

IMPLEMENTATION OF SYMBOLIC MODELING TECHNIQUES TO INCREASE ENTREPRENEURIAL MOTIVATION IN VOCATIONAL SCHOOL STUDENTS

Muhammad Wildan Ihsani¹, Ade Irma Noviyanti^{2*}, Bhennita Sukmawati³

¹²³Universitas PGRI Argopuro Jember, Indonesia

*Corresponding Author: adeirma84@gmail.unipar.ac.id

ABSTRACT

Entrepreneurial motivation is a key factor in preparing vocational students to become independent and competitive in the world of work. This study aimed to analyze the effectiveness of symbolic modeling techniques in individual counseling services to enhance entrepreneurial motivation among vocational school students. The research employed a qualitative case study design with two twelfth-grade students from the Digital Business Department of Kartini Vocational High School, Jember, who were purposively selected for having low entrepreneurial motivation. Data were collected through observations, semi-structured interviews, documentation, and field notes, using video-based symbolic modeling of entrepreneurial role models as the intervention medium. The data were analyzed using the Miles and Huberman interactive model, consisting of data reduction, data display, and conclusion drawing/verification, with triangulation applied to ensure validity. The results showed that both students demonstrated significant improvement in entrepreneurial motivation across Bandura's four stages of modeling: attention, retention, reproduction, and motivation. The first student developed a realistic small-scale business plan with optimism and family support, while the second student presented ambitious entrepreneurial ideas but faced doubts regarding financial feasibility. Overall, the findings confirmed that symbolic modeling strengthened students' self-confidence, perseverance, initiative, and willingness to take risks. These outcomes support Bandura's social cognitive theory and Ryan's self-determination theory, highlighting the role of observation, self-efficacy, and intrinsic motivation in fostering entrepreneurial readiness. This study concludes that symbolic modeling is an effective counseling strategy for enhancing entrepreneurial motivation and offers practical implications for counselors, teachers, and future research in vocational education.

Keywords: Counseling; Entrepreneurial Motivation; Symbolic Modeling; Vocational Education

INTRODUCTION

Entrepreneurial motivation is a fundamental aspect of vocational education because the success of graduates is not solely determined by technical skills, but also by their readiness to create independent employment opportunities. In the context of vocational high schools (SMK) in Indonesia, the government emphasizes the importance of entrepreneurship education as an effort to reduce unemployment and prepare competitive human resources. However, the reality in the field shows that many vocational students still demonstrate passive tendencies, low self-confidence, and fear of taking risks. This condition becomes a serious barrier in achieving the goals of vocational education, which emphasizes independence, creativity, and work readiness (Hasibuan, 2024); (Sunny, 2020).

From a theoretical perspective, entrepreneurial motivation can be explained through Bandura's social learning theory, which highlights that learning occurs through observation and modeling. Symbolic modeling, one of the techniques derived from this theory, utilizes media such as videos, stories, or role models to stimulate changes in cognition, emotion, and behavior. When vocational students are exposed to symbolic representations of successful entrepreneurs, they have the opportunity to internalize values such as persistence, courage, and creativity. In addition, the concept of self-efficacy as proposed by Bandura also plays a central role, as students who believe in their own ability to face challenges are more likely to be motivated to start entrepreneurial activities.

The main problem that arises is that although entrepreneurship education has been integrated into the vocational school curriculum, its implementation often remains limited to theoretical explanations and classroom simulations. As a result, students tend to experience a gap between knowledge (*das sollen*) and practice (*das sein*). Ideally, vocational students should demonstrate high entrepreneurial motivation characterized by self-confidence, initiative, and risk-taking. In reality, however, many students still lack the courage to initiate entrepreneurial projects, hesitate to take risks, and quickly give up when facing obstacles. This indicates a gap between what should be achieved and what actually happens in the field.

