

The Relationship between Intra-School Student Organization and Entrepreneurial Character Building of Students

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Abstrak

Kata Kunci:

Karakter
Wirausaha, OSIS,
Pendidikan.

Penelitian ini bertujuan untuk menganalisis peran Organisasi Siswa Intra Sekolah (OSIS) dalam membentuk karakter wirausaha siswa di SMAN 13 Pangkep. Metode yang digunakan adalah pendekatan kualitatif dengan desain penelitian deskriptif. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi dengan fokus pada pengurus dan anggota OSIS. Hasil penelitian menunjukkan bahwa kegiatan OSIS membantu siswa dalam membaca peluang usaha, optimisme, dan perencanaan masa depan. OSIS berfungsi sebagai wadah bagi siswa untuk berorganisasi dan menyalurkan kreativitas, meskipun terdapat kendala seperti pelanggaran tanggung jawab sehari-hari. Harapan pengurus OSIS adalah adanya pelatihan kewirausahaan untuk meningkatkan pemahaman siswa. Temuan penelitian ini diharapkan dapat mempengaruhi kebijakan pendidikan dan mendorong penelitian lebih lanjut di bidang ini..

Abstract

Key Word:

Entrepreneurial
Character, Student
Council, Education.

This study aims to analyze the role of the Intra-School Student Organization (OSIS) in shaping the entrepreneurial character of students at SMAN 13 Pangkep. The method used is a qualitative approach with a descriptive research design. Data collection was done through observation, interview, and documentation, focusing on the management and student council members. The results showed that student council activities help students in reading business opportunities, optimism, and future planning. OSIS serves as a forum for students to organize and channel creativity, although there are obstacles such as violations of daily responsibilities. Student council administrators hope that there will be entrepreneurship training to improve students' understanding. The findings are expected to influence education policy and encourage further research in this area.

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INTRODUCTION

In an increasingly competitive era of globalization, education has become one of the most important elements in preparing the younger generation to face the challenges of an ever-evolving world. However, the current formal education system is still too focused on cognitive aspects or academic mastery, while affective and psychomotor aspects tend to be neglected. This condition results in learners who may excel in theoretical knowledge but are less prepared to apply these skills in real life. This problem becomes even more crucial when we see a decline in morals and ethics among students, which is reflected in various negative behaviors such as dishonesty, indiscipline, and potentially criminal acts.

This gap becomes even more pronounced when it is considered that the modern world requires not only academically smart young people but also those with strong character who are ready to adapt to the ever-changing socio-economic dynamics. The entrepreneurship sector, for example, is one area that offers a solution to the problem of unemployment and economic dependency in developing countries like Indonesia. However, without the inculcation of entrepreneurial values from an early age, it is difficult for students to develop into independent and innovative individuals. This is where the role of school organizations, especially OSIS (Intra-School Student Organization), becomes important as a forum for developing students' entrepreneurial character. OSIS has great potential in shaping student character through extracurricular activities designed to improve leadership skills, responsibility, and independence.

Several studies have highlighted the importance of character and entrepreneurship education in preparing young people for the increasingly competitive world of work. For example, a study conducted by Shuaibu et al. (2021) (2021) showed that the implementation of character education in schools can help overcome moral decline among students. This research emphasizes the importance of a balanced education, focusing not only on cognitive aspects but also on the development of ethics, morals, and social values.

In addition, research from Riswandi et al. (2022) revealed that entrepreneurship training for high school students can increase their interest in future entrepreneurship. The study noted that students who are active in organizations such as student councils have greater opportunities to develop their entrepreneurial abilities through various activities involving collaboration, leadership, and project management. However, while these studies highlight the important role of student councils, many have yet to uncover in-depth how student councils contribute to students' entrepreneurial character-building.

