality of increasingly tight competition in a dynamic job market, especially as a supporter of human resources on the island of Kalimantan which will become the nation's capital. However, although entrepreneurial skills are often considered important, there has been no research that examines in depth how the implementation of such learning affects the formation of student character, especially in terms of resilience and tenacity. In this context, this study aims to provide a deeper understanding of how entrepreneurial skills can be an internalization process to foster important characteristics such as never giving up and tenacity.

The purpose of this study is to analyze the level of understanding and awareness of students of SMK Negeri 1 Malinau regarding the importance of the character of never giving up and being persistent in entrepreneurship learning in the production unit, identify and evaluate how the values of the character of never giving up and being persistent are integrated into the entrepreneurship learning process in the production unit at SMK Negeri 1 Malinau, assess the gap between the objectives of entrepreneurship learning designed to instill the character of never giving up and being persistent with its implementation in the field, evaluate the level of mentoring and supervision provided by teachers or mentors in supporting the internalization of the character of never giving up and being persistent through production unit activities at SMK Negeri 1 Malinau.

2. Research Methodology

This study uses a qualitative research method approach, which is an approach that answers an event through questions and focuses on the process and its understanding (Sugiyono, 2019) . A qualitative approach with a case study method is used to examine and answer problems, as well as find and obtain a deeper meaning about the implementation of entrepreneurial skills at SMK Negeri 1 Malinau.

Relevant to the qualitative method, the researcher uses an interactive analysis model that refers to three interrelated components, namely data reduction, data presentation and drawing conclusions. While conceptualization, categorization, and description are developed based on incidents obtained in the field. Therefore, data collection and data analysis activities become a unity that cannot be separated, both take place simultaneously, in unison, and run side by side, to analyze data especially in accordance with the focus of research related to the implementation of entrepreneurship learning at SMK Negeri 1 Malinau.

3. Discussion

3.1. Level of Students' Understanding of the Importance of Never Giving Up and Persistence Characters in Entrepreneurship Learning

The character of never giving up and being persistent plays a fundamental role in entrepreneurship learning in vocational schools, including at SMKN 1 Malinau. Amidst the

dynamic challenges of today's business world, students not only need technical skills, but also mental resilience to face the uncertainties and obstacles that arise. Research shows that mental resilience contributes significantly to success in entrepreneurship, where individuals who have a character of never giving up are better able to recover from failure and adapt to change (Kumar & Sharma, 2021; Hossain et al., 2022). Thus, the character of never giving up serves as a driver of motivation and courage for students not to give up easily when facing failure in their learning process and efforts.

Persistence also teaches students to continue to strive to achieve their goals, even when faced with various challenges. Research by (Zhang et al ., 2020) shows that persistence encourages individuals to stay focused on long-term goals, so that they are better able to find alternatives and innovations in solving complex problems. With a deep understanding of the importance of these two characters, students can develop a resilient entrepreneurial attitude from an early age. This character will encourage students to be more courageous in taking the initiative, thinking creatively, and creating solutions in facing obstacles that arise, both in academic contexts and the business world. Therefore, the integration of the development of a never-give-up and tenacious character in the entrepreneurship learning curriculum at SMKN 1 Malinau is very important to prepare students to become competitive and resilient entrepreneurs in the future.

a. Level of Understanding of Vocational High School Students Regarding P5 and Its Relevance to Entrepreneurship Learning in Production Units

In the context of the Independent Curriculum, the relationship between the character of never giving up and being persistent with the Pancasila Student Profile Strengthening Project (P5) in SMK becomes increasingly relevant. One of the main objectives of P5 is to form students who have a profile of independent, noble, critical, creative, collaborative, and globally diverse students. The character of never giving up and being persistent strongly supports the formation of this profile, especially in the aspects of independence and critical reasoning. Through P5, students are expected to have direct experience in developing entrepreneurial character, where they can feel the importance of perseverance and tenacity when undergoing certain projects. In the process of learning entrepreneurship, for example, students are trained to face failure and find alternative solutions, which is in line with the character of never giving up. Their tenacity in completing projects will also increase their fighting spirit and ability to survive complex challenges, an important skill in life and career. Thus, the integration of the character of never giving up and being persistent with P5 at SMKN 1 Malinau can strengthen students' readiness to face challenges in the real world with a proactive and positive attitude.

In vocational schools, the production unit becomes a medium that prepares students with the skills needed in the industry while developing positive characters that are in

accordance with the Pancasila Student Profile. Various studies have shown that entrepreneurship learning with a practical approach like this can increase students' motivation, skills, and readiness to enter the business world after graduation. The following are details about each element in the Pancasila Student Profile (P5) and its relevance to entrepreneurship learning in the production unit of SMK Negeri 1 Malinau:

1) Independent

Independent character in the Pancasila Student Profile (P5) is the ability of students to take initiative, make decisions, and be responsible for their actions (Kemendikbud, 2023). In vocational high school production unit activities, students gain practical experience to act as managers, producers, or marketers, which require self-management skills. Every decision taken, whether in the selection of raw materials, production processes, or marketing strategies, provides an opportunity for students to increase their independence. This is very important in forming an entrepreneurial character that is ready to face uncertainty in the world of work. According to research (Saputra et al., 2023), entrepreneurship education that emphasizes independence can prepare students to face real business challenges, improve efficient decision-making skills, and foster a sense of responsibility as part of entrepreneurship. Therefore, involving students in production units can be a means to strengthen this aspect of independence, where students learn to solve problems independently, work with discipline, and pursue their desired entrepreneurial goals with full confidence and personal motivation (Yendi et al., 2023).

