

The Effects of Public Funding and Entrepreneurial Literacy on The Quality of Learning in Productive Subjects at State Vocational High School 1 Mempawah Hulu, Landak Regency

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ABSTRACT

This study aimed to analyze the effects of public funding and entrepreneurial literacy on the quality of learning in productive subjects at SMK Negeri 1 Mempawah Hulu, Landak Regency, both partially and simultaneously. This research employed a quantitative approach with an associative-causal (explanatory) design. The population consisted of 526 students, from which a sample of 84 eleventh-grade students from six study programs was determined using the Slovin formula and selected through proportionate stratified random sampling. Data were collected through questionnaires and analyzed using multiple linear regression, including classical assumption tests, partial (t-test) and simultaneous (F-test) hypothesis testing, and the coefficient of determination (R^2). The results showed that public funding had a positive and significant effect on the quality of learning in productive subjects, and entrepreneurial literacy also had a positive and significant effect on learning quality. Furthermore, public funding and entrepreneurial literacy simultaneously had a positive and significant effect on the quality of learning in productive subjects, explaining 76.8% of its variance, while the remaining 23.2% was influenced by other factors outside the scope of this study. These findings indicated that effective management of public funding and the strengthening of students' entrepreneurial literacy were important factors in improving the quality of learning in productive subjects.

INTRODUCTION

Education is one of the important factors in developing quality human resources. Through education, students acquire the knowledge, skills, and attitudes necessary to face increasingly complex social, economic, and technological changes (Aithal & Aithal, 2024; Gouda, 2022; Mustafazada, 2024; Thao, 2023). In national development, education functions not only as a means of knowledge transfer but also as a strategic instrument for increasing national competitiveness through the development of students' creativity, innovation, and entrepreneurial skills.

Human Capital Theory proposed by Baker (2016) explains that investment in education improves the quality of human resources through increased knowledge, skills, and productivity. In the context of this research, the theory serves as the foundation that learning quality is an outcome of educational investment, one form of which is the provision of adequate public funding. Funding allocated to support learning facilities, instructional

media, and teacher competency development is expected to improve the quality of the learning process and produce more competent students.

Public Goods Theory proposed by Samuelson and Nordhaus (2010) in Mukhyi (2024) explains that education is a public good whose provision is the responsibility of the government because it generates broad benefits for society. In this study, the theory supports the importance of public funding as a source of educational financing for providing facilities, infrastructure, learning media, and other school requirements. The availability of adequate public funding is expected to improve learning quality and enable educational objectives to be achieved optimally (Lateef et al., 2025; Mayasari et al., 2024; Nutsugah & Azorli, 2026; Odukoya & Tungbowei, 2025; Siswandi et al., 2026).

Within the national education system, the Indonesian government has made various efforts to improve education quality through public funding policies, such as School Operational Assistance (BOS), Special Allocation Funds (DAK) for the education sector, and other educational improvement programs. These funds are utilized to fulfill school operational needs, procure facilities and infrastructure, provide learning media and resources, improve teacher competencies, and implement various learning programs that support the teaching and learning process.

Although the government has provided various forms of public funding, the need for productive learning facilities and infrastructure in vocational schools remains substantial. Based on the inventory results of facilities and infrastructure at SMK Negeri 1 Mempawah Hulu in 2026, several learning facilities were still damaged, insufficient, or unavailable, as presented in Table 1.

In addition to the Plant Agribusiness Department, the Fisheries Expertise Program also required various practical equipment, such as water pumps, aerators, water quality testing equipment, feed printing machines, freezers, and refrigerators, with an estimated total budget requirement of approximately IDR 74,397,500. This condition indicates that public funding is needed not only to fulfill practical material requirements but also to support the procurement and maintenance of practical equipment across various expertise programs at SMK Negeri 1 Mempawah Hulu.