On the other hand, a report from the Central Bureau of Statistics (2021) shows an increasing interest in entrepreneurship among Indonesia's young generation, where around 73% of the total young population is interested in entrepreneurship. The report also noted the growth of the food and beverage industry sector as one of the most desirable industries for the younger generation. However, many of them experience difficulties in accessing adequate entrepreneurship training, especially at the secondary school level.

Although several studies acknowledge the importance of entrepreneurship education and the role of school organizations in shaping students' character, most of them are still limited to a descriptive approach. They have not provided a comprehensive explanation of how school organizations such as student councils can be a major catalyst in instilling entrepreneurial values. It is this gap that signals the need for further research on the concrete role of student councils in shaping students' entrepreneurial character in secondary schools.

While previous studies have provided important insights into the role of character education and entrepreneurship in the formation of the younger generation, some weaknesses need to be addressed. First, many studies tend to focus on the conceptual and normative aspects of entrepreneurship education, without touching deeply on how the implementation process of this education works at the school level. Many studies still speak in broad terms without examining how existing programs are specifically implemented in secondary schools, especially in areas such as Pangkep that have different social and economic backgrounds compared to big cities.

Second, although the role of the student council is often referred to as an agent of student character building, existing research has not discussed much about the internal dynamics of this organization, such as how the student council develops programs that support entrepreneurship development and how student council administrators face obstacles in implementing the program. This is important to research considering that student councils are often used as role models for other students at school, so their role and influence cannot be ignored. Finally, there is a gap in understanding the contribution of student councils to the formation of students' entrepreneurial character. Many studies have only highlighted student councils as school organizations without looking further into how they can be strategically designed to support concrete and sustainable entrepreneurship programs. This limitation leaves room for research that focuses more on empirical testing of the role of student councils in creating entrepreneurial ecosystems in the school environment.

This study aims to answer some key questions that have not been answered by previous studies. Specifically, this study will examine how the student council at SMAN 13 Pangkep plays a role in shaping students' entrepreneurial character through various activities designed and implemented by the student council board. In addition, this study will also identify the obstacles faced by student council administrators in running entrepreneurship programs and provide recommendations for future improvements.

The novelty of this research lies in a more in-depth empirical approach to analyzing the role of student council as a forum for student entrepreneurial character building. This research will not only provide theoretical contributions to the development of literature on entrepreneurship education in secondary schools but also provide practical contributions for other schools that want to adopt similar models in the development of entrepreneurship programs. Thus, this research is expected to serve as a reference for educational policymakers to strengthen the role of student councils in preparing young people who are not only academically proficient but also independent, innovative, and ready for entrepreneurship in the future. This research is also unique because it involves students directly as research subjects, with a focus on student council administrators who are responsible for designing and implementing entrepreneurial activities at school. Thus, this research will provide a more comprehensive picture of the internal dynamics of the student council and how this organization can be an agent of change to shape the entrepreneurial character of students at the secondary school level. The results of this study are expected to provide new insights that are relevant for educators, policymakers, and educational practitioners in designing more effective programs for entrepreneurship development in schools.

Intra-School Student Organization (OSIS)

The Intra-School Student Organization (OSIS) is an official forum for students at the junior and senior high school level in Indonesia. OSIS is managed by elected students and serves as a platform for students' actualization and expression according to their talents and potential. According to Japar (2018), OSIS is not

just an organization, but also a coordinating unit that facilitates social interaction and student character development. The role of OSIS can be divided into three main categories: as a forum for student activities, a motivational driver, and a deterrent for violations. Gunawan, (2012) argues that student council functions as a motivator that can increase students' enthusiasm to participate in various school activities.

Student councils have many benefits, such as increasing devotion to God, national awareness, personality, and skills. Some of these benefits have been identified by Nuraini (2018) who noted that OSIS aims to form a young generation that is faithful, appreciates the environment, and has the insight of loving the country. The functions of OSIS also include developing students' creativity, social responsibility, and career readiness. (Supriatna, 2010). Thus, OSIS plays an important role in student development that helps students develop their potential optimally.

