

Construction of the Entrepreneurial Spirit of Package C at PKBM Al-Kayyis Indonesia Gresik

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ABSTRACT

Entrepreneurship education is increasingly important for Package C students, an equivalency program at the senior high school level, as graduates may face limited employment opportunities and need the capacity to create independent livelihoods. However, how an entrepreneurial spirit is developed among Package C students through non-formal education remains insufficiently understood. This study aims to explore the process through which entrepreneurial spirit is constructed among Package C students and how it encourages them to establish independent businesses. Using a qualitative phenomenological approach, data were collected through in-depth interviews, participant observation, and document analysis involving the head of a Community Learning Center (CLC), four tutors, and 12 Package C students at PKBM Alkayyis Indonesia. Data were analyzed through data reduction, data display, and conclusion drawing. The findings show that entrepreneurial spirit is constructed through structured learning and guided practice in five interrelated stages: (1) developing self-awareness of socio-economic conditions and values rooted in culture, ethics, and religious morality; (2) building an understanding of entrepreneurship as a problem-solving activity aligned with personal interests; (3) strengthening entrepreneurial behavior through training and guided agribusiness practice; (4) habituating entrepreneurial activities through regular and independent hands-on practice; and (5) internalizing entrepreneurial qualities, including courage to experiment, initiative, innovation, creativity, self-confidence, and perseverance. These findings indicate that entrepreneurial spirit develops through a gradual process combining awareness, knowledge, reinforcement, and repeated practice. The study highlights the potential of structured, practice-oriented entrepreneurship learning in non-formal education to foster students' independence and entrepreneurial action.

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1. INTRODUCTION

Lifelong learning aims to optimize the individual's role in life—specifically regarding the interplay between work and learning [1]. From a theoretical perspective, lifelong learning is globally influenced by feminist discourse, postmodernism, and a growing interest in issues of community identity [2]. To facilitate lifelong learning, non-formal education (NFE)—conducted outside the formal school system—serves as a substitute, supplement, and/or complement; it supports this objective through programs such as equivalency education (Package C) [3], [4]. Community Learning Centers (CLCs) offer Package C and agribusiness life-skills programs based on student choice. In this context, students act as both subjects and objects in the various activities organized by CLCs to foster lifelong learning (English, L.M. and Carlsen, A. 2019; Arslan, N. et al., 2024). Furthermore, lifelong learning encompasses competence development, the cultivation of lifelong learning skills, and the integration of formal, non-formal, and informal learning (Black, 2022).

Community Learning Centers (CLCs) conduct training programs in literacy, vocational skills, health, and civic education, while also providing facilities such as libraries, museums, sports areas, and community learning spaces that help foster an entrepreneurial spirit among students [6]. Research has previously been conducted on entrepreneurial spirit, focusing specifically on entrepreneurial decision-making. Such studies indicate that the decision to engage in entrepreneurship is driven by morality and economic needs, requiring qualities such as imagination, creativity, novelty, and sensitivity [7]. Fundamentally, entrepreneurship is about change and facing new, dynamic situations.

Agribusiness learning programs covering goat and chicken farming as well as vegetable cultivation serve as a means to foster an entrepreneurial spirit among students, aiming for self-reliance [8]. The success of the Community Learning Center (CLCs) in delivering entrepreneurship education is measured by the entrepreneurial ventures actually launched or undertaken by the learners. To gain theoretical insight into the process of constructing an entrepreneurial spirit that supports future success, this study focuses on the construction of an entrepreneurial spirit among students through agribusiness learning at PKBM Alkayyis Indonesia. The construction of this spirit in individual learners is assumed to be influenced by economic, traditional, cultural, social, ethical, and religious factors, as identified by Max Scheler [9].

The novelty of this research lies in the process of constructing an entrepreneurial spirit, emphasizing structured learning and guided training to instill this mindset in students. This approach contributes to entrepreneurship education for students in the “Package C” program equivalent to senior high school.

The theoretical framework for this study on the construction of an entrepreneurial spirit is grounded in entrepreneurship theory and behavioral construction theory. Entrepreneurship is linked to economic development, as entrepreneurial activities drive the creation of new businesses, foster innovation, and improve well-being. However, these positive impacts are influenced by various factors, such as institutions, human resource quality, and economic conditions at both national and global levels [10]. International entrepreneurship evolves through several key aspects: international business opportunities,

business networks, entrepreneurial characteristics, and the corporate internationalization process. International entrepreneurship plays a role in knowledge transfer involving various actors, such as transnational entrepreneurs and globally operating firms [11].

