

DEVELOPMENT OF STUDENTS' LEARNING INDEPENDENCE THROUGH ENTREPRENEURSHIP-BASED CLASSICAL GUIDANCE SERVICES IN THE DSE PROGRAM AT SMK MUHAMMADIYAH KRAMAT

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Abstract

Students' learning independence is an important aspect in supporting learners to take responsibility for their learning activities, complete tasks, and make decisions without excessive dependence on others. In the context of vocational education, learning independence is also relevant to the development of attitudes and skills through the Dedication of Students to School and Entrepreneurial Skills (DSE) program. This study aims to describe the development of students' learning independence after participating in entrepreneurship-based classical guidance services through the DSE program. This study employed a descriptive qualitative approach involving three students of class XI TKRO 4 at SMK Muhammadiyah Kramat, namely HA, AKB, and MIM. Data were collected through observation, interviews, and documentation, and were analyzed through data reduction, data display, and conclusion drawing. The findings show that the development of learning independence differed according to the initial conditions of each student. HA showed improvement in courage, initiative, and completing tasks without always waiting for direction. AKB demonstrated improvement in self-control, responsibility, discipline, and involvement in learning activities. Meanwhile, MIM showed greater courage in expressing opinions, initiative, and participation in the DSE program. These developments were supported by the implementation of four classical guidance sessions involving discussion, question-and-answer activities, exercises, and reflection related to students' experiences in the DSE program. The study concludes that entrepreneurship-based classical guidance services through the DSE program contributed positively to the development of students' learning independence, although several aspects still require continuous strengthening.

Keywords: learning independence; classical guidance; entrepreneurship; DSE program; vocational students;

1 INTRODUCTION

Learning independence is an important ability for students because it is related to their capacity to manage, carry out, and take responsibility for their own learning process. Learning independence can be seen from students' willingness to initiate activities, complete tasks, manage their time, make decisions, and attempt to solve problems without excessive dependence on others. In education, this ability is important because students are not only expected to understand learning materials but also to manage their learning activities consciously and responsibly.

However, students' learning independence does not always develop optimally. This condition was also found among students of class XI TKRO 4 at SMK Muhammadiyah Kramat who participated in the *Dedication of Students to School and Entrepreneurial Skills* (DSE) program. Initial observations showed that some students still waited for directions from teachers or peers when completing tasks, lacked confidence in expressing their opinions, and were not fully able to make decisions independently. These conditions indicate that learning independence is not limited to the ability to complete assignments but also includes initiative, self-regulation, responsibility, willingness to ask questions, and the ability to determine appropriate actions.

This condition is important in vocational education because students are not only prepared to participate in learning activities but are also expected to develop attitudes and skills that can be applied in everyday life and the workplace. One context that can support the development of these attitudes is the DSE program. At SMK Muhammadiyah Kramat, the DSE program provides students with opportunities to participate in school activities and activities related to entrepreneurship skills. Through these activities, students are encouraged to carry out responsibilities, cooperate with others, and complete assigned tasks.

In guidance and counseling, entrepreneurship values are not limited to the ability to establish or manage a business but can also be developed as attitudes that support students' independence. Attitudes such as self-confidence, willingness to try, initiative, responsibility, decision-making ability, and the ability to recognize opportunities are closely related to students' ability to manage their learning process. Therefore, entrepreneurship-based classical guidance can be used as a form of service to help students develop these attitudes through learning experiences connected with the DSE program.

Previous studies have shown that classical guidance is related to the development of students' learning independence. Tirtha et al. (2022) found that classical guidance services could improve learning independence among vocational students. Sutopo et al. (2022) also reported an increase in learning independence after classical guidance was provided through two cycles. Furthermore, Purwandi et al. (2025) found improvements in responsibility, initiative, and decision-making through classical guidance using a *Problem Based Learning* technique. Rahman et al. (2024) reported a significant effect of classical guidance services on students' learning independence. Meanwhile, Fatmawati and Aziz (2024), through a literature study, found that a humanistic approach in guidance and counseling could support students' self-awareness, responsibility, and learning independence.

Although previous studies have demonstrated the contribution of classical guidance to learning independence, they have mainly focused on measuring improvement through quantitative approaches, guidance and counseling action research, or literature studies. Rahman et al. (2024), for example, used a quantitative approach to examine the effect of classical guidance by comparing students' conditions. In contrast, the present study employs a descriptive qualitative approach to explore students' learning independence development more deeply based on their experiences and behavioral changes after participating in the service.

Furthermore, previous studies have not specifically examined the development of learning independence through entrepreneurship-based classical guidance implemented within the context of the DSE program in a vocational high school. The particularity of this study lies in connecting entrepreneurship values with students' learning independence, including responsibility, discipline, initiative, self-confidence, decision-making, and task completion. These values were not only presented as learning materials but were also connected to students' experiences during the DSE program.