2) Creative

Creativity in P5 encourages students to think innovatively and generate new ideas that are relevant to market needs (Kemendikbud, 2023). In the vocational high school production unit, students' creativity is honed by giving them the freedom to develop unique products or services, manage branding, and determine attractive selling points. This creative process also involves finding new ways to attract consumers, improve product design, or add added value that is in line with current trends. Research (Wang et.al. , 2021) reveals that entrepreneurship education that emphasizes creativity can increase students' competitiveness in the business world. By integrating creative aspects into the production unit, students are trained to dare to innovate and present ideas that can provide solutions to consumer problems. This creativity ultimately becomes a very valuable asset in business development and adaptation to rapid changes in the industry.

Based on interviews with teachers and students of SMK N 1 Malinau, the implementation of the Pancasila Student Profile Strengthening Project (P5) has proven to provide a positive contribution in developing a character of never giving up and being persistent. Teachers emphasized that the project-based approach in P5 allows students to experience challenges that require perseverance, such as facing project failures or difficulties in teamwork. Teachers see P5 as an effective way to educate students to be more responsible and resilient to pressure, which are important skills in the world of work. According to them, P5 is not only a means to instill academic values but also moral values, which are delivered through projects that are contextual to real life. Through these activities, students actively learn that persistence and a never-give-up attitude are the keys to success in achieving goals.

From the students' perspective, P5 provides a new experience that is both challenging and enriching. Students of SMK N 1 Malinau admitted that they felt an increase in their perseverance and adaptability when facing projects that require problem solving and creativity. Many students stated that they were more confident in facing challenges because the experience of P5 made them accustomed to pressure, learning from failure, and working collaboratively in teams. Students also appreciated the opportunity to learn through real projects that are not always obtained from traditional teaching methods. According to them, the challenges provided by P5 not only test academic abilities, but also mental and social ones.

However, several challenges remain in the implementation of P5 at SMK N 1 Malinau. Teachers highlighted that limited resources and time often become obstacles in providing full support for students. With a tight learning schedule, teachers find it difficult to divide their time between achieving academic curriculum and P5 activities. Students are also aware of these limitations and admit that they sometimes have difficulty managing time for projects that require a lot of time and energy. Even so, they remain motivated because they understand the long-term benefits that will be obtained from this process.

Overall, both teachers and students of SMK N 1 Malinau view the implementation of P5 as a very useful effort in shaping students' characters to be more resilient and never give up. With P5, students not only get academic lessons but also life lessons that prepare them to face the dynamic world of work. Teachers and students hope that P5 can continue to be improved, both in terms of implementation time and support facilities, so that the results obtained can be more optimal in building students' characters according to the Pancasila Student Profile.

b. Level of Awareness of Vocational High School Students Regarding the Importance of Never Giving Up and Persistence Character in Entrepreneurship

The level of awareness of vocational high school students regarding the importance of the character of never giving up and being persistent in entrepreneurship learning in production units is quite significant and has received serious attention from the school. The Principal of SMK N 1 Malinau emphasized the importance of this character as a foundation for entrepreneurship learning, especially because production unit activities involve students directly in field practice, which requires mental readiness to face failure and real challenges (Wang et al ., 2021). Since grade X, students are given an understanding that the entrepreneurial process often does not run smoothly, and the ability to persist is the key to success (Makhmudov & Abdullayev, 2022). For example, when a particular project fails to achieve quality targets, students are expected to be able to evaluate the causes of failure and find solutions together, which is an exercise in their resilience and creativity (Maknun et al ., 2024). This effort is also supported by providing teachers with supplies so that they can emphasize the importance of a never giving up and being persistent in every entrepreneurship subject (Fatmawati et al ., 2023). Through a supportive environment, schools hope to shape the character of students who are not only ready to face challenges in the business world, but also competitive in the future (Kusdiyanti & Sumarsono, 2023).

Teachers in majors such as Livestock Agribusiness and Fisheries Agribusiness realize that the character of never giving up and being persistent is very important for students in the learning they teach. In Livestock Agribusiness, for example, the challenges faced by students in managing livestock often require perseverance and good problem-solving skills (Putri & Sumarni, 2021). When students experience obstacles, such as livestock health problems, teachers encourage them to do research or consult, so that students learn from real experience that resilience and perseverance are important capital in entrepreneurship (Satria et al ., 2023). Likewise, in Fisheries Agribusiness, students often face obstacles such as declining water quality that affects fish health, which is a routine challenge for them (Lestari et al ., 2022). Teachers use these challenges to raise awareness that facing obstacles is an important part of the learning process, not something to be avoided (Lestari, 2023). In this way, students are expected to internalize that the trait of never giving up is a provision that they must develop in pursuing a career in agribusiness (Maknun et al ., 2024).

Students from the Agribusiness department also feel that mental resilience and perseverance are essential in entrepreneurship learning. In various livestock farming projects, such as chicken farming, students often face difficulties such as disease

attacks that cause livestock deaths, which trigger feelings of despair (Jaya & Wibisono, 2020). However, with support from teachers, students learn to see problems as opportunities to develop skills in finding solutions (Setiawan et al ., 2023). This awareness grows as they understand that failure does not mean the end of everything, but rather a valuable learning opportunity, especially in finding better strategies to avoid similar failures (Putri et al ., 2022). Ultimately, this experience strengthens their belief that a never-give-up attitude is an important quality to have in the world of work and entrepreneurship (Lestari, 2023). With various learning from the field, students are increasingly prepared to face various situations in the real world that require resilience (Maknun et al ., 2024).

In the Visual Communication Design (DKV) department, students also realize that an attitude of never giving up and being persistent is very relevant in supporting their creative process. In design projects, ideas that are not accepted or results that are less than expected often make students feel hopeless, but their teachers always encourage them to see these situations as opportunities for improvement (Aulia et al ., 2021). Students learn that repeated revisions and efforts to improve results are a natural part of the design process, so persistence is important (Putra & Anggraeni, 2022). When they are faced with technical difficulties or ideas that are not accepted, teacher support helps them realize that resilience is the key to producing good work (Sari & Wahyudi, 2024). Through this approach, students not only learn to produce creative work but also develop a strong character in facing various challenges in life and career (Amin et al ., 2023). This awareness makes students more prepared to face challenges in the competitive professional world (Lestari et al ., 2023).