Empowerment through entrepreneurship is an effort to grant individuals greater influence over work-related decisions and to create conditions that foster initiative and self-determination [12]. Community Learning Center institutions play a vital role in enhancing citizen participation, as local organizations serve as platforms for coordination, communication, and the development of programs based on community needs [13]. Community empowerment involves finding new ways to focus power in the execution of tasks, delegating responsibility across all levels, and transferring power to subordinates in a controlled manner to achieve long-term goals; it entails creating conditions that allow individuals to utilize their capabilities to the fullest and generating psychological energy among all participants [14]. Being empowered refers to a state in which an individual is capable of changing their personal circumstances or the environmental factors contributing to difficulties in accessing adequate goods, services, status, or life opportunities [15]. Empowerment is the process of helping individuals, groups, and communities gain the power to make decisions and determine actions concerning themselves, including mitigating the impact of personal and social barriers to action [16]. In the digital era, Yuhanda & Laksana (2024) highlight the importance of enhancing the community's ability to adapt to changing times, noting that information technology can support the strengthening of social and economic capacities as well as community participation. Entrepreneurship is a key factor in driving economic growth, creating jobs, fostering innovation, and bolstering community competitiveness. In the era of globalization and digital transformation, entrepreneurship is understood not merely as the act of establishing a business, but also as an individual's capacity to identify opportunities, manage risks, create added value, and generate sustainable innovations (Natasya et al., 2025). Therefore, an understanding of the entrepreneurial spirit, types of entrepreneurship, influencing factors, stages of entrepreneurship, and how to cultivate an entrepreneurial mindset is essential for both university students and aspiring entrepreneurs [19]. Entrepreneurship education positively influences the emergence of an entrepreneurial spirit and contributes to the formation of entrepreneurial behaviors, which ultimately shape an entrepreneurial mindset [20]. Entrepreneurship is a crucial element of economic development, as it drives job creation, innovation, and technological advancement.

In non-formal education programs, an entrepreneurial spirit serves as a foundation for individuals to start and manage a business. Understanding the theory of entrepreneurial spirit and its various aspects is crucial for raising awareness and knowledge regarding the characteristics of "Package C" students. This study examines the entrepreneurial spirit of Package C students at PKBM Alkayyis Indonesia, the aspects that shape this spirit in business development, and its contribution to self-reliance. Entrepreneurial spirit refers to the attitudes, characteristics, and behaviors exhibited by learners when engaging in entrepreneurial activities. Several theories address the concept of entrepreneurial spirit. It is defined as a mindset that helps individuals recognize and evaluate opportunities and take action amidst uncertainty [21]. Entrepreneurial spirit acts as an individual mindset that

encourages the recognition of potential and opportunities to enhance one's empowerment. Key characteristics associated with the development of an entrepreneurial spirit include self-confidence, a results-oriented approach, risk-taking courage, leadership, originality, and a future-oriented outlook [22]. Entrepreneurial theory suggests that an entrepreneurial spirit is the outcome of a constructive process, manifesting as a behavioral tendency to innovate, take risks, and create opportunities. Entrepreneurial success encompasses intrinsic motivation, resilience, the courage to face failure, and creativity. Entrepreneurship involves more than just theory; it comprises various aspects that collectively shape an entrepreneur's success.

Several key aspects define entrepreneurship, including: (1) Innovation—the ability to create new products or services that are distinct from and superior to existing ones [23]. Entrepreneurship entails the ability to generate added value through the creative and innovative management of resources. In this context, innovation relates to the capacity to develop new ideas, devise problem-solving methods, and identify business opportunities. (2) Taking uncertain risks—whether financial, social, or emotional. The ability to calculate and confront risk is a hallmark of a true entrepreneur. Risk-taking behavior refers to a business owner's tendency to make decisions that carry potential risks for the business [24]. (3) Creativity and problem-solving—requiring the ability to think creatively when facing challenges and to find effective solutions. Creativity plays a vital role in generating ideas that are new and distinct from existing ones. (4) Self-confidence—a crucial element of entrepreneurship. Entrepreneurs must believe in themselves and their ability to overcome obstacles. (5) Tenacity and perseverance—important aspects of entrepreneurship. Entrepreneurs frequently encounter various failures and challenges, yet they must possess the spirit and drive to keep moving forward.

An entrepreneurial spirit is built upon various character traits that emphasize the importance of creativity and innovation in fostering that spirit. Consequently, the foundation of an entrepreneurial spirit encompasses aspects such as self-confidence, a task- and result-oriented mindset, the courage to take risks, leadership, creativity and innovation, originality, and a future-oriented outlook [25]. The construct of the entrepreneurial spirit according to Max Scheler's theory is as follows.