Several previous studies have attempted to address this issue. Suny (2020) found that low entrepreneurial motivation is strongly influenced by fear of failure and lack of self-confidence, as well as external factors such as family support, social environment, and learning experiences (Minarsih, 2022); (Putri S. A., 2025); (Atmojo, 2020). Counseling interventions also play a significant role in encouraging students to become more confident and willing to try small-scale businesses (Ajeng, 2024; Hadi, 2024; Vina, 2024). Hasibuan (2024) emphasized the role of family support and social environment in shaping students' entrepreneurial interest. Hadi (2024) highlighted the contribution of counseling services in increasing students' confidence to start small businesses. (Rokhimah, 2025) demonstrated that symbolic modeling techniques significantly improve students' self-efficacy, which becomes the basis for entrepreneurial courage. Similarly, Minarsih (2022) proved that symbolic modeling effectively increases learning motivation among vocational students, while Ajeng (2024) confirmed its role in strengthening students' career motivation.

Symbolic modeling has been identified as an effective counseling technique to increase students' self-efficacy and entrepreneurial spirit (Rokhimah, 2025); (Putri E. &, 2023). Theoretically, entrepreneurial motivation can be explained through Bandura's social cognitive theory, which emphasizes that learning occurs through observation and modeling (Bandura, 1986). In addition, the use of media in the learning process has been proven to significantly affect students' motivation (Arief, 2012); (Arsyad, 2013); (Huljanah, 2025); (Wijaya, 2024).

Based on the results of these studies, it can be seen that symbolic modeling has been widely applied in the field of education, particularly in increasing learning motivation and self-efficacy. However, studies that specifically focus on its application in individual counseling services to increase entrepreneurial motivation among vocational students are still very limited. This indicates a research gap, where most existing studies emphasize general learning motivation or career development, but rarely explore symbolic modeling in the context of entrepreneurship education through counseling.

Therefore, this study focuses on the implementation of symbolic modeling techniques through video media of entrepreneurial role models in individual counseling services to enhance the entrepreneurial motivation of SMK students. The study contributes theoretically by reinforcing social learning theory and practically by offering a relevant counseling strategy for vocational students (Zimmerer, 2008; Zimmerman, 2000; Ryan, 2000), this research presents novelty in the application of symbolic modeling techniques, not merely as a classroom learning strategy, but as an individual counseling intervention designed to foster entrepreneurial motivation. By combining Bandura's four stages of modeling-attention, retention, reproduction, and motivation-with interactive counseling processes, this study aims to provide empirical evidence that symbolic modeling can serve as an effective strategy to strengthen vocational students' entrepreneurial readiness.

The objective of this research is to analyze the effectiveness of symbolic modeling techniques in individual counseling services in increasing entrepreneurial motivation among vocational students. Specifically, this study seeks to describe the implementation steps of symbolic modeling in counseling sessions and to evaluate changes in entrepreneurial motivation experienced by students. It is expected that the findings of this study will contribute theoretically to the development of social learning theory in

counseling practice, and practically, to providing vocational school counselors with alternative strategies to support entrepreneurship education.

METHOD

Research Design

This study employed a qualitative research design using a case study approach. The purpose of the study was to explore how symbolic modeling techniques could enhance entrepreneurial motivation among vocational high school students who initially demonstrated low entrepreneurial motivation. The case study approach was considered appropriate because it allowed the researcher to obtain an in-depth understanding of the counseling intervention process, students' responses, and motivational changes experienced by the participants throughout the intervention.

Research Subjects

The subjects of this study were two twelfth-grade students from the Digital Business Department of Kartini Vocational High School in Jember. The participants were selected purposively based on specific criteria, namely students who showed low entrepreneurial motivation. This condition was characterized by a lack of self-confidence, fear of failure, low initiative, and limited involvement in entrepreneurship-related activities. The research was conducted over a two-month period, from late June to early August.

Research Instruments

Several instruments were used to collect data in this study. First, observation guidelines were used to identify behavioral indicators of entrepreneurial motivation during the intervention process. Second, semi-structured interview guidelines were used to obtain in-depth information about students' perceptions, experiences, and motivational changes after participating in symbolic modeling activities. Third, field notes were used to document important events, student responses, and counseling dynamics during each session. Fourth, documentation was used to support the research data, including video materials of successful entrepreneurs that served as symbolic modeling media.