Effectively managed public funding has a positive impact on learning quality. The availability of adequate budgets enables schools to provide a more conducive learning environment, update learning facilities and technologies, and improve access to relevant teaching materials. Furthermore, funding supports teacher training and professional development, thereby improving pedagogical and professional competencies. This condition encourages teachers to implement more innovative, interactive, and student-centered learning approaches. Ultimately, adequate public funding contributes to improving the effectiveness of the learning process, student engagement, and the achievement of optimal learning outcomes.

In addition to public funding factors, learning quality is also influenced by students' entrepreneurial literacy levels. Entrepreneurial literacy refers to students' ability to understand entrepreneurial concepts, identify business opportunities, and manage risks in business activities. It is an important competency for responding to increasingly dynamic economic developments and growing competition in the labor market.

Theory of Entrepreneurship Education proposed by Ajzen (2020) explains that entrepreneurial literacy refers to individuals' ability to understand entrepreneurial concepts, identify opportunities, assess risks, and understand business processes to make effective business decisions. Entrepreneurial literacy includes knowledge of business opportunities, business management, creativity, innovation, and risk management skills. Individuals with strong entrepreneurial literacy tend to demonstrate greater interest and readiness to become entrepreneurs.

In the context of education, particularly vocational education, entrepreneurship plays an important role in improving the quality of learning in productive subjects. Productive subjects are oriented toward developing occupational skills and specific competencies. Therefore, learning in productive subjects should be designed contextually, practically, and relevantly to the needs of the business and industrial sectors.

Learning in productive subjects is a process oriented toward developing students' skills, creativity, and ability to produce valuable works or products according to their fields of expertise. Productive learning emphasizes active student involvement through practical activities, problem-solving, and the development of creative and innovative thinking skills to enhance competence and work readiness. According to Daerobi et al. (2024), productive learning and entrepreneurship education encourage students to develop creativity, innovation, critical thinking skills, and the ability to face challenges in the workplace and entrepreneurial environments.

Research conducted by Bowers (2020) showed that increased education funding positively influenced the quality of the learning process and student learning outcomes because schools had more adequate resources to support learning activities. Meanwhile, Utari et al. (2025) found that entrepreneurial literacy positively influenced the entrepreneurial intentions of vocational school students. Their findings indicated that students' understanding of entrepreneurial concepts could improve their readiness to start businesses and develop entrepreneurial potential from an early stage.

Furthermore, Mahmud et al. (2025) found that entrepreneurial literacy had a positive influence on students' entrepreneurial interests. Individuals with strong entrepreneurial literacy tend to be better prepared to establish businesses and manage business activities effectively (Mahmud et al., 2025). Other studies have also shown that integrating entrepreneurship education into the learning process can enhance students' creativity and innovation. Rats and Jones (2021) demonstrated that entrepreneurship education could encourage the development of creativity, innovation, and critical thinking skills, enabling students to better prepare for future economic challenges (Rats & Jones, 2021).

Based on these studies, public funding and entrepreneurial literacy were found to play important roles in improving learning quality, particularly learning oriented toward creativity, innovation, and entrepreneurship. However, most previous studies have focused on the influence of entrepreneurial literacy on students' entrepreneurial interests or intentions, while studies specifically examining the relationship between public funding, entrepreneurial literacy, and the quality of productive learning in schools remain limited.

Therefore, a research gap exists regarding how public funding and entrepreneurial literacy simultaneously influence the quality of learning in productive subjects within vocational education settings. Previous studies have primarily examined the influence of

public funding on general education quality or learning outcomes, while research specifically investigating the role of public funding in improving learning quality in productive subjects at vocational schools remains limited. Similarly, research on entrepreneurial literacy has generally focused on students' entrepreneurial interests or intentions rather than its relationship with learning quality. Furthermore, studies integrating public funding and entrepreneurial literacy as simultaneous determinants of learning quality remain scarce, particularly at the vocational school level in West Kalimantan.

