

Management Of Entrepreneurial Activities In Growing Students' Creativity And Innovativeness At SMK Sinar Husni Bm 1 L Deli

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Abstract: The aim of this study is to determine how to foster students' creativity and innovativeness through entrepreneurial activities. Using observation, documentation, and interviews as data collection methods, this study uses a qualitative descriptive research methodology involving school principals, teachers, and students. The findings of this research are the management of entrepreneurial activities in fostering the creativity of students at SMK Sinar Husni 1 BM L Deli, namely: 1) Students are creative in generating new ideas, 2) Students are creative in developing ideas, 3) Students are creative in create business opportunities. And the management of entrepreneurial activities in growing innovation at SMK Sinar Husni 1 BM L Deli, namely: 1) Students learn innovation from existing experience, 2) Students can create new products, 3) Students can increase productivity, product/service quality and profit. This research reveals how managing entrepreneurial activities fosters creativity and innovation in students.

Keyword: Entrepreneurship, Creativity, Innovative.

Introduction

The ability to be creative and innovative is very important for students because learning involves searching and discovering ideas and implementing these ideas in practices that are useful for individuals or society (Hasanah et al., 2023). With these creativity and innovative skills, students can convey new ideas, strategies or ideas about how to solve a problem. Apart from that, creativity and innovation can improve the quality of their learning and self-development. Creativity and innovation play an important role in student development. With creativity and innovation, students can find new solutions to existing problems and respond to changes quickly and effectively (Lee et al., 2020).

Fundamentally, students differ in their capacity for creativity and innovation as well as how they use the insights they gain from discovering new ideas. In this regard, students must be encouraged to be creative and innovative in learning. Creativity is defined as the process of applying knowledge and imagination to provide solutions, new and useful ideas to solve a problem (Novriyanto, 2022). The creative process often involves stages such as observation, associative thinking, idea expansion, and finalizing the best idea. Meanwhile, innovation involves the development and implementation of creative ideas in the form of new products, services or processes that provide benefits or added value (Mashudi, 2017). The process of integrating creativity into new concepts and new ideas into everyday life is known as innovation (Astuti & Aziz, 2019; Harnani, 2020). With creativity and innovation, students can find new approaches

and improve the quality of their learning experience (Moya & Camacho, 2021).

Creativity and innovation can solve problems faced by students. However, in reality, creativity and innovation still need to be maximized. This is in line with observation data Rahmawati & Nugrahani (2019) which explains that the level of creativity and innovation is still not good among Indonesian students, which is an indication that students' creative skills are still lacking. This is also supported by observation results Asni et al. (2018) that students' creativity in implementing the learning process is still low, especially in students' imagination. The difference between this research and previous research lies in the research focus. Previous researchers have examined students' creativity and innovation learning skills through work-based learning (Bella et al., 2021). This is different from current research which examines students' creativity and innovation skills which uses the learning by doing method.

Overall, this research provides a lot of information about how entrepreneurial activities can foster creativity and innovation in today's students (Universitas Semarang, 2022). However, the reality is that currently it is still not optimal in terms of student creativity and innovation (Ellya et al., 2021; Putri & Alberida, 2022). In some cases, teachers' lack of competence in teaching or less effective learning models and students' laziness are some of the problems.

Every individual has the ability to be creative. Creative talent is not something that is fixed by being trained and developed. But not everyone has the ability to hone their creative abilities in everyday situations. In this case, the education sector needs to contribute to the growth of the creative spirit of every student (Santi, 2022). A child's ability to grow creatively is one measure of his academic achievement. A strong sense of self-adaptation can be achieved when a student uses his creativity to live his life, face challenges, and come up with creative solutions (Hasanah et al., 2023).