3.2. Implementation of the Character of Never Giving Up and Persistence in Entrepreneurship Learning

The implementation of the character of never giving up and being persistent in improving students' critical thinking skills is very important in entrepreneurship education at SMK N 1 Malinau. These values not only help students in completing tasks and challenges in the production unit but also develop a more critical and analytical way of thinking when facing real problems. By encouraging students not to give up in the midst of challenges, entrepreneurship learning trains them to be able to consider various aspects in depth and formulate more effective solutions. For example, in learning in the production unit, students are often faced with problems that require in-depth analysis and practical solutions. According to research (Rahman & Abdullah, 2022), the character of never giving up makes students more critical in finding alternative solutions and analyzing the impact of each decision made. This is in line with the results of research (Fajar & Wiryanto, 2020) which found that character resilience in entrepreneurship education improves critical thinking skills because students are

encouraged to always evaluate their steps with careful consideration and consider various solutions.

In addition, the character of never giving up has been shown to increase students' self-confidence and perseverance, which are important elements in critical thinking. According to (Sari & Nugroho, 2021), students who have mental resilience tend to be more confident in facing problems, so they are able to evaluate difficulties objectively and not rush into making decisions. This tenacity also helps students to stay focused and calm when encountering obstacles, allowing them to solve problems with a more analytical and structured approach (Abdullah et al., 2023). This has a positive impact on the critical thinking process, as students learn to consider corrective measures and learn from their experiences. Overall, the implementation of the character of never giving up and being persistent in entrepreneurship education at SMK Negeri 1 Malinau not only forms a resilient attitude, but also enriches students' critical thinking skills which are needed in the business world.

a. Implementation of Character Values of Never Give Up and Persistence in Students' Critical Thinking Skills in Entrepreneurship Learning at SMK Negeri 1 Malinau

The implementation of the values of never giving up and being persistent in entrepreneurship learning at SMK Negeri 1 Malinau has a major role in shaping student independence. Independence is an important aspect in entrepreneurship, because the business world requires individuals to be able to take the initiative, make strategic decisions, and be responsible for the actions taken. The character of never giving up and being persistent helps students develop the mental toughness needed to face business challenges, so that they are more courageous to innovate and make decisions independently. According to (Astuti & Kurniawan, 2023), students who have a never giving up character tend to show higher independence in decision making in the business environment. This implementation is carried out by involving students in business simulations and entrepreneurial activities in the school's production unit, where they are fully responsible for the projects they manage. This process teaches students to analyze problems, find solutions creatively, and act independently, thus training them to become young entrepreneurs who are resilient and ready to face change.

Research conducted by (Purnomo & Santoso, 2022) supports the importance of the value of perseverance in increasing student independence. According to them, students who are taught the value of perseverance show greater responsibility and are able to manage their own businesses well. At SMK Negeri 1 Malinau, this is implemented through a small business program managed by students, such as a production unit in the field of agribusiness or visual communication design. In running this unit, students are faced with various real challenges, such as capital management, marketing, and customer service. These challenges require perseverance

and fighting spirit, and provide space for students to learn to manage their businesses independently. Through this experience, students are trained to keep trying even when they fail, improve strategies based on evaluation results, and develop initiatives to advance the businesses they run. This practical experience forms an independent attitude because students are taught not to depend on the teacher's direction, but to dare to take responsibility for their every action.

Meanwhile, research by (Damayanti et al ., 2021) shows that student independence develops rapidly through the implementation of a never-give-up character, especially in project-based activities in production units. In project-based activities, students learn to solve problems independently, face situations that require quick judgment, and make decisions in a limited time. For example, in a business project in a production unit, students need to ensure that the products they produce meet quality standards and are competitive in the market. To achieve this, students are required to conduct market analysis, manage resources efficiently, and face uncertainty in terms of consumer demand. A never-give-up attitude helps them face each of these obstacles with optimism and determination, so that they can develop the managerial skills and independence needed in the business world. In this case, student independence is not only reflected in their ability to carry out projects, but also in their courage to accept the consequences of every decision made, a crucial aspect for success in the world of entrepreneurship.

b. Implementation of the Values of Never Giving Up and Persistence in Increasing Student Independence in Entrepreneurship Learning at SMK Negeri 1 Malinau

The implementation of the character values of never giving up and being persistent in entrepreneurship education at SMK Negeri 1 Malinau not only focuses on aspects of independence and mental resilience, but also plays an important role in shaping students' noble morals and piety. Character education is the main pillar in creating a generation that is not only technically competent, but also has integrity and ethical responsibility. (Fatmawati et al ., 2023) stated that character education plays a role in fostering students' integrity and ethical responsibility, which are very important in the world of entrepreneurship. In this context, students are taught to integrate moral and spiritual values into their entrepreneurial practices. For example, through entrepreneurship projects, students are taught not only to think about profit, but also the social impact of the businesses they run. This fosters awareness of social responsibility and concern for the surrounding environment, which are part of the noble morals that every individual must have.

(Sari & Wahyudi, 2021) also showed that the integration of tenacious characters in entrepreneurial activities can improve students' discipline and piety. Discipline in carrying out tasks and responsibilities, as well as piety in living everyday life, are values

that are instilled through entrepreneurial activities. At SMK Negeri 1 Malinau, entrepreneurial activities, such as agribusiness and visual communication design (DKV), are designed to provide students with hands-on experience that emphasizes the importance of perseverance and discipline. In agribusiness, students learn to manage animal feed and maintain the quality of fish ponds, where they must be disciplined in monitoring and maintenance. Meanwhile, in DKV, students are given the freedom to explore design ideas, but they must also be responsible for the results of their work. Through this process, students not only learn about business practices, but also internalize the values of piety and discipline that will shape their character as responsible individuals.