In the context of SMK Negeri 1 Mempawah Hulu, public funding received by the school originated from the Education Unit Operational Assistance (Bantuan Operasional Satuan Pendidikan [BOSP]) funds and the Government Assistance Program (Program Bantuan Pemerintah [PBP]) funds. Based on initial interviews with the school, the amount of funding received over the previous three years fluctuated due to changes in student enrollment. A decline in student numbers directly affected the reduction of operational funds received by the school. These conditions influenced the implementation of productive learning, particularly in terms of fulfilling facilities and infrastructure requirements, procuring practical materials and equipment, maintaining learning facilities, and implementing practical activities that characterize vocational education. If these needs cannot be optimally fulfilled, the quality of learning in productive subjects may decline. Therefore, effective management of public funding is an important factor in maintaining and improving learning quality at SMK Negeri 1 Mempawah Hulu.

On the other hand, as a vocational school with six active majors, SMK Negeri 1 Mempawah Hulu is expected to produce graduates with entrepreneurial competencies and the ability to adapt to workplace dynamics and economic development. Therefore, entrepreneurial literacy is an important aspect that supports students' readiness during the learning process and prepares them to enter the business and industrial sectors. Entrepreneurial literacy not only equips students with knowledge of business concepts and opportunities but also develops creative thinking, innovation, problem-solving, and decision-making skills. These abilities are essential in productive subjects that emphasize practical activities, problem-solving, and mastery of competencies according to students' fields of expertise. With strong entrepreneurial literacy, students are expected to participate more actively in learning activities, generate creative ideas, and become better prepared to create business opportunities and enter the workforce after graduation. Therefore, strengthening entrepreneurial literacy is an important factor in improving the quality of learning in productive subjects at SMK Negeri 1 Mempawah Hulu.

Based on these conditions, examining the extent to which public funding as an external factor and entrepreneurial literacy as an internal factor jointly influence the quality of learning in productive subjects at SMK Negeri 1 Mempawah Hulu is essential. This analysis is important for determining how public funding allocated for facilities and infrastructure, practical materials, learning media, and teacher competency development contributes to learning quality while considering the role of students' entrepreneurial literacy as a supporting factor. This research is expected to provide empirical evidence regarding the influence of these two variables and serve as a basis for schools and policymakers in developing strategies for education funding management and strengthening entrepreneurial literacy to improve learning quality effectively and sustainably. Therefore, research on the

relationship between public funding and entrepreneurial literacy and the quality of productive learning at SMK Negeri 1 Mempawah Hulu, Landak Regency, is important to conduct. This study is expected to provide insights into factors affecting the quality of entrepreneurship-oriented learning and offer recommendations for developing more effective educational policies and practices to improve vocational education quality.

METHOD

Data collection techniques are an essential component of research because they determine the quality and relevance of the data obtained. In this study, data were collected using a questionnaire. The questionnaire consisted of a set of questions or statements provided to respondents to obtain information related to the research variables. This technique was selected because it aligned with the quantitative research approach and enabled systematic and efficient data collection.

RESULTS AND DISCUSSION

The Effect of the Impact of Public Funding on the Quality of Learning in Productive Subjects at SMK Negeri 1 Mempawah Hulu

The results of the study show that the variable impact of public funding has a positive and significant effect on the Quality of Learning in Productive Subjects at SMK Negeri 1 Mempawah Hulu. The results of the t-test showed a significance value of $0.001 < 0.05$ with a t-calculated value of 3.848 which was greater than the t-table of 1.989. These results show that the hypothesis that there is a positive and significant influence of the impact of public funding on the quality of learning is accepted. This means that the better the management and utilization of the impact of public funding in schools, the higher the quality of learning in productive subjects.

The findings of this study are in line with Public Goods Theory presented by Samuelson and Nordhaus (2010) in Mukhyi (2024), which explains that education is a public good whose implementation requires funding support from the government. Public funding acts as a source of financing to provide various educational needs, such as facilities and infrastructure, learning media, teaching materials, and teacher competency development. The availability of adequate funding allows schools to create a more conducive learning environment, provide learning facilities that are relevant to the needs of students, and improve teachers' competence in carrying out the learning process. The impact of these conditions is the increase in the effectiveness of learning implementation, student involvement in learning activities, and the achievement of better learning quality.