In terms of fostering creativity and innovation in students, an appropriate strategy is needed, such as managing entrepreneurial activities at school. Entrepreneurial activities have an important role in fostering student creativity and innovation (Bella et al., 2021). Entrepreneurship involves creative thinking processes to identify business opportunities and develop new ideas. Entrepreneurial activities can help students develop the courage to take risks in trying new things and testing their ideas. Through entrepreneurial activities, schools can help students think more creatively and innovatively and dare to take risks when developing new businesses and ideas (Mashudi, 2017). Entrepreneurship education is able to increase students' understanding of the complexity of business from both soft skills and hard skills, so students can get opportunities that exist around them in creating their own business after graduating or later going to college, then entrepreneurship education will be able to foster an interest in entrepreneurship (Universitas Semarang, 2022).

The aim of this research is to determine the management of the entrepreneurship program at SMK Sinar Husni BM 1 L Deli which uses the learning by doing method, which is an approach to learning by doing that encourages student creativity and discovery. It is predicted that students' entrepreneurial spirit will grow, and that more students will become entrepreneurs, which will help reduce Indonesia's still very high educational unemployment rate. Based on the description of the research problem as outlined above, the researcher is interested in exploring research regarding "Management of Entrepreneurial Activities in Fostering Student Creativity and Innovativeness at SMK Sinar Husni BM 1 L Deli"

Methods

This study uses a qualitative method. This descriptive study supports analysis through processes and meanings that take center stage on the findings of the interviews conducted. This research is focused according to field facts through theoretical channels. This research aims to highlight the management process of entrepreneurial activities to foster student creativity and innovation in vocational schools. This is an effort to broaden and deepen understanding of managing vocational school entrepreneurship, improve performance by developing new concepts or ways of thinking, and contribute to public policy research. Researchers chose to conduct their research using qualitative methods based on this need.

To ensure that the research remains within the intended topic of discussion, this article limits its scope to the management of entrepreneurial activities aimed at encouraging creativity and innovation among students at vocational schools. Here researchers want to analyze the management of entrepreneurial activities in fostering students' creativity and innovation.

Data sources arise from where data is obtained. Researchers used two different types of data as data sources for this research: primary data and secondary data. Researchers collect primary data directly from the research location to collect the necessary data. Management of Entrepreneurial Activities in Fostering Student Creativity and Innovativeness at SMK SINAR HUSNI BM 1 DELI is the main focus of the researcher's data in this research.

The sources of information in this research are: school principals, teachers (educating staff) and students in the school environment.

- 1) The school principal was chosen as the informant because the main subject in this research is about how to manage entrepreneurial activities in fostering creativity and innovation in vocational school students.
- 2) Teachers were chosen as informants in this research because in managing entrepreneurial activities teachers are very influential in fostering students' creativity and innovativeness.
- 3) Students were chosen as informants because students are the objects of school principals and teachers in the process of managing entrepreneurial activities in fostering students' creativity and innovation.

Secondary data was obtained through data sources obtained from books and journals. For the purpose of conducting research, it is necessary to collect secondary data from books and journals in addition to primary data sources. Secondary data related to research problems discovered through library research.

There are methods for collecting data, namely: (1) observation method, (2) interviews, and (3) documentation studies.

- 1) Observation Technique: Observation is used to investigate the process of managing entrepreneurial activities to foster student creativity and innovation in vocational schools. Observation is used in this research to make observations about how the researcher is involved or interacts with the activities carried out by the subject in the environment, systematically collecting data in the form of field notes.
- 2) Interview: To obtain more detailed information about the process of managing entrepreneurial activities in fostering student creativity and innovation in vocational schools, researchers in this study used in-depth interviews. The informants chosen were school principals and teachers.

- 3) Document Study: The documents required are entrepreneurial activity documents, curriculum documents, syllabus and RPP documents, documents resulting from students' creativity and innovation.