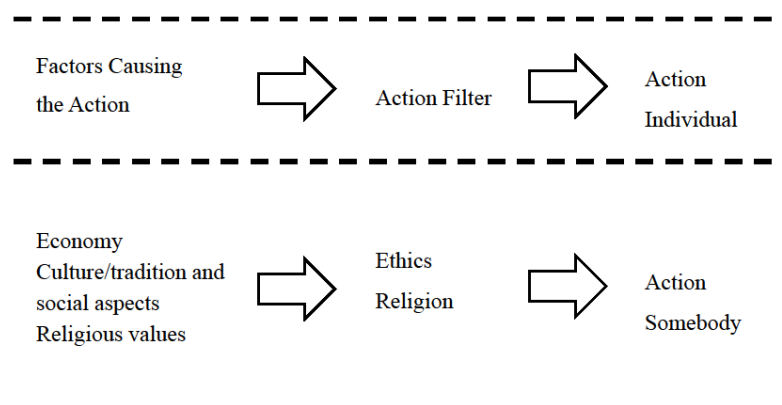


Figure 1. Construction of Individual Action: Max Scheler's Model [9]

2. METHOD

This study employs a qualitative phenomenological research approach. Qualitative research is used to uncover social phenomena occurring during the process of cultivating an entrepreneurial spirit. The researcher serves as the primary instrument in revealing the phenomena present in this context [9], [26]. The study examines the complex process by which an entrepreneurial spirit emerges among “Package C” students at PKBM Alkayyis Indonesia, focusing on structured learning efforts and practical activities that influence student behavior. This presents an intriguing phenomenon for deeper exploration, specifically regarding the behavioral meanings that contribute to the construction of an entrepreneurial spirit among these students.

The study involves informants comprising the institution’s head, four tutors, and twelve “Package C” students, with data obtained through a snowball sampling method. The qualitative data analysis process follows initial data collection—conducted via in-depth interviews, observation, and documentation. The collected data is selected based on relevant variables (data reduction) and structured (data display) into a narrative outlining the construction of the entrepreneurial spirit; the final stage involves drawing conclusions regarding the process of constructing this entrepreneurial spirit among the “Package C” students [27].

3. RESULTS

The discussion regarding the meaning of an individual’s actions is based on Weber’s perspective [28] that every individual action holds diverse meanings; therefore, understanding such an action requires grasping “how the actor” perceives their world. Furthermore, an individual’s action is driven by a specific purpose or “in-order-to motive” [9]. Consequently, understanding an action requires identifying the purposive motive behind it. Weber’s view emphasizes that to understand the **noumena** (underlying essence) behind an individual’s action, one must also examine factors such as history, economics, social stratification, and political and cultural conditions. Because actions are performed rationally and consciously based on purposive motives, they are also influenced by the actor’s intellectual capacity, level of understanding, and emotional state regarding the action’s subjective meaning.

The discussion regarding the meaning of an individual’s actions is based on the views of Max Scheler (Fatchan, 2013; Ritzer, 2014), who posited that every individual action holds diverse meanings; therefore, understanding such meaning requires looking at how the actor perceives their world. Furthermore, an individual’s action is driven by a specific purpose or “in-order-to” motive [9]. Consequently, understanding an action requires examining the underlying purpose that motivated it. This perspective emphasizes that, to comprehend the *noumena* the underlying essence—behind an individual’s action- one must also understand or study factors such as history, economics, social strata, and political and cultural conditions. Max Scheler stated that rational and conscious actions are influenced by the actor’s intellectual capacity, level of understanding, culture, religion, and emotional state as they interpret the subjective meaning of their actions [9].

Observations of “Packet C” students revealed the emergence of an entrepreneurial spirit during lessons, evidenced by their enthusiastic questioning. The students demonstrated enthusiasm for learning and engaging in entrepreneurial practices aligned with their specific interests: culinary arts, marketing, goat farming, poultry farming, and vegetable farming.