Based on these conditions, this study focuses on the development of students' learning independence after participating in entrepreneurship-based classical guidance services through the DSE program. The study involved three students of class XI TKRO 4 at SMK Muhammadiyah Kramat, namely HA, AKB, and MIM, who had different initial conditions of learning independence. These differences provided a basis for examining the development of each student after receiving the service. Therefore, this study aims to describe the development of students' learning independence after participating in entrepreneurship-based classical guidance services through the DSE program in class XI TKRO 4 at SMK Muhammadiyah Kramat.

2 METHODOLOGY

This study employed a **qualitative approach with a descriptive design**. This approach was selected because the study focused on gaining an in-depth understanding of students' learning independence development after participating in entrepreneurship-based classical guidance services through the *Dedication of Students to School and Entrepreneurial Skills* (DSE) program. Qualitative research was used to understand the phenomenon in its natural setting through observation, interviews, and documentation.

The study was conducted at **SMK Muhammadiyah Kramat** and involved three main subjects from class XI TKRO 4, identified by the initials **HA, AKB, and MIM**. The three students were selected based on initial observations and interviews indicating that they still required support in developing learning independence. Their initial conditions differed, allowing the development of each student to be examined after participating in the service.

To obtain more comprehensive data, the study also involved supporting informants, including the **guidance and counseling teacher, the homeroom teacher of class XI TKRO 4, the DSE program supervisor, and peers of the research subjects**. Interviews with these informants provided additional information regarding students' behavior during learning activities and the DSE program, as well as their development in learning independence.

Data were collected through **observation, interviews, and documentation**. Observation was conducted to directly examine students' responsibility in completing tasks, discipline, learning initiative, participation, decision-making ability, and independence during learning activities and the DSE program. Interviews were conducted with the students and supporting informants to obtain information about learning experiences, responsibility, participation in DSE activities, ability to manage activities, and the development of learning independence. Documentation, including photographs of interviews, guidance sessions, and documents related to the DSE program, was used as supporting evidence.

The entrepreneurship-based classical guidance service was conducted in **four sessions** based on the prepared Service Implementation Plan (RPL). The sessions were conducted on May 6, May 19, June 2, and June 7, 2026. The services focused on attitudes related to learning independence and were connected to students' experiences in the DSE program.

Data were analyzed using the **Miles and Huberman interactive model**, consisting of data collection, data reduction, data display, and conclusion drawing and verification. The analysis was conducted continuously throughout the research process so that data obtained from observations, interviews, and documentation could be selected, categorized, and interpreted according to the research focus.

Data validity was established by comparing and combining information obtained from different sources and data collection techniques. Interview data from students, the guidance and counseling teacher, homeroom teacher, peers, and DSE program supervisor were compared with observation and documentation data to obtain a more comprehensive description of students' learning independence and its development.

3 RESULTS

3.1 Implementation of Entrepreneurship-Based Classical Guidance through the DSE Program

The findings show that entrepreneurship-based classical guidance through the *Dedication of Students to School and Entrepreneurial Skills* (DSE) program was conducted in **four sessions** based on the Service Implementation Plan (RPL). The services focused on developing learning independence through materials related to responsibility, discipline, initiative, self-confidence, and the ability to complete tasks independently. Data on the implementation were obtained from activity reports, observations during the sessions, and students' reflections.

In the **first session**, the service focused on students' awareness of the importance of learning independence within the DSE program. Students were encouraged to understand learning independence and identify learning habits that still depended on teachers or peers. The activities involved discussion, question-and-answer sessions, and reflection. At this stage, HA still required guidance and confidence-building, AKB needed reinforcement in discipline and initiative, while MIM was able to participate adequately but still needed to strengthen self-confidence.

The **second session** focused on responsibility and learning discipline. Students began to understand the importance of completing tasks responsibly and developed simple steps for managing learning time and DSE tasks. HA became more focused but still needed encouragement to take initiative. AKB began to demonstrate responsibility, although discipline still required reinforcement. Meanwhile, MIM was able to participate and complete tasks adequately, although self-confidence remained an area for development.

The **third session** focused on developing initiative and self-confidence. Students were encouraged to express their opinions and complete tasks without always waiting for directions. The findings showed that students became more active in discussions and were able to cooperate in completing tasks. HA became more involved but still required encouragement to express opinions and make decisions. AKB became more active, although initiative and self-control still required reinforcement. MIM participated well but still needed greater confidence in expressing opinions.