In addition, (Ramdhani et al ., 2022) emphasized the importance of mental toughness as a spiritual element in facing challenges, which is in line with religious values in education. Piety does not only mean carrying out worship, but also includes good behavior and ethics in business. In this context, students are expected to be able to apply spiritual values in every aspect of their lives, including entrepreneurship. Entrepreneurship learning at SMK Negeri 1 Malinau is designed to increase student independence through the development of a never-give-up and tenacious character, which is important for success in the world of work. Through practical projects, students are taught to take the initiative, overcome challenges, and solve problems independently. This experience gives them the opportunity to evaluate themselves and make critical decisions, which will ultimately shape noble morals and increase their piety. With this practice-based approach, students not only understand the theory but also develop independence, self-confidence, and mental resilience, which will prepare them to face challenges in their future careers. The implementation of these character values is a strong foundation in forming students who are not only able to compete in the business world, but also become agents of change who bring positive values to society.

- c. Implementation of the Character Values of Never Giving Up and Persistence in Increasing Students' Piety and Noble Morals in Entrepreneurship Learning at SMK Negeri 1 Malinau

The implementation of the character values of never giving up and being persistent in entrepreneurship learning at SMK Negeri 1 Malinau plays an important role in improving students' piety and noble morals. Character education, especially in the context of entrepreneurship, not only focuses on mastering technical skills, but also integrates moral and spiritual values that shape students' personalities. According to research (Fatmawati et al ., 2023), character education functions to foster integrity and ethical responsibility, which are important foundations for an entrepreneur. This study shows that when students are faced with complex business situations, they are more

likely to make ethical and integrity-based decisions if they have been taught moral values from an early age. Thus, entrepreneurship learning at SMK Negeri 1 Malinau creates an environment that supports character development, where students learn to integrate these values into their daily business practices.

The integration of tenacious character values in entrepreneurial activities also shows a significant impact on students' discipline and piety. Research (Sari & Wahyudi, 2021) revealed that students involved in entrepreneurial projects tend to be more disciplined and better able to manage their time and resources. The independence formed through this learning process produces students who are not only focused on financial gain, but also aware of their social responsibilities. (Ramdhani et al., 2022) emphasize that mental toughness as a spiritual element is very important in facing various challenges, so that students can be calmer and wiser in making decisions. By integrating moral, spiritual, and character values in entrepreneurial activities, students are expected to grow as entrepreneurs with high integrity and ethics, making a positive contribution to the surrounding community. This is also in line with the results of interviews which show that principals, teachers from various departments, and students agree that entrepreneurship is not only about seeking profit, but also creating a positive impact.

The principal of SMK Negeri 1 Malinau emphasized that the values of never giving up and being persistent can help students develop piety and noble morals. Challenges in entrepreneurship are seen as reflective moments to develop character based on spirituality and moral values. In this context, students are taught not only to work hard but also to pray and accept the results sincerely. A teacher from the Livestock and Fisheries Agribusiness Department added that students are taught to be patient and appreciate the efforts of others, so that a balance is created between skills and morality. For example, when facing technical problems, students are taught to remain calm and patient while finding solutions, which reflects an attitude of empathy and togetherness among them. In this case, entrepreneurship learning not only hones business skills, but also builds students' character to become individuals who are sensitive and care about the surrounding environment.

Students' experiences in facing challenges in the field of entrepreneurship further strengthen the character values taught. Animal Agribusiness students, for example, expressed that their never-give-up attitude when caring for sick animals not only helped them improve their piety but also their sense of responsibility and concern for their classmates. This shows that the challenges they face in entrepreneurial practice can improve social relationships among students. DKV students admit that in the design process that requires revision, the values of never-give-up and patience help them accept criticism better and improve their collaboration skills. Through mutual

support with their peers, students at SMK Negeri 1 Malinau not only develop technical skills but also strengthen their noble morals and piety, making them prospective entrepreneurs who are not only competent, but also have character and are able to provide a positive impact on society.

d. Implementation of Character Values of Never Give Up and Persistence in Increasing Students' Global Diversity in Entrepreneurship Learning at SMK Negeri 1 Malinau

The implementation of the character values of never giving up and being persistent in entrepreneurship learning at SMK Negeri 1 Malinau has a significant impact on increasing students' global diversity. In the context of increasingly globalized education, it is important for students to appreciate cultural and background differences in facing challenges in the world of work. Research by (Maulidya & Kusuma, 2021) shows that openness in facing business challenges allows students to better appreciate cultural diversity, preparing them to adapt to a variety of diverse work environments. By integrating these character values into entrepreneurship education, students learn not only about business practices but also about the importance of understanding and appreciating differences. This reinforces the view that entrepreneurship education is not only about economic achievement, but also about building positive relationships in social and cultural contexts.

The attitude of never giving up also contributes to increasing students' tolerance towards diverse situations. According to research (Wahyu & Rizki, 2022), students who internalize the character of never giving up tend to be more open and tolerant in dealing with differences. A study by (Yulianti et al. , 2023) supports this finding by showing that entrepreneurship education that emphasizes the value of tenacity can shape an open attitude towards diversity and intercultural cooperation. This can be seen in the entrepreneurship project activities at SMK Negeri 1 Malinau, where students are invited to collaborate with colleagues from different backgrounds. This collaborative process not only enriches their learning experience but also increases awareness of the importance of cooperation and empathy in an increasingly connected business world. Thus, students not only learn the technical and managerial aspects of entrepreneurship but also the interpersonal skills that are essential in a multicultural work environment.

The results of interviews with the Principal, teachers, and students show that entrepreneurship education at SMK Negeri 1 Malinau plays an important role in preparing students to face global challenges through understanding diverse cultures, values, and perspectives . By integrating the characters of never giving up and being persistent, students learn to adapt to different methods in entrepreneurial practice. For example, in the context of livestock and fisheries cultivation, students are taught

to apply techniques that are appropriate to local culture and face challenges that may arise in the process.