The results of an interview with Nabila, an 11th-grade student, regarding her enthusiasm for the entrepreneurship program are as follows:

“I’ve been here for two years. I’m really happy to participate in the entrepreneurship training, as it will equip me with useful skills after I graduate from the Package C program. I chose the culinary track; if I can’t sell the food, well... I can at least use it for myself. My friends feel the same way—they’re very happy too, though they chose different skills. The instructor is Ustadz Hafidz, an expert in agribusiness.” (NB, 12/24)

An entrepreneurial spirit also emerged during an interview with Zidan, a 12th-grade student, who stated:

“I’m really happy because, alongside religious studies, we are also taught entrepreneurship here. I’m interested in goat farming since I live in a village; I’ll be able to apply what I’ve learned back home.” (ZD/3/24)

In an interview, Robi, a 12th-grade Package C student, described the activities at the PKBM dormitory as follows:

“At the Al-Kayyis Quran House, I memorize the Quran every day. Here, we receive general education and Quran memorization lessons, as well as skills training in raising goats and chickens and growing vegetables.” (Rb, 04/24)

Community Learning Center conducts activities designed to foster an entrepreneurial spirit by equipping students with vocational skills in goat farming, poultry raising, and vegetable cultivation. These activities aim to cultivate the students’ awareness of their local environment and its various potentials, specifically, the ability to identify business opportunities by integrating agricultural and livestock practices. The area surrounding PKBM Alkayyis Indonesia is characterized by agriculture and animal husbandry; local residents frequently engage in goat farming alongside rice cultivation.

Furthermore, the instructors, ustadz, consistently provide entrepreneurial motivation to “Package C” high school equivalency students during every learning session. As Ustadz Hafidz explained:

“PKBM Alkayyis Indonesia features a flagship program for equivalency education that integrates Quranic memorization with life skills. Consequently, students receive instruction in general academics, religious studies, Quranic memorization, and entrepreneurship. We actively encourage entrepreneurship through various means and opportunities, incorporating entrepreneurial content and motivation into the curriculum to help them become resilient

Muslim entrepreneurs. That is why we provide them with entrepreneurship training and relevant supporting skills” (HF, 24/24).

Echoing this sentiment, Dinal and Wildan—both 11th-grade students—shared the following:

“As the instructors mentioned, we are taught skills here to foster independence and an entrepreneurial spirit. Once we graduate, we can use these skills to make a living in the community. Of course, those who wish to pursue higher education are also welcome to do so” (DI, 23/24).

The process of cultivating an entrepreneurial spirit among “Package C” students begins with the development of self-awareness. This emergence and growth of self-awareness serves as the key to students acquiring an entrepreneurial mindset. The awareness developed by these students encompasses current and future challenges, recognition of their own potential, clarity regarding life goals, an understanding of the importance of change, and an appreciation for achieving success in both this life and the hereafter. This awareness-building process is facilitated by instilling soft skills and shaping the students’ attitudes toward life.

The subsequent stage involves understanding the processes of life and work. Gaining this understanding requires more than just classroom instruction; it necessitates practical entrepreneurial experience. Hands-on learning in livestock and vegetable farming fosters a willingness to try new things, a lack of fear regarding failure, innovativeness, creativity, and perseverance in one’s endeavors. Students develop an understanding of entrepreneurship through structured lessons and practical activities such as culinary arts, goat and chicken farming, and vegetable cultivation. As Dinal, an 11th-grade student, stated:

“I am happy here; I learn about agribusiness and goat farming. I also completed an internship at a farm in Central Java. The material is taught by Ustadz Hafidz, and we receive guidance on practical activities based on our interests. There are opportunities for goat farming, chicken farming, vegetable growing, and culinary arts.” (DI/20/24)

An interview with Wildan, an 11th-grade student, yielded the following:

“My name is Wildan. Alhamdulillah, I have memorized the entire Quran (30 juz) and am now serving here. I teach and listen to the memorization recitations of the junior high (Package B) students. I am currently in the 11th grade and receive agribusiness training, such as dairy goat farming, chicken farming, and vegetable cultivation. I participate in the chicken farming practicals.” (wdl/28/24)

In an interview, Awwa, an 11th-grade female student, stated:

“I am in the 11th grade; female students are taught not only academic subjects but also business skills suited to their activities—such as culinary skills, running a stationery shop,

digital marketing, and so on. Entrepreneurial skills are typically put into practice on Saturdays” (AW, 01/24).

The reinforcement stage involves strengthening the entrepreneurial spirit already present in the students. This reinforcement is achieved through direct engagement—such as motivation to persist in their efforts, praise for consistency in learning entrepreneurship, reinforcement of entrepreneurial goals, shared meals, and the provision of pocket money.

“We are often given snacks here to foster a sense of togetherness. The goats we raise are slaughtered during Eid al-Adha for a communal meal, and we receive pocket money. Chickens are also distributed for free to parents or guardians who wish to raise them” (DI/20/24).

The habituation stage involves direct engagement in entrepreneurial activities through a scheduled roster of tasks covering goat rearing, chicken farming, and vegetable cultivation. This scheduling ensures the continuous development of the students’ entrepreneurial spirit, as they engage in these activities daily under the supervision of caregivers. This habituation fosters an attitude of gratitude, hones entrepreneurial competencies, encourages creativity in directly addressing problems and seeking solutions, and cultivates a drive for progress. This is illustrated in the following table.