The structure of OSIS varies from school to school but generally consists of an advisor, chairperson, vice chairperson, secretary, treasurer, and department coordinator. (Prakoso, 2016). The existence of this structure is important to facilitate the effective management and implementation of student council activities. Although there are no specific guidelines regarding the student council equipment, the main function of each position within the structure is to support the development of student's character and social skills through active participation in organizational activities. From the above, it is clear that the Student Council has a significant role in shaping students' character and skills in the school environment. Through various activities and the existing organizational structure, OSIS contributes to creating a young generation that has good morals, is independent, and ready to face challenges in the future. Students' active involvement in the student council not only increases their sense of responsibility but also strengthens their patriotism and morality.

Character and Character Education

Character can be defined as psychological, moral, or ethical traits that distinguish individuals from one another (Big Indonesian Dictionary). Samani & Hariyanto (2013) argues that character reflects attitudinal values that are internalized in a person's behavior. Fatchul Mu'in (2011) adds that character consists of several characteristics, including how a person behaves when no one else is looking and that character is the result of values and beliefs that individuals have. In addition, character is also not relative and is not just a reputation that a person has (Rudisa et al., 2021). (Rudisa et al., 2021).

Character education is an ongoing process that aims to instill good habits in daily life, rooted in the nation's cultural values. (Jusmawati et al., 2024; Mu'in, 2011).. This process is broader than just moral education because it involves the development of social awareness, understanding, and commitment to apply virtues. Indicators of the success of character education include religious values, honesty, tolerance, discipline, hard work, creativity, independence, and love for the country. The following table provides an overview of these indicators:

Table 1. Character education indicators

No.	Value	Indicator
1	Religious	Pray, worship, celebrate holidays
2	Honest	No cheating, reporting school activities transparently
3	Tolerance	Respect differences without harassment
4	Discipline	Punctual attendance, discipline enforcement
5	Hard work	Encourage achievement, fair competition
6	Creative	Creating new ideas, appreciating unique works
7	Independent	Exercising independence through individual tasks
8	Democratic	The democratic election of class leaders
9	Curiosity	Learning that encourages exploration
10	National spirit	Commemorate national days, recognize heroes
11	Love of country	Displaying state symbols, preserving culture
12	Valuing achievement	Displaying student work, giving awards
13	Be friendly	Mutual respect and honor
14	Love of peace	Creating a harmonious classroom atmosphere
15	Love to read	Provide interesting books and a reading room
16	Care for the environment	Maintain cleanliness, and support greening programs
17	Social care	Conducting social service activities
18	Responsibility	Responsible for tasks and work

Character education faces various obstacles, both from internal and external factors. Internal factors such as lack of motivation, concentration, and peer influence can hinder character learning (Fatchul Mu'in, 2011). Conversely, external factors such as negative mass media and lack of role models from parents and society also contribute to difficulties in character education. The table below illustrates the supporting and

inhibiting factors for values-based and ethical character education:

Table 2. Supporting and inhibiting factors for character education

Supporting Factors	Barriers
Internal	Student motivation, readiness to receive value learning improve cognitive aspects
External	Positive mass media, harmonious communication, exemplary parents, school media, lack of caring parents, crisis of exemplary leaders

Thus, it is important to overcome these inhibiting factors to ensure success in character education, so that students can internalize positive values in their daily lives.

Entrepreneurial Character

Entrepreneurship refers to a person's ability to create, organize, and run a business independently. (Suryaningrum & al., 2019). Essential entrepreneurial characteristics include creativity, motivation, product knowledge, relationship building, self-confidence, decision-making, money management, and adaptability. These elements help entrepreneurs to face challenges and achieve success in their business. (Stam & Ven, 2021). There are several forms of entrepreneurship, including online entrepreneurs, home-based business owners, inventors, and small business owners. Each of these forms exhibits aspects of innovation and the ability to withstand market challenges (Auwalin, 2021). (Auwalin, 2021). For example, online entrepreneurs utilize technology to reach a wider market, while small businesses tend to have under 500 employees and focus on innovation on a local scale.