The **fourth session** focused on reflection and reinforcement of learning independence. Students reflected on the changes they experienced throughout the sessions. Most students demonstrated development in responsibility, discipline, initiative, and willingness to complete DSE tasks. They were also able to communicate their reflections regarding their own development.

These findings are consistent with **Purwandi et al. (2025)**, who found that classical guidance can support the development of learning independence through activities involving responsibility, initiative, and decision-making. The present study differs in that the guidance activities were directly connected to students' experiences in the DSE program.

3.2 Development of HA's Learning Independence

Initial observations and interviews showed that HA still experienced several difficulties related to learning independence. HA tended to require directions when starting tasks, lacked confidence in expressing opinions, was not fully confident in making independent decisions, and sometimes required assistance in completing tasks. These conditions became the basis for strengthening self-confidence, initiative, and decision-making.

After participating in the four sessions, HA began to demonstrate development in carrying out activities more independently. The changes were particularly visible in decision-making and completing several tasks without always waiting for directions. Interviews also indicated that HA became more responsible for tasks, more active in activities, and more willing to complete work without relying too much on peers. However, self-confidence and willingness to express opinions still required reinforcement.

3.3 Development of AKB's Learning Independence

Initially, AKB was able to participate in several activities adequately but still required reinforcement in discipline, self-control, and initiative. During the service, AKB began to demonstrate better responsibility, although discipline and self-control remained areas requiring attention.

After participating in the services, AKB demonstrated better development compared with the initial condition. The changes were reflected in the ability to participate in activities, complete tasks, and become more independently involved in the learning process. Final observations indicated that several behaviors previously identified as problems were no longer evident to the same extent.

This development is consistent with Sutopo et al. (2022), who reported increased learning independence after classical guidance was provided gradually. It is also related to Purwandi et al. (2025), who found development in responsibility, initiative, and decision-making through classical guidance.

3.4 Development of MIM's Learning Independence

MIM demonstrated a relatively better initial condition compared with HA and AKB. MIM was able to participate in activities and carry out several responsibilities adequately. However, MIM still required reinforcement in self-confidence and willingness to express opinions. During the guidance sessions, MIM participated and completed tasks adequately but still required encouragement to become more confident.

After participating in the services, MIM showed development particularly in participating in activities, carrying out responsibilities, and becoming involved in the DSE program. The findings indicated that MIM's condition after the services was better than the initial condition. The development was also reflected in MIM's involvement in discussions and DSE activities.

This finding indicates that learning independence does not necessarily develop in the same way for every student. This is consistent with Fitri Fatiroh et al. (2025), who emphasized that students may have different levels of learning independence and therefore require development according to their individual conditions.

3.5 Overall Findings on Learning Independence Development

Based on the implementation of the services, final observations, and interviews with students and supporting informants, the three students demonstrated **different patterns of learning independence development**. HA developed particularly in decision-making, initiative, and completing tasks without always waiting for directions. AKB demonstrated development in participation, task completion, and more independent involvement in learning activities. Meanwhile, MIM showed development in carrying out responsibilities and participating in the DSE program.

Overall, final observations indicated that most of the learning-independence problems identified at the beginning were no longer evident in the three students. However, HA still required reinforcement in several areas, while AKB and MIM demonstrated better conditions compared with their initial situations. The changes were reflected in responsibility, discipline, initiative, self-confidence, decision-making, and the ability to complete tasks more independently.

These findings support Tirtha et al. (2022), who found that classical guidance can support the improvement of learning independence among vocational students. They are also related to Rahman et al. (2024), who found the development of learning independence after students received classical guidance services. However, the present study provides a more specific description of individual students' development within the context of entrepreneurship-based classical guidance connected to the DSE program.

Thus, the findings indicate that entrepreneurship-based classical guidance through the DSE program can serve as one effort to support the development of students' learning independence. The development did not occur uniformly but followed the initial conditions and needs of each student. This finding is also consistent with Fatmawati and Aziz (2024), who emphasized the importance of creative guidance and counseling services that respond to students' needs in developing their ability to manage learning activities independently.

4 DISCUSSION

The findings indicate that entrepreneurship-based classical guidance through the DSE program contributed positively to the development of learning independence among students of class XI TKRO 4 at SMK Muhammadiyah Kramat. The development was reflected in responsibility, discipline, initiative, self-confidence, willingness to express opinions, decision-making, and the ability to complete tasks more independently. However, the development was not uniform across the participants but followed their initial conditions and individual needs.

4.1 Development of Learning Independence Based on Individual Conditions

HA initially tended to wait for directions before starting tasks and was not fully confident in expressing opinions. After participating in the service, HA became more active and began attempting to complete tasks without always depending on teachers or peers. Nevertheless, HA still required encouragement to maintain self-confidence and initiative.