Table 1. List of entrepreneurship students at PKBM Alkayyis Indonesia

No	Name	Entrepreneurship	Schedule
1	Robiansyah	goat farming	08.00-11.00 WIB
2	Dinal	goat farming	08.00 – 11.00 WIB
3	Danang	chicken farming	08.00 – 11.00 WIB
4	Abdan	chicken farming	08.00 – 11.00 WIB
5	Wildan	chicken farming	08.00 – 11.00 WIB
6	Ziyad	vegetable cultivation	08.00 – 11.00 WIB
7	Abid	vegetable cultivation	08.00 – 11.00 WIB
8	Faiz	vegetable cultivation	08.00 – 11.00 WIB
9	Awwa	culiner	08.00 – 11.00 WIB
10	Lila	Culiner	08.00 – 11.00 WIB
11	Najwa	culiner	08.00 – 11.00 WIB
12	Nabila	culiner	08.00 – 11.00 WIB

The final stage is the actual manifestation of entrepreneurial behavior. At this stage, students are able to run entrepreneurial activities aligned with their interests and capabilities. Examples include raising chickens, selling snacks, rearing goats, and selling goat milk. Consequently, the process of fostering an entrepreneurial spirit cultivates a willingness to try new things, a proactive drive, innovativeness and creativity, self-confidence, and perseverance in managing these ventures.

The process of cultivating an entrepreneurial spirit among students involves a cohesive series of activities, ranging from entrepreneurship instruction and motivational support to life-skills training, daily practical entrepreneurship exercises, and profit-and-loss calculations. The research findings are presented in the following figure.

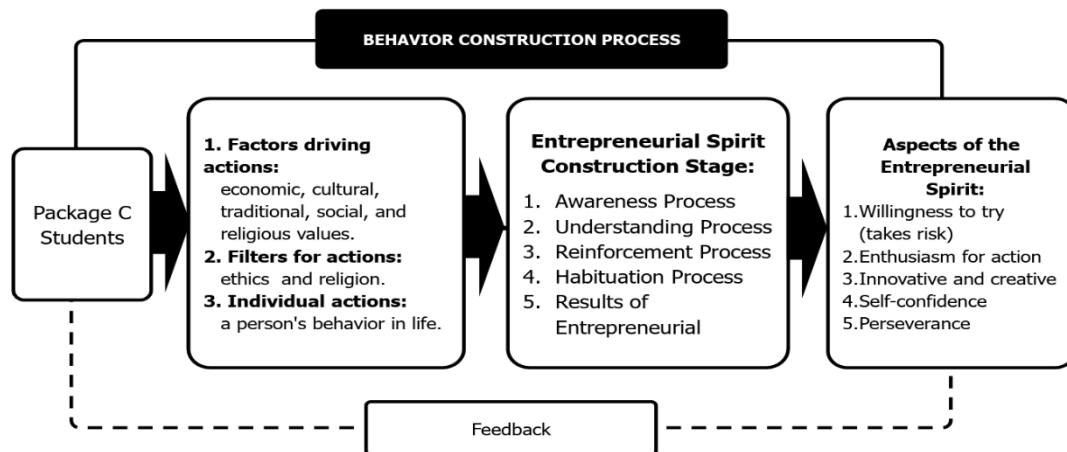


Figure 2. Construction pattern of the entrepreneurial spirit among Package C students

The construction of an entrepreneurial spirit among “Package C” students at PKBM Alkayyis Indonesia based on Max Scheler’s model manifests in actual entrepreneurial actions. The process begins with a cohort of Package C students comprising eight men and four women who are ready to engage in learning activities at PKBM Alkayyis Indonesia. Economic factors serve as a primary driver for these entrepreneurial actions, specifically the need to meet economic requirements. These economic factors motivate students to participate in entrepreneurship training and learning programs aimed at transforming their own and their families’ economic status, thereby fostering economic independence. Another contributing factor is a culture of “helping,” which evolves within the entrepreneurial context; entrepreneurship enables individuals to help themselves and their families achieve well-being. Religious values also encourage entrepreneurial activity, provided the endeavors are **halal** (permissible) and do not harm others. Entrepreneurship is thus chosen as a means to cultivate entrepreneurs who are beneficial to those around them.

Various activities aimed at fostering an entrepreneurial spirit—ranging from entrepreneurship coursework, business motivation, and life skills training to daily practical entrepreneurship exercises and profit calculation—form an integrated whole. The following figure presents the research findings.