Data Collection Procedures

The data collection process was carried out through four main stages based on Bandura's symbolic modeling framework: attention, retention, reproduction, and motivation. In the attention stage, students were guided to focus on videos of successful entrepreneurs as symbolic models. In the retention stage, students were asked to recall, describe, and discuss the key messages obtained from the videos. In the reproduction stage, students were encouraged to develop and present simple entrepreneurial ideas inspired by the observed models. In the motivation stage, students were guided through reflective discussions and follow-up activities to strengthen their commitment to applying their entrepreneurial ideas. Observations and interviews were conducted before, during, and after the intervention. This procedure was intended to identify students' initial motivational conditions, monitor their responses during the counseling process, and examine changes in entrepreneurial motivation after the intervention.

Data Analysis

The data were analyzed using the Miles and Huberman interactive model, which consists of three main activities: data reduction, data display, and conclusion drawing or verification. In the data reduction stage, relevant data from observations, interviews, field notes, and documentation were selected, organized, and simplified according to the focus of the study. In the data display stage, the data were presented in descriptive forms to facilitate interpretation of students' motivational changes. In the conclusion drawing

and verification stage, the researcher interpreted the findings and verified them through repeated examination of the data. To ensure the trustworthiness of the findings, data triangulation was conducted by comparing information obtained from observations, interviews, field notes, and documentation. This triangulation process helped strengthen the validity and credibility of the research findings.

Research Method Flow

The research method flow in this study began with the initial identification of students' entrepreneurial motivation. At this stage, the researcher observed and identified students who showed indications of low entrepreneurial motivation, such as lack of confidence, fear of failure, low initiative, and limited participation in entrepreneurship-related activities. Based on the results of this initial identification, the researcher then selected the research subjects purposively, namely students who met the criteria relevant to the focus of the study.

After the subjects were determined, the researcher prepared the symbolic modeling media and research instruments. The symbolic modeling media consisted of videos of successful entrepreneurs that were used as learning and counseling stimuli. Meanwhile, the research instruments included observation guidelines, semi-structured interview guidelines, field notes, and documentation tools. These instruments were prepared to support the systematic collection of data before, during, and after the intervention.

The next stage was the implementation of the symbolic modeling intervention. In this stage, students were guided to observe entrepreneurial role models through video media, understand the key messages presented, reflect on the values and behaviors demonstrated by the models, and develop simple entrepreneurial ideas inspired by the observed examples. During the intervention, the researcher conducted observations and interviews to record students' responses, behavioral changes, and motivational development.

After the intervention was completed, post-intervention interviews and documentation were carried out to obtain deeper information about the students' experiences and perceived changes in entrepreneurial motivation. The data collected from observations, interviews, field notes, and documentation were then analyzed through three stages: data reduction, data display, and conclusion drawing or verification. In the data reduction stage, relevant data were selected and organized according to the research focus. In the data display stage, the data were presented descriptively to facilitate interpretation. Finally, conclusions were drawn and verified by reviewing the consistency of findings across various data sources.

RESULTS AND DISCUSSION

General Description Of The Subjects

This study involved two Grade XII Digital Business students from Kartini Vocational School Jember, selected through purposive sampling. The main criteria were low entrepreneurial motivation, as measured through preliminary questionnaires and observations. The subjects, Subject 1 and Subject 2, initially demonstrated similar characteristics: passive behavior, fear of failure, low self-confidence, and avoidance of entrepreneurial activities. This finding aligns with (Sukmawati, 2023), who emphasized that self-confidence plays a crucial role in adolescents' readiness to face new challenges.

Based on the preliminary entrepreneurial motivation questionnaire, Subject 1 scored 30/40 and Subject 2 32/40. Although slightly above the class average (25–28/40), both scores still fell into the low motivation category. These conditions confirmed the need for targeted intervention through symbolic modeling to enhance their entrepreneurial drive.

Observation Findings

The observation results reflected different patterns between the two subjects. Subject 1 demonstrated stronger attention with focus levels of approximately 85% during video sessions, showing enthusiasm through smiles and body language. She was able to recall three key entrepreneurial values-perseverance, resilience, and hard work-and translated them into a small business idea: opening an ice dessert stall. Her motivation increased significantly, supported by a written commitment contract and family encouragement.

In contrast, Subject 2 displayed moderate attention levels at around 70%, occasionally nodding and taking notes. He remembered four key events and connected them with entrepreneurial values such as confidence and risk-taking. His proposed idea was more ambitious: establishing a fast-food restaurant with a broader strategy, including innovation, promotion, investor support, and competitor analysis. However, although his contract commitment was complete, he expressed doubts when addressing financial challenges.