Some entrepreneurial characteristics can be developed through practice, such as creativity and motivation. Creativity is the ability to generate innovative and solutive ideas, while motivation drives entrepreneurs to set and achieve goals (Felstead et al., 2020). (Felstead et al., 2020). Other skills that need to be improved include product knowledge, networking skills, and self-confidence, all of which contribute to business success. Character education has an important role in entrepreneurship development. The values contained in Pancasila, such as religiousness, humanity, unity, and justice, are the basis of character education in Indonesia. Character development through education is necessary to create a generation that has integrity and moral responsibility. The phenomenon of cheating and plagiarism among students reflects the importance of stronger and deeper character education. Entrepreneurial character development and character education play an important role in creating successful entrepreneurs and dignified generations. Through education, human potential, including mental and moral aspects, can be developed to face the challenges of the business and social world. (Baharudin et al., 2024)..

METHOD

This research was conducted at SMA Negeri 13 Pangkep in the odd semester of the 2023/2024 school year, starting from May to June 2024. This research uses a descriptive qualitative approach, which aims to provide a detailed description of the phenomena that occur in the field through direct observation. The research subjects included students, student council administrators, and student council supervising teachers, with data collected through in-depth interviews and documentation from various literature and references. The researcher acts as the main instrument, assisted by interview guidelines, tape recorders, cameras, and field notes to capture relevant data. The data collection techniques used included direct observation, structured interviews, and collection of supporting documentation. To maintain data validity, source triangulation was conducted by comparing various information obtained from interviews and other available data. The collected data were then analyzed using the Miles and Huberman model, through three main stages: data reduction, data presentation, and conclusion drawing. The analysis process takes place continuously until the data is saturated, allowing researchers to find new in-depth, and valid conclusions. The stages of research starting from pre-fieldwork, field data collection, to data analysis were carried out carefully to ensure accurate and reliable results.

FINDING

Interview Results with Respondents.

Activities of the Intra-School Organization (Osis) in Forming Entrepreneurial Character of Students of SMA Negeri 13 Pangkep

The results of interviews with educators named Mrs. Citra Syandiami, S.Pd. Gr, that is:
"Mrs. Citra thinks that students who are student council administrators at SMA Negeri 13 Pangkep are very able to divide their time, how to take care of the organization, and also how to undergo the learning process in class because I see that the children really know where to take time for the organization and where to follow

learning as usual in formal classes."

The Osis at SMA Negeri 13 Pangkep has a field 6 that specifically manages student entrepreneurship. So, I see that these children in this school are very smart in seeing opportunities. For example, when we do activities at school specifically in field six, it is very open to ideas or very observant in seeing opportunities. Students have several superior products. when we held the P5 work title, there was a product that was very liked by the visitors. The product is processing kale into chips that can be marketed and even sent outside the region. besides tasting good, visitors who come are also curious about how it is made. Kale as the raw material for making chips they take from the hydroponic school of SMA Negeri 13 pangkep. coincidentally at school, there is hydroponics and planting kale and lettuce.

The results of an interview with Mr. Muchtar, S.Pd, M.Pd as the principal, namely:

"The school has made efforts to develop the entrepreneurial character of students by facilitating various kinds of adequate facilities and infrastructure. The increasing entrepreneurial character of students is evidenced by the ability of students to produce chips with high economic value. Osis has an important role in developing the entrepreneurial character of SMA Negeri 13 Pangkep students. As the principal, I am involved as a policy maker and always try to support every osis activity to improve student character. Schools always support student activities in developing student entrepreneurial character. One example of school support is by conducting work exhibition activities attended by various stakeholders as visitors."