AKB demonstrated development in participation, self-confidence, initiative, and responsibility. Initially, AKB experienced difficulties in maintaining discipline and self-control consistently. Following the service, AKB became more capable of directing himself in completing tasks and participating in activities. However, continued habituation was still necessary.

Meanwhile, MIM showed development particularly in expressing opinions and participating in activities. Although MIM initially demonstrated adequate responsibility and task completion, confidence and initiative remained areas requiring reinforcement. After the service, MIM became more active in discussions and more willing to express opinions and participate in the DSE program.

These differences indicate that the outcomes of the service should not be interpreted as identical changes for every student. The initial condition of each participant became an important basis for determining the developmental needs of the individual. This finding is consistent with Fitri Fatiroh et al. (2025), who showed that students' learning independence may differ and that certain aspects still require development.

4.2 The Role of the DSE Experience in Supporting Learning Independence

An important finding is the connection between the guidance materials and students' experiences in the DSE program. Students did not merely receive explanations about learning independence but were also given opportunities to practice independent attitudes through their activities. HA began learning not to always wait for directions, AKB began managing himself when completing tasks, while MIM became more willing to express opinions and participate in activities.

The DSE program provided direct experiences in carrying out responsibilities, managing time, cooperating with others, determining actions, and completing tasks. These experiences were connected with classical guidance materials, allowing students to understand the relationship between independent attitudes and their learning activities.

This finding is consistent with the study framework stating that DSE provides direct experiential learning. However, practical experience does not automatically develop learning independence without appropriate guidance. Students need assistance to understand, reflect on, and interpret their entrepreneurial experiences.

The findings are also related to Nadya Putri Permatasari and Herdi (2023), who found that learning independence among vocational students is influenced by learning motivation and a supportive learning environment. A supportive environment involving teachers and active interactions can strengthen students' ability to learn independently and responsibly.

4.3 Classical Guidance as Support for Developing Learning Independence

The findings further indicate that classical guidance does not merely function as a means of delivering information. Through discussion, questioning, exercises, and reflection, students were encouraged to consider appropriate actions when facing tasks or difficulties. This process supported the development of habits related to self-regulation, responsibility, and initiative.

This finding is consistent with Fatmawati and Aziz (2024), who explained that creative guidance and counseling services adjusted to students' needs can help students develop their ability to manage learning activities. In the present study, this was reflected through opportunities to discuss, express opinions, complete tasks, reflect, and connect guidance materials with DSE experiences.

The finding is also related to Tirtha et al. (2022) and Rahman et al. (2024), who reported that classical guidance can support the development of students' learning independence. However, the present study provides a more specific description by examining three students with different initial conditions and experiences within the DSE program.

4.4 Development as a Process Rather Than an Immediate Outcome

The development identified in this study does not mean that all learning-independence difficulties were resolved after four guidance sessions. HA still required encouragement to maintain self-confidence and initiative, AKB needed continued habituation in discipline and self-control, while MIM still needed opportunities to strengthen decision-making and expressing ideas. Therefore, the development should be understood as a **positive change that began to emerge after the service**, rather than as complete achievement of learning independence.

Learning independence requires continuous habituation and support. In this study, the guidance and counseling teacher not only delivered materials but also provided direction, reinforcement, motivation, opportunities to express opinions, and opportunities for students to complete tasks through their own efforts. Such support gradually helped reduce students' dependence on external directions.

Overall, the findings suggest that entrepreneurship-based classical guidance through the DSE program can serve as one form of support for developing students' learning independence. However, its development is not determined solely by the provision of guidance services but is also related to habituation, environmental support, direct experience, and students' individual needs.

5 CONCLUSIONS

Based on the findings, it can be concluded that entrepreneurship-based classical guidance through the *Dedication of Students to School and Entrepreneurial Skills* (DSE) program contributed positively to the development of learning independence among students of class XI TKRO 4 at SMK Muhammadiyah Kramat. The development was reflected in responsibility, discipline, initiative, self-confidence, willingness to express opinions, decision-making, and the ability to complete tasks more independently.

The development demonstrated by each student differed according to their initial conditions. HA showed development particularly in courage, initiative, and efforts to complete tasks without always waiting for directions. AKB demonstrated development in self-confidence, self-control, responsibility, and

participation. Meanwhile, MIM showed development particularly in expressing opinions, initiative, and participation in DSE activities.

These findings indicate that learning independence develops gradually and requires continuous habituation and support. Therefore, entrepreneurship-based classical guidance through the DSE program can serve as a supporting effort to develop students' learning independence through direct experiences involving responsibility, discipline, initiative, and decision-making. Nevertheless, several aspects of each student's development still require reinforcement so that the positive changes can be maintained and applied more consistently.

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