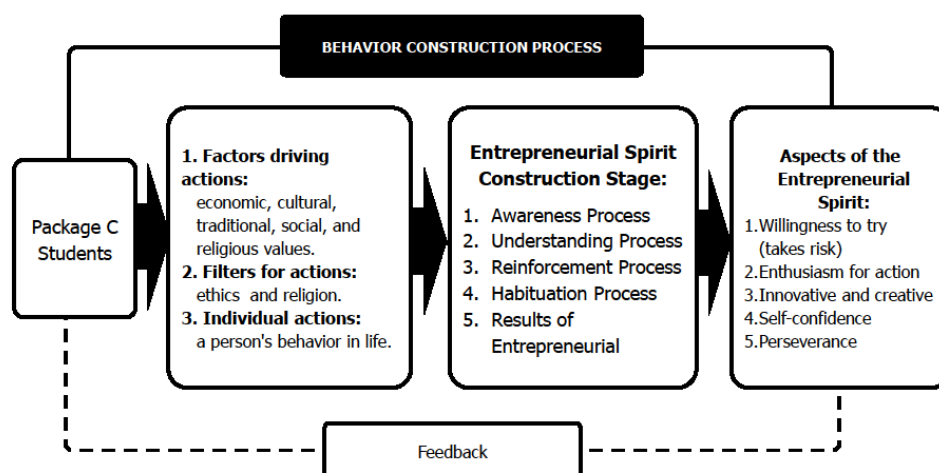


Figure 2. Construction pattern of the entrepreneurial spirit among Package C students

Based on Max Scheler's model, the construction of the entrepreneurial spirit among Package C students at PKBM Alkayyis Indonesia can be described as follows. It begins with a group of Package C students—comprising four men and eight women—who are ready to participate in the learning program at PKBM Alkayyis Indonesia. Economic factors drive entrepreneurial action, specifically the need to meet economic requirements. This economic factor motivates students to engage in entrepreneurship training and learning, aiming to transform their own and their families' economic status and foster economic independence. Another factor is the cultural value of “helping,” which takes on a new meaning in the entrepreneurial context; entrepreneurship enables individuals to help themselves and their families achieve well-being. Religious values also serve as a driving force, emphasizing that entrepreneurial activities must be halal and must not harm others. Entrepreneurship is chosen as a means to cultivate entrepreneurs who benefit those around them.

4. DISCUSSION

4.1 Construction of the entrepreneurial spirit

The results of the field research can be presented in the form of a diagram illustrating the entrepreneurial spirit of Package C students, as follows.

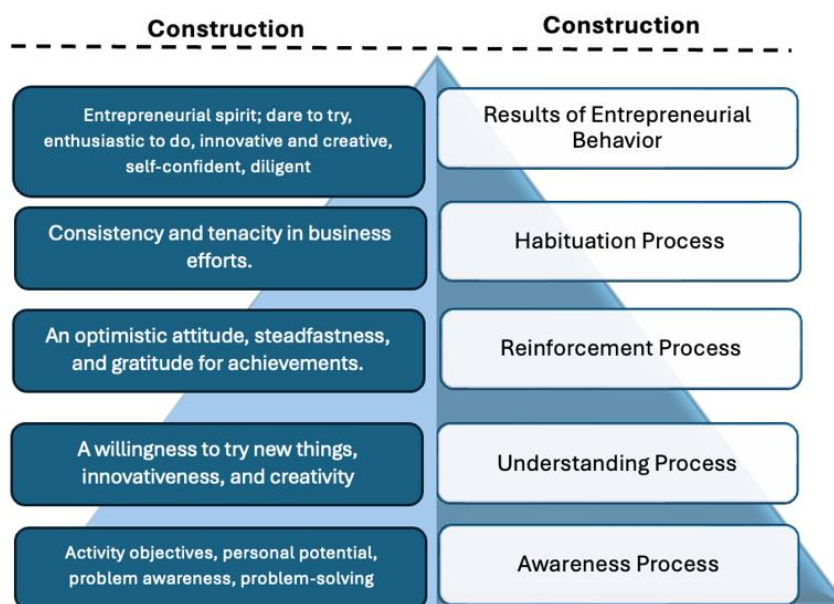


Figure 3. Construction pyramid of the entrepreneurial spirit among Package C students

The construction of an entrepreneurial spirit among students progresses through stages: awareness, understanding, reinforcement, habituation, and entrepreneurial behavior. Entrepreneurial awareness is crucial as it encourages individuals not merely to seek employment but to create it [29]. Entrepreneurs can generate new products or services, create jobs, and provide solutions to various societal needs [30]. In an educational context, developing entrepreneurial awareness is vital because it allows students to identify business opportunities before entering the workforce [31]; furthermore, entrepreneurship education influences attitudes and perceived behavioral control, which are linked to entrepreneurial

intention [32]. Entrepreneurial awareness constitutes a mindset capable of spotting business opportunities and having the courage to take action to establish a venture.