The data obtained in this research is qualitative data so the analysis technique used in this research is qualitative descriptive analysis following the interactive model of Milles, Huberman and Saldana. Activities in data analysis, namely data reduction, data display and conclusion drawing/verification, namely:

- 1) Data reduction, reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and the pattern.
- 2) Presenting data (data display), in qualitative research data presentation can be done in the form of short descriptions, charts, relationships between categories.
- 3) Drawing conclusions (conclusion drawing/verification), conclusions in qualitative research are new findings that have never existed before. So, in analyzing the data, the researcher will only describe or illustrate how entrepreneurial activities are managed in fostering creativity and innovation in students at SINAR HUSNI BM 1 DELI Vocational School based on actual facts in the field.

The triangulation stage is carried out if there is doubt about the data or information collected from the subject or research information. The triangulation approach is an attempt to confirm the accuracy of the researcher's data or conclusions. Triangulation can be interpreted as checking data from many data sources through various techniques, including observation, interviews, and documentation. The purpose of triangulation is to improve understanding of the findings by researchers. The following triangulation was used: (1) Triangulation of data sources by seeking information data from informants. In this case the principal, teachers and students. (2) Triangulation techniques are used to assess the reliability of data by referring to data from sources using techniques for observation or documentation and data collected through interviews. (3) Time triangulation, which allows researchers to verify the accuracy, depth and consistency of data by collecting information at several different points in time.

Result And Discussion

Management of Entrepreneurial Activities in Fostering the Creativity Students at SMK Sinar Husni 1 BM L Deli

In terms of fostering students' creativity, an appropriate strategy is needed, such as entrepreneurial activities at school. Entrepreneurial activities are very important in fostering students' creativity. Entrepreneurship involves creative thinking processes to identify business opportunities and generate new ideas.

Students can be creative in generating new ideas through several strategies that can be applied in the entrepreneurial learning process. The learning process allows them to actively generate their own creativity. Students will be much more open to sharing new ideas, providing solutions in solving problems and finding opportunities. In the learning context, teachers also have an important role in building pleasant and consistent relationships in developing students' way of thinking. Teachers must be able to create a learning process that is not monotonous so that students are more interested in participating in the teaching and learning process.

In the learning process, teachers have an important role in developing strategies for managing entrepreneurial activities. In carrying out their duties, teachers have a role in creating a learning climate that allows students to learn comfortably and be more confident in developing their ideas.

In this case, the teacher plays a role in providing services to make it easier for students in the learning process activities. The teacher will explain the theory in a short time and invite students to think and do more. Students will be directed to carry out practical learning directly in the computer laboratory. Students can actively develop their ideas by utilizing the technology and computers provided by the school.

In the teacher's efforts to develop students' creativity, the teacher also tries to provide motivation to students as a form of appreciating their efforts in developing students' creativity to give birth to new ideas in the process of creating a product.

Teachers encourage and recognize students before they enter the classroom to increase their curiosity and enthusiasm to foster creativity. Students are allowed to customize products based on their imagination while implementing entrepreneurial activities to encourage innovation in product production. Teachers help students develop their self-confidence by providing appreciation and motivation and encouraging them to create high-quality work and showing gratitude for them.

From the results of observations that have been made, the teacher provides motivation in the learning process so that students can complete it completely. Apart from that, teachers also give praise and appreciation not only for student achievements, but also when students dare to try even if they fail. Through praise and appreciation, students will feel appreciated for their hard work, and this will make them even more motivated to study harder and try to create new products from their creativity.

Creating an idea for a new product is the first stage that needs to be done in the product development process. It involves the process of creativity and developing new and unique products.

By developing their ideas, students are able to create a product. Students can use the knowledge and skills obtained from entrepreneurship education to create entrepreneurial products with ideas, through a process of innovation, development and implementation of these creative ideas. The products created by Sinar Husni BM 1 L Deli Vocational School students are handicrafts from recycled materials, culinary delights including food and drinks, and so on. Learning creative products and entrepreneurship at school can also be a means of developing students' entrepreneurial spirit, where students can try reselling and making new products to offer to consumers.