The results of an interview with the wakasek kesiswaan named Musliadi, S.Pd, M.Pd, namely:

"The Deputy Head of Student Affairs is in charge of facilitating and suggesting creative ideas to develop students' entrepreneurial spirit. School activities that can enhance the entrepreneurial character of students are bazaars by selling products such as kale chips and burgers. With these activities, students have a very high entrepreneurial spirit. In addition, the entrepreneurial character of students is directly proportional to student achievement."

The results of the interview with the osis coach named Rusmin Rasyid, S.PD, M.Pd, namely:

"Student entrepreneurship character development activities are carried out in field 6, with various activities such as an independent business workshop called UMMS. During my time as an osis coach, all Osis work programs ran well by the work program design at the Osis meeting. After being given training, the board's interest in completing the work program increased greatly. One form of training for students is LDK where with this training students become disciplined, independent, confident and brave so that they can support the entrepreneurial character of students."

Interview results with a student named Iswaniar Nur Faiqatunnisa, namely:

"Students who have an entrepreneurial character must have an unyielding nature, have the desire, be creative and capable in entrepreneurship. Actions that reflect the entrepreneurial character of students are always thinking creatively in creating new products. The products are then sold and the proceeds are used as additional funds for other osis activities. The student council is very instrumental in developing the entrepreneurial character of students as for the activities of developing the entrepreneurial character of students such as UMMS workshop and Bazaar."

It can be concluded that Osis has an important role in improving the entrepreneurial character of students. The school is serious about shaping the entrepreneurial character of students as evidenced by the addition of field 6 in the osis organizational structure which plays a role in increasing the entrepreneurial spirit of students. In addition, osis also plays a role in improving the entrepreneurial character of students as evidenced by the ability of students to increase the economic value of the products they produce themselves. *The benefits of activities carried out by the intra-school student organization (OSIS) in shaping the entrepreneurial character of SMAN 13 Pangkep students.*

Interview with the school principal, namely:

"The role of osis in developing the entrepreneurial character of students is the addition of one field in the osis management structure, namely field 6 whose work program directs and develops the entrepreneurial character of students. Students are brave in trying to process various raw materials into various processed foods with high economic value."

The results of interviews with educators, namely:

"Student council activities can foster and activate students' independent micro-enterprises to be used as character capital that can be utilized in the future. Student council activities can also give students an understanding of managing time, determining priorities, and being able to balance schoolwork and student council activities."

Interview results with wakasek kesiswaan, namely:

"Osis in developing the entrepreneurial character of students is carried out in the form of P5 projects with an

entrepreneurial theme. From osis activities we can distinguish the character of students, not all students have the same character, this can be seen from the enthusiasm and activeness of students in participating in osis entrepreneurship activities."

The results of the Interview with the osis coach, namely:

"Osis fosters student character with the implementation of LDK activities, LDK activities can increase the spirit of leadership, discipline, and independence of students. The student council in developing the entrepreneurial character of students always gets moral and material encouragement from all school stakeholders, partners, and outside communities such as frozen stores. Stakeholder Support."

The results of interviews with students, namely:

"Students argue that the workshop and other training activities can improve student character, especially entrepreneurial character. Osis also provides life lessons about time discipline and can manage time and determine the priority scale of each activity."

Constraints of intra-school student organizations (OSIS) in shaping the entrepreneurial character of students of SMAN 13 Pangkep

Principal Interview Results

"The student council in carrying out its activities is very optimal, but is still constrained by capital, lack of training activities from external professional presenters. Lack of a platform for promoting student products."

The results of the educator interview, namely:

"The student council still has difficulties in procuring raw materials because the school is located far from the city."

Interview Results wakasek student affairs, namely:

"Not all students have the same character, there are students who are very active in participating in every activity, and there are also students who are less active in participating in osis activities. In my view, this happens depending on the student's interest. So student inactivity is not due to laziness, but indeed not interested in the activity."