Through this experience, they understand the importance of flexibility and adaptability in dealing with existing diversity. Their success in entrepreneurial projects not only improves communication skills and adaptability, but also fosters an appreciation for diversity. Students become more prepared to contribute positively in a pluralistic society, making them competent and character-strong prospective entrepreneurs. Thus, the implementation of the character values of never giving up and being persistent in entrepreneurship learning not only improves students' business skills, but also prepares them to become individuals who are sensitive and responsive to global challenges in the future.

- e. Implementation of the Character Values of Never Giving Up and Persistence in Increasing the Spirit of Mutual Cooperation in Entrepreneurship Learning at SMK Negeri 1 Malinau

The implementation of the character values of never giving up and being persistent in entrepreneurship learning at SMK Negeri 1 Malinau plays an important role in increasing the spirit of mutual cooperation among students. The activities of the production unit at this school directly teach students about the importance of working together and supporting each other. According to (Putra & Darmawan, 2022), project-based learning that instills the character of never giving up and being persistent greatly supports students in developing a spirit of mutual cooperation. This study emphasizes that when students are faced with projects that require collaboration, they will learn to rely on each other and help each other in achieving common goals. This is in line with research (Zainuddin & Wibowo, 2021), which shows that the character of cooperation and resilience in entrepreneurship education encourages effective collaboration among students, which is necessary in the context of dynamic teamwork. By internalizing these values, students not only learn about the technical aspects of entrepreneurship but also how to be part of a successful team.

Research by (Ayu & Rahmawati, 2023) confirms that mutual cooperation develops because of a sense of mutual respect in achieving common goals. In this context, at SMK Negeri 1 Malinau, students are taught to appreciate each other's roles in the team, which in turn increases their collaborative spirit. The results of interviews with the principal and teachers show that developing a spirit of mutual cooperation in entrepreneurship learning is a crucial effort to shape the character of students who are able to collaborate and contribute in a team. This learning process not only creates an environment that supports cooperation but also helps students feel firsthand the importance of synergy in achieving common goals. Each team member is given a clear role in the entrepreneurship project, which not only teaches technical skills but also

hones effective communication and collaboration skills, while managing group dynamics and resolving conflicts.

The practice of mutual cooperation at SMK Negeri 1 Malinau helps students to be more caring and cooperative, preparing them to face challenges in a multicultural and collaborative workplace. In the context of Livestock and Fisheries Agribusiness, students often experience situations that require cooperation, where a never-give-up attitude helps them stay motivated and find solutions together when facing various challenges. In addition, design projects in the Visual Communication Design (DKV) class also reflect the same thing, where each team member complements each other and learns from shared failures.

Thus, the application of the values of mutual cooperation and a never-give-up attitude not only strengthens relationships between students, but also prepares them to contribute to the world of work, where collective success is the result of good collaboration. This shows that the development of a spirit of mutual cooperation through entrepreneurship education not only benefits students individually but also creates positive synergy within the team that can have an impact on their success in the future. By combining the characters of never giving up and being persistent, students are not only trained to face challenges individually, but also in a group context, thus forming a generation that is ready to compete and contribute to the wider community.

f. Implementation of the Character Values of Never Giving Up and Persistence in Increasing Creativity in Entrepreneurship Learning at SMK Negeri 1 Malinau.

The implementation of the character values of never giving up and being persistent at SMK Negeri 1 Malinau is very crucial in increasing students' creativity in entrepreneurship learning. Creativity, as an important aspect in entrepreneurial character education, receives special attention because of its ability to encourage innovation and problem solving among students. Research by (Suhartini & Lestari, 2020) shows that the character of never giving up motivates students to continue trying new ideas even when facing failure, which is an integral part of the innovation process in entrepreneurship. This is in line with the results of research by (Yusof & Zahari, 2021), which revealed that persistence in facing challenges not only increases students' fighting spirit but also their ability to generate creative solutions. A recent study by (Fadillah et al ., 2024) emphasized that the value of never giving up plays a significant role in developing students' creativity, especially in an entrepreneurial environment that requires continuous innovation to compete in the market.

The results of interviews with the principal and teachers from the Livestock Agribusiness, Fisheries Agribusiness, and Visual Communication Design (DKV) expertise programs confirmed that this character development creates an environment

that supports exploration and innovation. In practice, through instilling a never-give-up attitude, students are taught to see failure as an inseparable part of the learning process, and this encourages them to experiment and develop new ideas. Students who have a tenacious attitude have been shown to be more willing to take risks in entrepreneurship, because they are prepared to face challenges with optimism and persistence. Research by (Mardiana & Arifin, 2021) added that a learning environment that is supportive and open to new ideas greatly contributes to the development of students' creativity, creating a synergy between character and creative abilities in the context of entrepreneurship.

The tenacity attitude also plays an important role by encouraging students to continue trying and finding creative solutions to the various challenges they face in each project. In entrepreneurship learning, students are faced with situations that require critical and innovative thinking, where mistakes can be opportunities to learn. The results of the interviews showed that students were taught not to be afraid of failure, but to make mistakes an opportunity to learn and innovate. This attitude in turn leads to better results and higher creativity in the competitive world of entrepreneurship. In addition, research by (Setiawan & Siti, 2023) supports that the implementation of the character of never giving up and being tenacious in learning can increase the spirit of innovation and competitiveness of students in a changing market. Thus, the application of these character values not only strengthens students' creative abilities but also equips them with important skills needed to succeed in the business world in the future.