An understanding of entrepreneurship can motivate an individual to start a business. While the entrepreneurial spirit can stand alone, it is supported by interrelated factors. Regarding experience and prior knowledge, these factors significantly and indirectly affect opportunity recognition through their impact on entrepreneurial alertness [33]. This implies that prior knowledge influences an individual's ability to recognize business opportunities, while entrepreneurial experience is linked to entrepreneurial alertness. Education is a critical factor, providing knowledge on how to discover opportunities, make business decisions, manage a venture, and understand risks. Entrepreneurship education is associated with enhanced entrepreneurial self-efficacy, entrepreneurial alertness, and the ability to recognize opportunities [34], [35].

Regarding cognitive ability and creativity, an individual's way of thinking also shapes their understanding of entrepreneurship by enabling them to process information, think creatively, perceive connections between various pieces of information, solve problems, and recognize opportunities that others overlook. A systematic review found that cognitive ability, creativity, self-efficacy, environment, social networks, knowledge, and experience are key components of entrepreneurial alertness [33]. Regarding the factor of self-confidence (entrepreneurial self-efficacy), individuals develop an understanding of and readiness for entrepreneurship when they believe in their ability to perform entrepreneurial tasks. Research on entrepreneurship education has identified entrepreneurial self-efficacy as a crucial mechanism linking education to entrepreneurial alertness and opportunity recognition.

4.2 The meaning of entrepreneurial action

A student's entrepreneurial spirit is evident in the activities they undertake while engaging in entrepreneurship, specifically, when they practice entrepreneurship in alignment with their interests. There are underlying motives (or "drives") and goal-oriented motives that stimulate individuals to take action. Goal-oriented motives drive students to participate in learning and practical entrepreneurial activities. Research findings regarding the goal-oriented motives behind students' entrepreneurial actions at PKBM Alkayyis Indonesia reveal the following: a desire for economic independence; a wish to acquire entrepreneurial skills and improve their life circumstances; a desire to honor their parents through religious values; and the aim of making entrepreneurship the primary path to success. These goal-oriented motives can be outlined as follows:

a. Desire for economic independence

A strong desire for economic independence, rooted in the realities students face, serves as a powerful impetus for entrepreneurship. It is common to observe "Packet C" students who merely study while relying on funds from their parents, leading to dependency. In contrast, there are also Packet C students who strive for independence; despite starting with limited capital, they successfully establish their own entrepreneurial ventures.

A spirit of independence is a crucial entrepreneurial trait [36], [37]. Entrepreneurial independence can be understood as an individual's ability to make independent decisions, trust in their own capabilities, take initiative, accept responsibility for their decisions, and avoid constant reliance on others when running a business. Independence plays a role in shaping entrepreneurial intentions through attitudes, subjective norms, and perceived behavioral control. In the context of entrepreneurship, independence is also closely linked to "entrepreneurial autonomy," the individual's ability to determine the direction and actions of their own business.

Independence is also a key component of an entrepreneur's ability to make business decisions. An independent entrepreneur does not readily defer decisions to others; instead, they analyze opportunities, weigh risks, and make decisions based on their own judgment. Research by [NO_PRINTED_FORM] [36] on university students in Yemen demonstrates a link between autonomy and entrepreneurial intention, suggesting that independence is a relevant psychological factor in fostering the desire to become an entrepreneur.

An independent mindset is characterized by the following traits: (1) a desire for challenge and adventure, (2) a love of learning, (3) a commitment to quality, (4) the ability to solve one's own problems, (5) the ability to propose solutions to others, (6) the skill to work without supervision, (7) continuous self-development, (8) an openness to change, (9) viewing feedback as vital to the organization, (10) pausing to reflect and learn from the past, (11) prioritizing training and development for everyone in the organization, (12) possessing a strong, focused, and shared vision, and (13) open communication [14].

The drive for independence can influence behavior, depending on the strength of that drive. The behavior of "Packet C" students ranges from experimenting with entrepreneurship and following others into business to eventually running an independent enterprise. Actions taken to achieve independence can lead to the creation of a Community Learning Center that is accountable and trusted in its delivery of non-formal education services.

b. Possessing entrepreneurial capabilities

Non-formal education is organized to meet community needs, serving as a substitute for, supplement to, or complement of formal education. Entrepreneurship programs for "Package C" students are essential, given the economic and social welfare constraints faced by the community. Entrepreneurial capability offers an alternative approach to addressing these issues [38], [39].