Interview results with students (osisi management):

"One of the obstacles we have experienced is the constraints on the electric current which slightly disrupts our activities at school, both academic activities and osis activities, but the disconnection of the electric current does not mean that we also stop doing activities. Based on the results of the interview above, it can be concluded that there are still obstacles faced by students in developing entrepreneurial character. The obstacles in question are, still limited student capital. In addition, students also have difficulty getting raw materials considering the location of the school which is far from the city center. Another obstacle faced is that the area around the school often experiences rolling power outages."

DISCUSSION

Activities of the Intra-School Organization (Osis) in Forming Entrepreneurial Character of Students of SMA Negeri 13 Pangkep

Intra-School Organization in shaping the entrepreneurial character of students starts with changing the form of student organizational structure by adding a new field, namely field 6 in charge of student entrepreneurship activities. Field 6 in the osis structure is tasked with compiling work programs that focus on developing student entrepreneurial character. Field 6 has 8 work programs. The work programs of field 6 include, 1. Procurement of student ID cards, 2. Procurement of alma mater for students, 3. UMMS, 4. PDL Field, 5. Entrepreneurship Wordkshop, 6. Handicrafts, 7. Bazaar, 8. Free vouchers at the end of the month. All Field 6 work programs are profit-oriented. Based on the explanation from the resource person, who explained that every profit obtained from various types of business is reused for other osis activities. The goal to be achieved in field 6 is that every work program activity to foster entrepreneurial character has been achieved. This is justified by the source that osis activities in field 6 successfully develop the entrepreneurial character of students. It can be concluded that Osis has an important role in improving the entrepreneurial character of students. The school is serious about shaping the entrepreneurial character of students as evidenced by the addition of field 6 in the osis organizational structure which plays a role in increasing the entrepreneurial spirit of students. In addition, osis also plays a role in improving the entrepreneurial character of students as evidenced by the ability of students to increase the economic value of the products they produce themselves. The results of this study are in line with Iqbal et al. (2018) who revealed that school organizational culture is very important in character development because it includes shared values and visions that guide student behavior and learning. Programs such as religious activities, smoke-free initiatives, and extracurricular activities contribute to a holistic development environment.

The benefits of activities carried out by the intra-school student organization (OSIS) in shaping the entrepreneurial character of SMAN 13 Pangkep students.

The osis work program in shaping the entrepreneurial character of students is very useful. This benefit can achieve the goal of developing entrepreneurial character because in field 6 all work programs focus on entrepreneurial activities. So that it provokes the enthusiasm and motivation of students to think about how to be entrepreneurship. Efforts made by students to develop entrepreneurial character are happy to create interesting products and produce high economic value.

Based on the results of the interview, it can be explained that these activities are very useful in improving the entrepreneurial character of students, as evidenced by the ability of students to produce chips made from vegetable raw materials. In addition, with the existence of entrepreneurial activities in the field of osis 6, students can practice themselves as young entrepreneurs by building cooperation with various stakeholders to develop their businesses. One form of cooperation that has been carried out is that the osis has succeeded in positioning itself as a supplier of hydroponic lettuce to one of the frozen stores in the city of pangkep.

Research on organizational culture in student councils, such as that conducted at Satya Wacana Christian High School in Salatiga, is particularly relevant to understanding the development of entrepreneurial traits among students. The study showed that involvement in fundraising and project management not only strengthened communication and innovation skills but also encouraged cooperative attitudes and action orientation, in line with vital entrepreneurial characteristics, such as motivation to succeed and hard work (Rina et al., 2018). (Rina et al., 2018). Thus, this research can be an important reference for educational institutions in designing programs that support entrepreneurship development among students.