3.3. The Gap Between Entrepreneurship Learning Objectives and Their Implementation in the Field

The gap between the objectives of entrepreneurship learning designed to instill a character of never giving up and being persistent and its implementation in the field at SMK Negeri 1 Malinau is a significant problem. Although the entrepreneurship curriculum focuses on developing strong character, many obstacles are faced by the principal, teachers, and students in achieving these goals. Research by (Rahman & Ali, 2021) shows that despite good intentions in designing the curriculum, implementation in the field is often hampered by external and internal factors. One of the main obstacles is the limited time allocated in the curriculum. Ideal entrepreneurship activities, which include in-depth and continuous learning experiences, require sufficient time to internalize the necessary concepts and characters. However, often the time available for this learning is insufficient, so that students cannot experience a comprehensive learning process (Setiawan, 2022).

In addition to time, limited facilities and practical tools are significant challenges that prevent students from applying the knowledge they have learned in a more real context. The availability of adequate resources, such as appropriate practice space and modern tools, is

essential to creating an effective learning environment. Research by (Sari & Hadi, 2023) revealed that inadequate facilities can reduce student motivation and hinder them from developing relevant entrepreneurial skills. Without supporting facilities, students find it difficult to practice and apply the theories they have learned, which contributes to the gap between what is taught and what can be applied in the field. This explains why, even though the curriculum includes the character values of never giving up and being persistent, many students find it difficult to internalize these values in practice (Yusuf et al ., 2022).

Another obstacle is the lack of training and professional development for teachers in teaching entrepreneurship. Teachers play an important role in instilling the character of never giving up and being persistent in students, but without a deep understanding of how to teach these values effectively, achieving learning objectives becomes difficult. Research by (Anggara & Wijaya, 2020) shows that increasing teacher competence in teaching entrepreneurship can have a positive impact on students' understanding of good entrepreneurial character and practices. Therefore, it is important to provide sufficient support and training for educators so that they can integrate character values into their learning effectively. Addressing the gap between learning objectives and their implementation in the field requires serious attention from all relevant parties, including the government, schools, and the community, to ensure that entrepreneurship education not only teaches theory, but also equips students with the skills and character needed to succeed in the real world.

- a. Factors that become obstacles in the implementation of entrepreneurship learning designed to instill a character of never giving up and being persistent

In the implementation of entrepreneurship learning designed to instill a character of never giving up and being persistent at SMK Negeri 1 Malinau, there are a number of significant obstacles faced. One of the main problems is the limited time in the curriculum, which often does not provide enough opportunities for students to be deeply involved in the entire entrepreneurship process. According to (Rahman et al ., 2022), effective entrepreneurship learning requires sufficient time for students to internalize the expected character. Research by (Hasan & Aziz, 2021) shows that limited time can hinder the development of skills needed to face real-world challenges, so that students cannot experience the learning process comprehensively.

In addition, the lack of adequate facilities and practical tools is also an obstacle. Interviews with teachers showed that without adequate facilities, students have difficulty applying the theories they have learned into practice. (Sari & Hadi, 2023) stated that this condition can result in frustration and reduce student motivation in entrepreneurship learning. In addition, differences in student motivation and readiness are another challenge, where not all students have the same interest in the character of never giving up and being persistent. (Yusof et al ., 2023) found that intrinsic motivation has a significant effect on student participation in entrepreneurial

activities, and this lack of motivation can hinder the development of a never-give-up attitude among students.

Another obstacle faced by students is the unpredictable field situation, especially in the Livestock and Fisheries Agribusiness program. According to reports from school principals, when faced with problems such as livestock health or poor water quality, students often feel frustrated and look for shortcuts instead of finding solutions independently (Anggara & Wijaya, 2020). In the field of Visual Communication Design, students also tend to feel discouraged when faced with criticism, indicating a lack of understanding of the iteration cycle required in design. Research by (Fadillah et al ., 2024) emphasizes the importance of a deep understanding of the learning process involving exploration and effort. All of these factors indicate the need for a more holistic approach to entrepreneurship education, including improving facilities, practice time, and motivational support to help students develop resilience and a never-give-up attitude in facing future challenges.

- b. Strategies for implementing entrepreneurship learning designed to instill a never-give-up and tenacious character are carried out effectively.

The implementation of entrepreneurship learning designed to instill a character of never giving up and being persistent at SMK Negeri 1 Malinau requires a comprehensive strategy that prioritizes practical experience. One of the main strategies is the integration of project-based learning methods into the curriculum. According to (Rahman & Hasan, 2022), project-based learning allows students to be directly involved in real challenges, such as livestock farming or fish farming, so that they can understand the dynamics and complexities of the world of entrepreneurship. This is supported by a study by (Zainuddin et al ., 2021), which confirms that practical experience can strengthen students' understanding of the theories learned and improve their problem-solving skills. In addition, problem-based learning methods are also very important for training students to overcome difficulties and develop mental resilience when facing failure (Suhartini & Lestari, 2023). By facing real situations, students are expected to be able to internalize the values of never giving up and being persistent within themselves, thus forming a stronger character in facing challenges in the future.

Discussions with various stakeholders, including principals, teachers, and students, highlighted that collaboration between teachers, students, and the surrounding community is essential to create a conducive learning environment. The principal expressed that training for teachers in methods that support the character of never giving up is a crucial step. Through this training, teachers can learn to create a school culture that supports experimentation without the stigma of failure. In this context, (Rahayu et al ., 2024) noted that support from trained teachers can inspire students to

take risks and learn from their mistakes. Teachers from the livestock agribusiness department emphasized the need for student involvement in hands-on practice, while Fisheries teachers suggested technology integration and partnerships with industry professionals to provide students with deeper practical insights. This technology integration can also enhance students' learning experiences by using relevant digital tools in the learning process, as shown by research by (Pratiwi & Farhan, 2023). Meanwhile, Visual Communication Design (DKV) teachers proposed a creative approach through collaborative projects that challenge students to overcome criticism and learn from failure. This approach not only encourages creativity but also helps students understand that failure is part of the learning process. Hands-on experience and post-project reflection sessions are essential to strengthen motivation and a spirit of never giving up among students (Haryanto et al., 2022). Students from various majors also noted that collaboration and support between classmates strengthened their motivation. In this context, collaborative experiences allow students to share experiences and strategies, creating a mutually supportive learning environment and strengthening the values of resilience. By adopting these various approaches, entrepreneurship learning at SMK Negeri 1 Malinau can create an environment that supports the development of tenacity and never giving up characters in students, preparing them to face challenges in a competitive and dynamic world of work.