In this case, students are able to market products not only to the school community but also to the outside community. Student learning outcomes have quite good grades with an average score of 80-90, proving that from practical entrepreneurial activities students can become more creative and innovative.

In entrepreneurial activities, students' creativity can become a strong foundation for creating business opportunities. To create business opportunities, students can take advantage of various creative ideas and opportunities around them.

By utilizing creativity, students can see opportunities around them and create profitable business opportunities. With a good understanding of ways and strategies in creating business opportunities, students can develop unique and profitable business ideas. Students can develop their creativity through the right learning process and can become a driving force in creating innovative and potentially promising business opportunities in the future.

The implementation of entrepreneurial business opportunities by students is important in preparing them for social life and global competition. In implementing entrepreneurship education, students are trained to analyze business opportunities, manage production processes, and develop businesses. Apart from that, the implementation of entrepreneurship education is also carried out through direct activities in business, which is considered the most appropriate method for cultivating entrepreneurial attitudes in students. Thus, the implementation of entrepreneurial business opportunities by students is expected to equip them with the skills and

knowledge needed to become independent, creative, innovative, and able to face global challenges in the economic sector.

Students grow creatively through the practice of entrepreneurial activities at SMK Sinar Husni 1 BM L Deli, namely: (1) Creative in developing new ideas, (2) Growing creativity in creating business opportunities, (3) Able to implement business opportunities.

1) Be creative in developing new ideas

In developing entrepreneurial ideas, creativity plays an important role, because creativity is a process for producing new ideas or new products that are original (Hasanah et al., 2023). The mental process a person uses to create a new concept or original work of art is called creativity. Then Mashudi (2017) stated that the ability to produce new concepts and approaches to overcome problems and find opportunities is known as creativity. Creative ideas are ideas, ideas, or thoughts that someone has to produce new items or new methods that are different from anything that has existed before.

The emergence of ideas in students is the first step that an entrepreneur can take if that person is able to generate ideas or business ideas in his mind. Students can create new ideas, which is the ability to provide new ideas and apply them in solving problems. The learning process is designed so that students can develop new thoughts or ideas, produce learning products that are different from before, and express and communicate learning products through creative media. In line with research by Bella et al. (2021), starting from the birth of new ideas can be translated into real action. Teachers can give them project assignments that require them to solve problems or create something with an innovative approach. This can be an effective way to develop students' new ideas, namely by managing entrepreneurial activities.

2) Growing creativity in creating business opportunities

Entrepreneurial opportunities are opportunities to explore a person's personal potential to become an entrepreneur (Hasan, 2020). The methods used to achieve business opportunities are explained as follows: (1) Recognize one's potential, (2) focus, (3) Interest in buying, and (4) Defense (Dewi et al., 2018). There are various business opportunities that can be utilized in the classroom, including handicrafts from recycled materials, culinary arts including food and drinks, and so on (Haryati, 2014). Apart from that, students can also create business opportunities outside of school. Students' ability to develop creative thinking skills will be influenced by the availability of new ideas.

To create business opportunities, students can take advantage of various creative ideas and opportunities around them. With creativity and business opportunity analysis skills, students can create profitable business opportunities. They also need to understand the methods and strategies for creating business opportunities and carry out business opportunity analysis to ensure the success of the business they run. The ability to be creative is one of the things that an entrepreneur must have in order to continue to be able to create products that are unique and sought after by consumers (Mashudi, 2017). With creativity skills, students can continue to create business ideas that are unique and liked by consumers.

3) Able to implement business opportunities

Implementing student business opportunities can be done in various ways, depending on interests, skills and the surrounding environment. Entrepreneurial opportunities are opportunities for anyone with a creative spirit to start their own business (Rangkuty et al., 2022). According to Nasrullah (2019), among other things that need to be considered when developing business opportunities, namely: (1) Developing business prospects in accordance with requirements, (2) Developing company perspectives in accordance with competencies, (3) Developing entrepreneurial opportunities based on preferences; (4) Develop business opportunities based on location.