Before counseling, the subjects demonstrated low entrepreneurial motivation, such as reluctance to try small business opportunities within the school environment. These findings align with (Hasibuan, 2024), who identified low self-confidence as a major obstacle to entrepreneurial motivation.

After being exposed to inspirational video modeling of young entrepreneurs, the subjects displayed positive changes: greater confidence, willingness to take risks, and initiative in developing simple business plans. This transformation supports (Ajeng, 2024) and (Vina, 2024), who showed that symbolic modeling in group counseling significantly improved students' career motivation, as well as (Hadi, 2024), who confirmed its role in entrepreneurial motivation.

Interview Findings

The interviews supported the observational data. Subject 1 highlighted perseverance as her key value, inspired by the story of Colonel Sanders, who faced 1,008 rejections before succeeding. She translated this value into practical actions, starting a small family-supported ice dessert business. Her motivation was reinforced by her optimism and reliance on social media for promotion.

Subject 2 also emphasized perseverance and self-confidence, noting that success requires resilience and belief in the quality of one's product. He envisioned building a fast-food restaurant with investor collaboration and international inspiration. Although ambitious, his motivation was partially hindered by concerns about financial resources and business competition.

Data Analysis Matrix

Table 1. Data Analysis of Subject 1

Stage	Observation	Interview (Summary)	Interpretation
Attention	Subject 1 showed high attention with 85% focus and enthusiastic expressions (score 3).	"In business, one must persevere even after repeated rejections."	A shift from passive to enthusiastic behavior, with stronger emotional engagement.
Retention	Remembered three values: perseverance, resilience, and hard work (score 2–3).	"Consistent effort, patience, and market awareness are essential."	Emergence of understanding about entrepreneurial values and personal relevance.
Reproduction	Proposed a realistic small business idea (ice dessert stall) with three simple steps (score 2).	"She tried to realize her idea with family support despite limited capital."	Realistic ideas supported by adequate motivation.

Motivation	Wrote a complete commitment contract and showed optimism (score 3).	“Her motivation is to start a small business, supported by family encouragement.”	Significant motivational improvement with realistic considerations.
------------	---	---	---

Table 2. Data Analysis of Subject 2

Stage	Observation	Interview (Summary)	Interpretation
Attention	Paid 70% attention, nodding and taking notes (score 2).	“Never give up and always believe in product quality.”	Adequate attention, particularly to perseverance values.
Retention	Remembered four events, linking them to perseverance, confidence, and risk-taking (score 3).	“Confidence and resilience are keys to becoming a trusted leader.”	Values were connected to personal experiences as a class leader.
Reproduction	Proposed an ambitious idea (fast-food restaurant) with four strategic steps (score 2–3).	“Building a restaurant requires learning from global models and investor support.”	Ambitious and visionary ideas, though less realistic.
Motivation	Completed a commitment contract but expressed doubts about competition (score 2).	“Resilience, recipe innovation, and support from family and friends are key.”	High motivation with underlying doubts.

The consistency between observational and interview data strengthens the validity and credibility of these findings.

Development Across Sessions (Display)

Both subjects experienced motivation improvement, but with different trajectories.

Table 3. Summary of Motivation Development per Stage

Stage	Subject 1	Subject 2
Attention	High focus (85%), enthusiastic, inspired by perseverance.	Moderate focus (70%), inspired but less concentrated.
Retention	Recalled three main values consistently.	Remembered four values with detailed events.
Reproduction	Generated realistic small-scale business ideas.	Proposed ambitious large-scale business strategies.
Motivation	Demonstrated optimism and family-supported commitment.	Displayed ambition but uncertainty regarding financial barriers.

Subject 1 showed gradual and realistic development, while Subject 2 demonstrated ambitious but fluctuating motivation patterns.