3.4. Mentorship and supervision of teachers or mentors in supporting the internalization of the character of never giving up and being persistent through production unit activities at SMK Negeri 1 Malinau

The guidance and supervision of teachers or mentors at SMK Negeri 1 Malinau plays a very important role in supporting the internalization of the character of never giving up and being persistent in students through production unit activities. Production unit activities provide students with the opportunity to be directly involved in business processes, both in the fields of Livestock Agribusiness, Fisheries, and Visual Communication Design. According to (Yulianti & Agustina, 2022), direct involvement in production activities can strengthen students' understanding of business dynamics, while encouraging them to face real challenges. In each activity, the teacher functions not only as a teacher, but also as a mentor who provides guidance and emotional support to students. Research by (Hartono et al., 2021) shows that close supervision and constructive feedback from teachers can help students understand that failure is part of the learning process that must be gone through to achieve success.

For example, when students face challenges in livestock or fish farming, teachers can facilitate discussions about possible solutions and teach students not to give up in the face of difficulties (Budianto, 2023). The presence of mentoring from teachers also provides students with the opportunity to reflect on their experiences after completing production unit activities. This reflection is important to help students understand what they have learned,

both from success and failure. In a supportive atmosphere, students are encouraged to share their experiences, discuss mistakes made, and find ways to improve strategies in the future. Research by (Yanti & Kurniawan, 2024) emphasizes that this reflection process does not only focus on the final result, but also on the journey that students go through in achieving that achievement. Thus, teacher supervision and mentoring at SMK Negeri 1 Malinau is an effective tool for forming a generation that is resilient and ready to face the competitive world of entrepreneurship.

a. The Role of Teachers in Supporting the Internalization of Never Give Up and Persistence Characters through Student Production Unit Activities at SMK Negeri 1 Malinau

The role of teachers at SMK Negeri 1 Malinau is very important in supporting the internalization of the character of never giving up and being persistent among students through production unit activities. In this context, teachers function as active mentors, not only teaching theory but also providing practical guidance in facing challenges, such as in livestock farming or fish farming. According to research by (Indah & Jati, 2020), teacher involvement in the practice-based learning process can improve students' ability to solve problems independently. When students experience difficulties, teachers provide emotional support and constructive feedback, encouraging them to find solutions rather than give up (Surya, 2021). This is in line with a study by (Lestari & Rahmawati, 2022), which shows that social support from teachers plays an important role in shaping students' mental resilience, especially when they face challenges.

In addition, teachers create a safe and collaborative learning environment, where students can share experiences and learn from mistakes. This supportive environment allows students to feel comfortable expressing their misunderstandings and asking for help, which can strengthen the character of never giving up (Wahyu & Fitri, 2023). In interviews with several teachers at SMK Negeri 1 Malinau, they emphasized the importance of creating an atmosphere where students are not afraid to make mistakes, because these mistakes are an important part of the learning process. As stated by (Fadillah & Rachmawati, 2024), collaborative learning experiences can increase student engagement and reduce frustration when they are faced with difficult challenges.

Through discussion and reflection after the activity, students are taught that failure is part of the learning process that is needed to develop a never-give-up attitude. According to research by (Prasetyo, 2020), reflection after learning helps students to understand and internalize lessons from their experiences, both from success and failure. In practice, teachers at SMK Negeri 1 Malinau conduct regular reflection sessions, where students share their experiences related to the challenges faced during

production unit activities. In this session, students are encouraged to analyze the mistakes they made and find ways to improve themselves in the future. With this approach, students learn that failure is not the end, but a step towards greater success (Putri, 2022).

Teachers also play a role in instilling the values of the character of never giving up through their own behavioral examples. When teachers demonstrate an optimistic and persistent attitude in facing challenges, students tend to imitate that attitude. A study by (Sari & Nugroho, 2023) shows that positive behavioral examples from teachers can influence students' attitudes and motivation to continue trying, even when faced with difficulties. Thus, the existence of teachers as role models in perseverance is crucial to internalizing the character of never giving up and being persistent among students.

Overall, the role of teachers at SMK Negeri 1 Malinau in supporting the internalization of the character of never giving up and being persistent through production unit activities is very significant. With an approach that focuses on practical guidance, emotional support, and the creation of a collaborative learning environment, teachers not only help students overcome challenges but also equip them with the mental resilience needed to face the competitive world of entrepreneurship. Previous studies have also emphasized that teacher support in the learning process greatly contributes to the development of resilient student character (Sari, 2021; Jannah, 2023). Thus, SMK Negeri 1 Malinau can continue to develop strategies that support the role of teachers in forming a tenacious and never-give-up character in students, which will ultimately strengthen their readiness to enter the business world.

b. Supervision System Implemented by Teachers in Supporting Internalization of Never Give Up and Persistence Characters through Student Production Unit Activities at SMK Negeri 1 Malinau

The supervision system carried out by teachers at SMK Negeri 1 Malinau plays an important role in supporting the internalization of the character of never giving up and being persistent among students, especially through production unit activities. This supervision is not only to supervise student activities, but also aims to provide effective guidance and create a conducive learning environment. In the context of entrepreneurship learning, where students are faced with real challenges, teacher supervision helps them to stay focused, motivated, and develop the skills needed to overcome various obstacles. Research by (Nursyifa & Aditya, 2020) shows that active support and supervision from teachers can increase student engagement in the learning process and form a positive attitude towards challenges.