Business opportunities are market potential in a business that can satisfy customer desires and demands (Naninsih et al., 2023; Miftitah & Mashudi, 2023). The implementation of student

entrepreneurship is an effort to form entrepreneurial attitudes in students through various activities and methods. The implementation of Creative Products and Entrepreneurship subjects at Vocational Schools is designed to develop entrepreneurial character and student competence in entrepreneurship, by emphasizing analyzing business opportunities, managing production processes and business development. With various ideas and business opportunities, students can take advantage of creativity, innovation and entrepreneurship education to run businesses that suit their interests and potential. In this case, students are able to implement business opportunities in society.

Management of Entrepreneurial Activities in Cultivating Innovative Students at SMK Sinar Husni 1 BM L Deli

Entrepreneurship is the ability to create something new and different through creative thinking and acting innovatively to create opportunities (Sovania, 2022). Apart from creativity, entrepreneurial activities are also important in fostering student innovation. Innovative means improving, modifying, or developing something that already exists (Sumual, 2013).

Innovation in learning can come from a variety of experiences that allow students to learn in new and more interesting ways. Innovation in learning can come from teachers' experiences in creating a more interesting learning environment, adapting learning to student characteristics, and using technology to support more independent learning. In this context, learning innovations can help students learn in new and more interesting ways, and enable them to relate theories learned in class to real-world situations. For example, Sinar Husni Vocational School teachers use technology to support learning to make it more interesting and can help students to grow innovative in entrepreneurial activities.

In entrepreneurship learning, students can create innovations in a product. Through innovation and experience, students try to create new products to market. Creating new products through innovation also aims to create new markets in society. By providing the latest features and developments, product innovation can attract public interest. For example, students can create new products in food ingredients such as fried banana sand/panir with various kinds of toppings on top, which is one of the new products that has been upgraded from previously only banana chips. The following are innovations that students make in creating new products that can make consumers more interested in buying.

By creating new ideas or ideas regarding innovation, learning activities can be created that can help optimize students' ability to think, thereby creating student productivity and improving the quality of products/services and profits for them.

Teachers play a role in stimulating students to increase their innovation, which in turn can increase student productivity. In this case, students must understand the value of the product to improve product quality. This includes understanding the added value that can be provided to the product and where the product value can be added. Students also need to be careful in developing new products. New products must have new developments to increase sales of these products in order to generate profits for them. By understanding the value of products, being careful in developing new products, carrying out product innovations, students can contribute to improving the quality of products or services.

Students grow innovative through the practice of entrepreneurial activities at SMK Sinar Husni 1 BM L Deli, namely: (1) Learning innovation from existing experience, (2) Creating new products, (3) Increasing productivity, product/service quality and profits.

1) Students learn innovation from existing experiences

Apart from being creative, another thing needed in entrepreneurship is innovation. Because creativity and innovation cannot be separated and are usually used interchangeably, innovation cannot exist without creativity (Wiyono, 2020). Innovation is a change, whether in the form of changes in products and services, or changes in processes (Sovania, 2022). Through innovation, entrepreneurs generate new and valuable resources and utilize existing ones with

more potential to achieve the impossible. There are many methods for developing innovation, and one of them is learning from existing experience. Many discoveries and improvements come from new perspectives on the interactions between people, technology, materials, processes, and objects.

In line with research Wiyono (2020), states that the use of innovative ideas in real life is called innovation. When someone has a great level of imagination, innovation can be realized. According to Rintan (2017), being an entrepreneur means having the ability to be imaginative, creative and careful when seeing opportunities. This also means being willing to accept suggestions and changes that can help the company grow consistently.