Entrepreneurial capability encompasses entrepreneurial competence, business and management competence, interpersonal competence, as well as conceptual and relational competence. Entrepreneurship emphasizes activities such as identifying market opportunities, generating ideas, recognizing opportunities, formulating strategies, and capitalizing on opportunities [40]. Entrepreneurial competence can be developed through education and experience [41]. In addition to educational experiences, supportive social and family environments may also contribute to individuals' resilience in facing challenging circumstances. Qodriyati et al. [42] demonstrated that open communication within families plays an important role in strengthening family resilience, particularly among military families experiencing long-distance relationships. This finding suggests that resilience is not

shaped solely by individual competencies but can also be supported by interpersonal relationships and communication within the surrounding environment.

Fostering an entrepreneurial spirit among Package C students using an adult-oriented approach aims to develop their ability to navigate real-life situations. Adults receiving non-formal education services—whether to build skills after leaving formal schooling, enter the workforce, or advance their careers—benefit from this training. Adults who have never received formal education often face the challenge of lacking employable skills. Efforts to impart entrepreneurial knowledge and skills focus on work-related capabilities that can support their economic well-being [43].

Entrepreneurial knowledge among adults plays a vital role that cannot be underestimated globally [44], [45]. In the information technology era, entrepreneurial knowledge and capabilities can serve as an alternative to formal education—referred to in various countries as Primary Education, Basic Education, or Adult Education (Rogers, 2004). The progression from acquiring entrepreneurial knowledge to gaining a true understanding of entrepreneurship acts as a powerful driver for launching a business venture.

c. Religious motivation: Making parents proud

The behavior of making parents proud encompasses all positive actions taken by a child to bring happiness, peace of mind, and a sense of pride to their parents—a concept known as **birrul walidain** [46]. Making parents proud is not achieved solely through academic achievements or material success, but also through good character, respectful attitudes, honesty, responsibility, independence, and caring behavior.

Entrepreneurship is a positive activity that can improve family welfare and enhance economic prosperity [47]. Relevant to the Indonesian context, a survey utilizing data from 9,157 households found that micro-entrepreneurship has a positive impact on household welfare, as measured by income, consumption, and asset ownership [48]. Therefore, the entrepreneurial activities undertaken by “Packet C” students serve as a means to make their parents proud.

Community Learning Centers facilitate community learning needs by accommodating them through entrepreneurship programs. Consequently, the entrepreneurship programs organized align with the results of community learning needs assessments. Programs implemented based on community needs garner support and participation while serving as entrepreneurial learning activities for students. Thus, the development of an entrepreneurial spirit in students becomes both a parental hope and a source of pride.

d. Adopting entrepreneurship as a way of life

Non-formal education in the form of entrepreneurship training helps shape a child’s spirit of independence. This process is supported by the home or family environment and the institutional environment, which together form a favorable ecosystem. Non-formal education is defined as any organized, systematic educational activity conducted outside the formal system framework to provide specific types of learning to particular population subgroups, including both adults and children [43]. Non-formal education can be developed

through entrepreneurship-based programs that incorporate mentoring, consultation, field visits, and the development of self-reliance strategies. These programs aim to foster self-reliance and entrepreneurial capabilities within the community [49].

Non-formal education serves as an alternative pathway to achieving success in life. The entrepreneurial spirit cultivated through agribusiness courses and training programs offers students a viable route to success. This reality underscores the importance of entrepreneurship programs for students in the “Package C” equivalency education track. Choosing entrepreneurship as a path to success and the realization of one’s dreams is an act that demonstrates behavioral self-reliance.

5. CONCLUSION

The entrepreneurial spirit among students is cultivated through structured learning and guided practice at PKBM Alkayyis Indonesia. This process begins with (1) the emergence of self-awareness regarding socio-economic conditions requiring solutions, as well as an understanding of cultural, ethical, and religious-moral traditions. (2) The development of an understanding of problem-solving behaviors through entrepreneurship aligned with individual interests. (3) The reinforcement of entrepreneurial behavior through training and guided practice in agribusiness activities such as goat farming, poultry farming, and vegetable cultivation. (4) The establishment of entrepreneurial habits through daily, independent, hands-on practice that becomes a scheduled routine. (5) The formation of an entrepreneurial spirit manifested as the courage to try, enthusiasm for action, innovativeness and creativity, self-confidence, and perseverance resulting from engagement in agribusiness entrepreneurship.

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