In addition, the results of this study are also supported by the view of Baker (2016) which states that adequate education funding provides opportunities for schools to provide quality learning resources so as to be able to increase the effectiveness of the learning process and student learning outcomes. Thus, the more optimal the management and utilization of the impact of public funding, the greater the opportunity for schools to improve the quality of learning through the provision of facilities, learning resources, and educational services that support the achievement of learning goals.

Based on the results of research at SMK Negeri 1 Mempawah Hulu, public funding has an impact on improving the quality of learning through the provision of adequate

learning facilities, more complete learning media, teaching materials that support learning activities, and the availability of a more comfortable learning environment. In productive subjects, public funding also supports the provision of practical equipment and practice-based learning activities so that students get a more optimal learning experience. The availability of these various facilities helps teachers carry out the learning process more effectively, interactively, and in accordance with the needs of vocational competencies.

In addition to having an impact on the learning process, public funding also has an influence on increasing student motivation and involvement in learning. Adequate learning facilities and media allow students to be more active in practical activities, discussions, and assignment completions so that the learning process becomes more interesting and meaningful. This condition ultimately contributes to improving the quality of learning which is reflected in achieving learning objectives more effectively.

The results of this study are in line with the research Devitrisia et al., (2025) which states that education financing has an important role in improving the quality of the learning process and the quality of graduates through the provision of adequate educational facilities, infrastructure, and facilities. The study explained that good management of financing sources is able to create a more effective learning environment so as to support the improvement of the quality of education.

The findings of this study are also consistent with the research Fadhilah & Dewi (2025) which states that education financing is a long-term investment in improving the quality of human resources. Adequate education funding has an impact on improving the quality of learning, developing student competencies, and improving the quality of education in a sustainable manner.

In addition, the research Kholifah et al., (2025) shows that good planning and management of education financing is able to increase the effectiveness of learning through the provision of learning media, practical facilities, and various learning activities that support the achievement of student competencies. The similarity of these results shows that the impact of public funding is one of the important factors that affect the quality of learning if it is managed effectively and in accordance with the needs of schools.

Thus, the results of this study strengthen the theory and results of previous research that the impact of public funding not only functions as a source of financing for school operations, but also has a real impact on improving the quality of learning. Effectively managed public funding is able to support the availability of learning facilities, improve the quality of the teaching and learning process, strengthen student involvement, and help achieve competencies in productive subjects at SMK Negeri 1 Mempawah Hulu, Landak Regency.

The Effect of Entrepreneurial Literacy on Learning Quality in Productive Subjects at SMK Negeri 1 Mempawah Hulu

The results of the study show that the Entrepreneurship Literacy variable has a positive and significant effect on the Quality of Learning in Productive Subjects at SMK Negeri 1 Mempawah Hulu. This is evidenced by the results of the t-test which showed a significance value of $0.001 < 0.05$ and a t-calculated value of $6.345 > t\text{-table of } 1.989$. Thus, the hypothesis that entrepreneurial literacy affects the quality of learning is accepted. These

results show that the higher the level of entrepreneurial literacy that students have, the better the quality of learning in productive subjects.

The results of this study show that entrepreneurial literacy contributes to improving the quality of learning because students not only understand the concept of entrepreneurship theoretically, but are also able to develop creative, innovative, critical thinking skills, and are able to identify opportunities and solve problems related to the business world. This ability encourages students to be more active in the learning process, dare to express opinions, cooperate in completing assignments, and be able to connect learning materials with real conditions in the surrounding environment. This condition makes productive learning more meaningful, contextual, and oriented towards competency development.

In addition, entrepreneurial literacy also increases students' confidence in developing business ideas, making decisions, and applying skills acquired through practical activities. Productive learning supported by entrepreneurial literacy allows students to obtain a more applicable learning experience so that the learning process becomes more effective and learning goals are easier to achieve.