2) Students can create new products

A product is anything that can be offered to the market to meet consumer needs and desires (Kotler, 2016). The process of creating a new product is the first stage in product development. However, all these ideas must be able to be continued to the next stage. This process also requires funds because the product has never been made and the facilities required to manufacture it require significant investment. Product innovation is the introduction of goods or services that are completely new or have undergone significant improvements regarding their characteristics or intended use (Abdjul et al., 2018). Furthermore, according to Hurley and Hult in Kusumo, innovation is a process of company adaptation in creating ideas for new products that can be obtained from consumers and competitors. The main dimension of product innovation is the superiority of the new product over competitors.

Entrepreneurship education in schools aims to equip students with basic skills as provisions for life so they can create jobs. The entrepreneurship program is intended as a way to instill entrepreneurial knowledge, values, spirit and attitudes in students and learners in order to equip them to become independent, creative and innovative human beings. In this case, students are able to create new products that are suitable for marketing to the public.

3) Students can increase productivity, product/service quality and profits

To increase productivity, product/service quality, and profits from entrepreneurship, students can carry out product development strategies. Product development can help improve product quality and profits. Product quality is the ability of a product to perform its function, this includes overall durability, reliability, accuracy, ease of operation and product repair, as well as other product attributes (Kotler, 2016). According to Kotler, product quality is the ability of an item to provide results or performance that match or even exceed what customers want. By changing product definitions and ideas, strengthening product value, and attracting new consumers, students can increase product sales. Product quality and productivity are interrelated. Increased productivity can produce better products and create customer satisfaction.

The theory states that innovation in products is a source that stimulates fresh ideas that can be explored (Sovania, 2022). The innovations used are carried out with the aim of providing interesting tactics and development goals. Innovation must be designed and carried out continuously in order to compete with other businesses. Furthermore, according to Abdjul et al. (2018), product innovation is a means of adding value, which is one of the important elements of operational success in business. This can provide a company with a competitive advantage, which requires the production of high-quality goods. By implementing innovation, product development strategies, focusing on product quality, and increasing productivity, an entrepreneur can improve his company's performance as well as its profits.

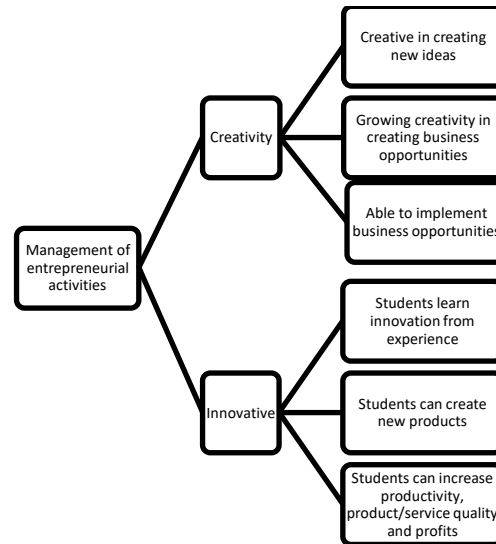


Figure 1. Model Of Managing Entrepreneurial Activities In Fostering Creativity And Innovation At SMK Sinar Husni BM 1 L Deli

Conclusion

The results of this research found 2 main factors, namely: First, managing entrepreneurial activities can foster the creativity of students at SMK Sinar Husni 1 BM L Deli by: 1) Students are creative in developing new ideas and are able to create a product, through several strategies which can be applied in the entrepreneurial learning process with an interesting learning model and utilizing existing technology. 2) Students are creative in creating business opportunities by utilizing creativity, then students can create profitable business opportunities. 3) Students can implement business opportunities in society.

Second, managing entrepreneurial activities can foster innovative students at SMK Sinar Husni 1 BM L Deli by: 1) Students learn innovation from experience which allows students to learn in new and more interesting ways. 2) Students can create new products through innovation which aims to create new markets in society by providing the latest features and developments so that product innovation can attract public interest. 3) Students can increase productivity, product/service quality and profits. By improving this, students can increase their performance and profits.

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