Constraints of intra-school student organizations (OSIS) in shaping the entrepreneurial character of students of SMAN 13 Pangkep

Every osis activity carried out by students is always strived to be maximally achieved. However, in practice, there are still technical and non-technical obstacles that are sometimes still felt by students, especially in the management of the osisi field 6. The non-technical obstacle that is felt is that students' interest in entrepreneurship is not the same, in other words, not all students are interested in entrepreneurship. This is sometimes an obstacle because osis entrepreneurial activities are done in teams while some administrators are not interested in entrepreneurial activities. Meanwhile, the technical obstacle that students often experience is that the production process is sometimes constrained because the school location often experiences rolling power outages. As a result of these power outages, production equipment that uses electric current cannot be fully utilized. Similarly, in hydroponic farming activities due to rolling power outages, the water supply pump machine in hydroponics cannot function and will have an impact on hydroponic plants that can die.

This is justified by the sources in the results of the interviews above, it can be concluded that there are still obstacles faced by students in developing entrepreneurial character. The obstacles in question are, still limited student capital. In addition, students also have difficulty getting raw materials considering the location of the school which is far from the city center. Another obstacle faced is that the area around the school often experiences rolling power outages.

Conclusion and Recommendations/Implications

This study found that intra-school student organizations (OSIS) have an important role in shaping students' entrepreneurial character. OSIS serves as a forum for students to learn to organize, work together, and channel their talents and interests, thus helping to increase student creativity. Student council activities provide an opportunity for students to take a more active and responsible role, which ultimately forms a strong entrepreneurial character. Through their involvement in various student council activities, such as bazaars, work exhibitions, product marketing, and MSME production activities, students gain direct experience in teamwork, cooperation, and helping each other. The obstacles faced in the formation of entrepreneurial character through student councils are the differences in interests among student council administrators and the geographical challenges of schools located far from the city center, making access to raw materials difficult. In addition, limited capital is also one of the main obstacles for students in developing a business.

This research has significant value in the context of student entrepreneurship development, especially in the school setting. The findings of this study add to our understanding of how intra-school student organizations, such as student councils, can be effective tools in shaping entrepreneurial skills and characters. In addition, this study also shows that students' involvement in organizational activities can provide them with deep practical experience, which is not only beneficial for their school years but also provides important provisions for their future as independent and creative individuals. From a policy perspective, the results of this study can be used to inform the development of entrepreneurship programs in secondary schools,

especially focusing on the importance of providing sufficient resources to support activities that encourage the development of entrepreneurial character.

However, this study also has some limitations that need to be noted. One of the main limitations is that the research location is limited to only one school, SMA Negeri 13 Pangkep, which may not reflect the general conditions in other schools in Indonesia. The geographical constraints faced by students in this school, such as distance from the city center and difficult access to raw materials, may also be different in other areas. In addition, the limited time for conducting the study, which only lasted for one semester, is also a factor that limits the results of this study. This study also did not further explore other external factors that might influence the formation of entrepreneurial character, such as support from family or community environment outside school. For future research agendas, further research can be conducted by expanding the scope of research locations to other schools with different backgrounds, to provide a more comprehensive picture of the role of the student council in shaping students' entrepreneurial character. In addition, a longer and more in-depth study could be conducted to see the long-term impact of students' involvement in student council activities on the development of their entrepreneurial skills after graduating from school. This research also opens up space to further explore how collaboration between schools and external parties, such as local government or local entrepreneurs, can provide stronger support for entrepreneurship development among students. For future researchers, it is important to consider how aspects such as technological innovation, digitalization, and access to educational resources can enhance the effectiveness of entrepreneurship programs in schools. In addition, more in-depth research on how entrepreneurial character can be shaped through out-of-school activities, such as student communities or clubs, would also be beneficial. These limitations are expected to guide further research to produce more in-depth and applicable findings for the development of entrepreneurial character education in Indonesia.

Acknowledgments

The author would like to thank all those who have contributed to this research, including teachers at SMA Negeri 13 Pangkep, participating students, and all those who have provided support both morally and materially in completing this research. Without their help and cooperation, this research would not have been realized.

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