The findings of this study are in line with the Theory Entrepreneurship Education submitted by Ajzen (2020), which explains that entrepreneurial literacy is an individual's ability to understand concepts, opportunities, risks, and the process of running a business so that they are able to make decisions effectively. Entrepreneurial literacy includes knowledge about business opportunities, business management, creativity, innovation, and risk management skills. In the context of learning at vocational schools, these abilities not only shape students' readiness to be entrepreneurial, but also support the quality of learning because students are better able to understand the material, think analytically, solve problems, and apply knowledge in productive learning activities. Thus, the better the entrepreneurial literacy that students have, the higher the quality of learning produced.

The results of this study are in line with the research Putri & Utama (2023) which states that economic literacy and entrepreneurship are able to improve the quality of learning through improving material understanding, critical thinking skills, and skills in solving learning problems. Students who have good entrepreneurial literacy tend to be more active in learning, easier to understand the material, and able to relate the concepts learned to daily life practices.

The findings of this study are also supported by research Princess & Ulfiah (2026) which states that practice-based entrepreneurship literacy training is able to increase students' productivity, creativity, and skills in developing business ideas. Practice-based learning provides a more real learning experience that helps students understand the material more deeply, increases active participation, and ultimately has an impact on improving the quality of learning.

In addition, the results of this study are in line with the research Daerobi et al., (2024) which explains that the development of entrepreneurial literacy and student creativity is able to improve innovative thinking skills, communication skills, and active participation in learning. Entrepreneurial literacy encourages students to be better prepared to face the challenges of the business world and the world of work through applicative learning, so that the learning process becomes more effective and qualitative.

Thus, the results of this study strengthen the theory and results of previous research that entrepreneurial literacy is one of the important factors that affect the quality of learning in productive subjects. The higher the entrepreneurial literacy that students have, the better their ability to understand the material, think creatively and innovatively, solve problems, and apply knowledge in practical activities. This condition has an impact on increasing student involvement, the effectiveness of the learning process, and the achievement of learning objectives in productive subjects at SMK Negeri 1 Mempawah Hulu, Landak Regency.

The Effect of the Impact of Public Funding and Entrepreneurship Literacy Simultaneously on the Quality of Learning in Productive Subjects at SMK Negeri 1 Mempawah Hulu

The results of the study show that the variables of the impact of public funding and entrepreneurial literacy simultaneously have a positive and significant effect on the Quality of Learning in Productive Subjects at SMK Negeri 1 Mempawah Hulu. This is evidenced by the results of the F test which shows a significance value of $0.001 < 0.05$ and an F-calculation value of $134.104 > F\text{-table } 3.11$. Thus, the hypothesis that the impact of public funding and entrepreneurial literacy together affects the quality of learning is acceptable.

Based on the results of the determination coefficient test, the R Square value was obtained as 0.768 or 76.8%. This shows that the impact of public funding and entrepreneurial literacy together is able to explain the variation in learning quality in productive subjects by 76.8%, while the remaining 23.2% is influenced by other factors that were not studied in this study, such as teacher competence, student learning motivation, principal's leadership, learning environment, and other supporting factors.

An R value of 0.876 indicates that the relationship between independent variables and dependent variables is in the very strong category. However, the relatively high value of the determination coefficient needs to be interpreted carefully because all variables in this study were measured using a Likert scale questionnaire instrument filled in by the same respondents (self-report). This condition has the potential to cause common method bias, which is the tendency to increase the relationship between variables due to the use of the same measurement method. However, the potential for bias has been sought to be minimized through the preparation of instruments based on different indicators on each variable as well as testing the validity and reliability of the instruments before being used in the research.

The results of this study show that the quality of learning is not only influenced by the availability of educational resources through public funding, but also by the ability of students to utilize the learning process through entrepreneurial literacy. Optimally managed public funding allows schools to provide adequate facilities and infrastructure, learning media, teaching materials, and practical facilities. On the other hand, entrepreneurial literacy equips students with creative, innovative, critical thinking skills, as well as the skills to identify opportunities and solve problems. The combination of these two factors creates a more effective, interactive, contextual, and competency-oriented learning process, so that the quality of learning in productive subjects can be optimally improved.