Through a systematic and planned supervision system, teachers can identify the needs of each student and provide appropriate interventions. Active and consistent supervision, such as providing direct feedback after students complete tasks, is very

important in forming an attitude of never giving up and resilience. In a study conducted by (Rahmawati & Kurniawan, 2021), it was found that constructive feedback from teachers can increase students' motivation to face failure and keep trying despite difficulties. This is in line with the principles of education that emphasize that directed learning experiences and support from mentors can help students develop problem-solving skills and resilience (Lestari & Iskandar, 2022).

In addition, supervision also includes monitoring collaboration between students, which can foster cooperation and mutual support in completing projects. According to research by (Setiawan & Priyono, 2023), effective collaboration between students not only improves learning outcomes but also builds a character of never giving up and being persistent. In the context of production unit activities, teachers can organize work groups that encourage students to collaborate in solving problems, managing projects, and learning from each other. Through these interactions, students can provide emotional and practical support to each other, which in turn strengthens their determination not to give up when facing challenges.

In its implementation, teachers at SMK Negeri 1 Malinau apply a supervision system that involves direct observation during production unit activities. By observing students as they interact and work, teachers can capture group dynamics and provide necessary interventions. For example, when students face difficulties in livestock maintenance or fish farming, teachers can immediately provide relevant assistance or explanations. This not only helps students to overcome the problems they face, but also provides an opportunity for them to learn from the experience (Prasetyo, 2020). In addition to direct supervision, teachers also encourage students to engage in self-reflection after each activity. This reflection is an important part of the supervision system, where students are encouraged to evaluate their experiences, identify mistakes made, and formulate strategies for future improvement. Research by (Fadillah & Nurjanah, 2022) emphasizes the importance of reflection in education, which not only helps students understand the learning process but also builds awareness of the importance of mental resilience and a never-give-up attitude.

Overall, the supervision system carried out by teachers at SMK Negeri 1 Malinau is very crucial in supporting the internalization of the character of never giving up and being persistent through student production unit activities. Through a systematic and planned approach, supervision not only helps students overcome practical challenges but also forms the character needed to succeed in the world of entrepreneurship. By providing emotional support, constructive feedback, and collaborative monitoring, teachers contribute to creating a learning environment that supports the development of resilient character among students (Jannah, 2023; Sari & Nugroho, 2024). Therefore, efforts to improve the effectiveness of the supervision system must

continue to be made so that students can achieve their best potential in facing future challenges.

The conclusion of the entire discussion at SMK Negeri 1 Malinau indicates that efforts to develop a character of never giving up and being persistent among students through entrepreneurship learning activities require a comprehensive and integrated approach. The gap between learning objectives and their implementation in the field arises due to various obstacles, such as limited time allocated in the curriculum and the lack of adequate facilities and practical tools. This hinders student involvement in the in-depth entrepreneurship process, which should provide a comprehensive learning experience. Effective strategies, including the integration of project-based learning methods and problem-based learning, need to be implemented to provide students with the opportunity to overcome real challenges and build mental resilience.

4. Conclusion

The conclusion of this study is that the level of understanding and awareness of SMK Negeri 1 Malinau students regarding the importance of the character of never giving up and being persistent in entrepreneurship learning in the production unit is greatly influenced by the P5 learning approach. Students have a strong understanding of this character, which is reflected in the context of each major. In the Livestock Agribusiness major, students face challenges in managing livestock health and feed, requiring resilience and tenacity. In Fisheries Agribusiness, students are faced with the challenge of maintaining water quality and fish health, which requires patience and perseverance. Meanwhile, in the Visual Communication Design major, students often face revisions and demands for creativity that require mental resilience. By integrating the character of never giving up and being persistent in P5 learning, students can increase their awareness and readiness to face challenges in the world of work, according to their field of expertise.

The implementation of the character values of never giving up and being persistent in entrepreneurship learning in vocational schools plays a crucial role in developing various important aspects in students. First, these values improve students' critical thinking skills by encouraging them to face challenges analytically and seek innovative solutions, so that they can think outside the box. Furthermore, the character of never giving up and being persistent builds students' independence, allowing them to take the initiative in entrepreneurial projects and be responsible for their decisions. In the context of morals and piety, students are taught to integrate moral values into business practices, creating individuals who are not only competent but also ethical. In addition, entrepreneurship education that emphasizes global diversity prepares students to appreciate cultural differences, while the spirit of mutual cooperation developed in teamwork supports effective collaboration. Finally, the character of being persistent fosters students' creativity by guiding them to see failure as a learning

opportunity, so that they are more courageous in experimenting and innovating in the world of entrepreneurship.

Analysis of the gap between the objectives of entrepreneurship learning and its implementation in the field at SMK Negeri 1 Malinau shows that there are significant challenges in implementing the character values of never giving up and being persistent. Although the curriculum is designed to build these characters, obstacles such as limited learning time, lack of adequate facilities and practical tools, and minimal training for teachers, hinder students from internalizing these values effectively. To overcome these problems, a more comprehensive and experience-based learning strategy is needed, such as the integration of project-based and problem-based learning methods, as well as collaboration between teachers, students, and the community. Thus, entrepreneurship education is expected to be more optimal in preparing students to face challenges in the real world and develop strong characters.

The role of teachers in supporting the internalization of the character of never giving up and being persistent through the activities of student production units at SMK Negeri 1 Malinau is very important, because teachers not only function as teachers, but also as mentors who provide practical guidance and emotional support. In the context of entrepreneurship learning, teachers create a safe and collaborative learning environment, where students can face real challenges and learn from failure. The supervision system carried out by teachers, which includes monitoring student progress and providing constructive feedback, also plays a significant role in helping students build mental resilience and a never-give-up attitude. With a combination of the active role of teachers and effective supervision, students are encouraged to continue trying despite difficulties, thus supporting the development of a resilient character and ready to face challenges in the world of entrepreneurship.

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