The findings of this study are in line with Public Goods Theory presented by Samuelson and Nordhaus (2010) in Mukhyi (2024), which explains that education is a public good that requires funding support from the government to provide quality

educational services. Public funding is a source of financing for the provision of facilities and infrastructure, learning media, teaching materials, and improving teacher competence so that the learning process can take place effectively. The impact of optimally managed public funding can be seen from the increasing availability of learning facilities, the completeness of learning media, access to learning resources, and the improvement of teachers' competence in carrying out learning. These conditions create a more conducive learning environment, increase the effectiveness of interactions between teachers and students, encourage active student involvement in learning, and facilitate the achievement of learning goals. Thus, the greater the positive impact of public funding felt by schools through the management and use of funds that are right on target, the higher the quality of learning that can be realized.

In addition, the results of this study are also in line with the Theory Entrepreneurship Education submitted by Ajzen (2020), which explains that entrepreneurial literacy is an individual's ability to understand concepts, opportunities, risks, and the process of running a business so that they are able to make decisions effectively. Entrepreneurial literacy forms creative, innovative, and adaptive thinking skills that support student involvement in productive learning. Students who have good entrepreneurial literacy tend to be more active in the learning process, able to connect theory with practice, and better prepared to face the challenges of the business world and the world of work.

The results of this study are in line with the research Barus et al., (2025) which explains that effective and transparent management of education funds is able to improve the quality of education through the provision of facilities, improving the quality of learning, and developing student competencies. These findings reinforce the results of this study that optimally managed public funding contributes to the creation of a better quality learning process.

This research is also supported by research Anwar et al., (2025) which states that strengthening entrepreneurial literacy in the learning process is able to increase creativity, innovation, and students' ability to think independently. Entrepreneurial literacy is one of the factors that supports the creation of more applicative, active, and competency-oriented learning.

In addition, the research Yuliantina et al., (2026) Explained that the development of an entrepreneurial spirit through financial literacy and creative learning is able to increase students' skills, confidence, and active participation in learning. These results show that strengthening entrepreneurial literacy has a positive impact on the quality of the learning process through increasing student involvement and competence.

Thus, the results of this study show that the impact of public funding and entrepreneurial literacy are two factors that complement each other in improving the quality of learning in productive subjects. Public funding provides support in the form of adequate facilities, media, and learning resources, while entrepreneurial literacy shapes students' abilities, creativity, and readiness to follow the learning process. The synergy between the support of educational resources and the development of student competencies is able to create more effective, innovative, and competency-oriented learning, so that the quality of learning in productive subjects at SMK Negeri 1 Mempawah Hulu, Landak Regency can be optimally improved.

CONCLUSION

Based on the results of the research conducted on the effects of public funding and entrepreneurial literacy on the quality of learning in productive subjects at SMK Negeri 1 Mempawah Hulu, Landak Regency, it can be concluded that public funding at the school was categorized as good. This indicated that learning facilities, learning environments, instructional media, teaching materials, and support for students' learning activities and creativity were available and utilized effectively. The findings also showed that public funding had a positive and significant effect on the quality of learning in productive subjects, indicating that more effective utilization of public funding contributed to improved learning quality.

Similarly, students' entrepreneurial literacy at SMK Negeri 1 Mempawah Hulu was categorized as good, as reflected in their understanding of entrepreneurial concepts, ability to identify business opportunities, creative and innovative thinking skills, decision-making abilities, and confidence in entrepreneurial activities. Entrepreneurial literacy was also found to have a positive and significant effect on learning quality, indicating that higher levels of entrepreneurial literacy contributed to better learning outcomes in productive subjects.

Furthermore, public funding and entrepreneurial literacy simultaneously had a positive and significant effect on the quality of learning in productive subjects at SMK Negeri 1 Mempawah Hulu, Landak Regency. Together, these two variables explained 76.8% of the variance in learning quality, while the remaining 23.2% was influenced by other factors outside the scope of this study. These findings indicated that effective management of public funding and the strengthening of students' entrepreneurial literacy were important factors in improving the quality of learning in productive subjects.

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