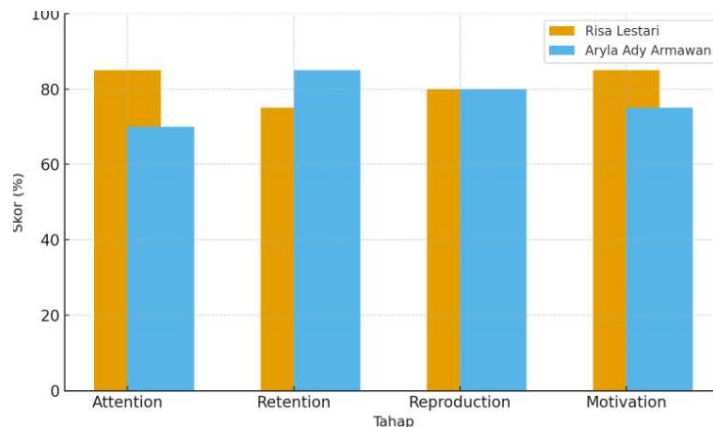


Figure 1. Descriptive Graph of Entrepreneurial Motivation Changes

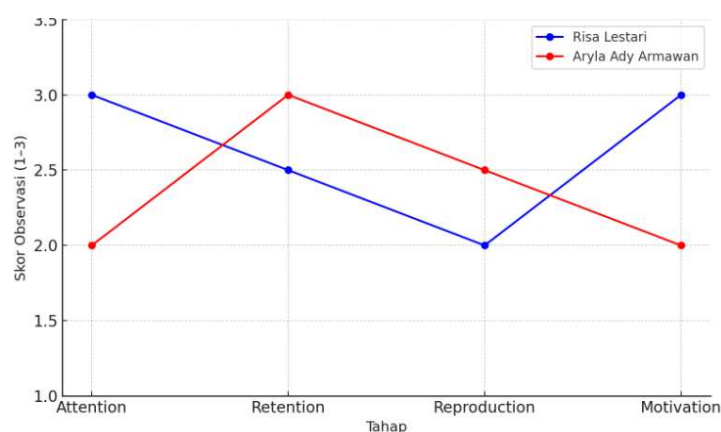


Figure 2. Observation Scores of Entrepreneurial Motivation per Stage

The figures illustrate that Subject 1's motivation steadily increased from score 2 to 3, while Subject 2's scores fluctuated between 2 and 3, reflecting his ambition tempered by doubts about feasibility.

Relation to Theory

The findings support Bandura's social learning theory, which emphasizes observation, imitation, and internalization of modeled behavior. Colonel Sanders, as a symbolic model, provided inspiration through his perseverance story, allowing students to engage in cognitive (understanding values), affective (emotional inspiration), and conative (behavioral commitment) processes.

The findings reinforce Bandura's (1986) social cognitive theory that individuals can learn effectively through observing models. By watching entrepreneurial role models, students internalized positive behaviors and were motivated to replicate them. This process also reflects self-determination theory, which suggests that intrinsic motivation flourishes when autonomy, competence, and social relatedness are supported (Ryan, 2000).

Furthermore, the improvement in students' self-confidence and persistence is consistent with (Rokhimah, 2025) and (Zimmerman, 2000), who emphasized the role of self-efficacy in motivating learners to take risks and persevere. The results are also supported by (Minarsih, 2022), who found a strong connection between teacher support and entrepreneurial interest, as well as (Putri S. A., 2025), who highlighted the influence of training and achievement motivation on work readiness.

Subject 1's stable motivation reflects a gradual, realistic internalization process. Her cognitive recognition of values was consistent with affective enthusiasm and conative application in small-scale business planning. In contrast, Subject 2's ambitious ideas highlighted strong cognitive and affective responses but less stable conative outcomes due to external barriers, especially financial constraints.

In addition, the findings align with studies on the role of educational media in improving student engagement and motivation (Arsyad, 2013); (Arief, 2012); (Huljanah, 2025); (Wijaya, 2024). Video-based symbolic modeling thus represents a practical strategy that integrates both social learning theory and modern educational media for counseling interventions.

These results align with prior studies (Suny, 2020); (Sukmawati, 2023) emphasizing the influence of both internal factors (confidence) and external factors (social support) on motivation. They also corroborate research by (Hadi, 2024) and (Vina, 2024), demonstrating that symbolic modeling is effective in enhancing motivation, particularly in entrepreneurship education.

In conclusion, symbolic modeling through inspirational videos proved effective in enhancing entrepreneurial motivation among vocational students with low initial motivation. However, individual differences in personality and environmental support influenced the extent and stability of motivational change.

Overall, symbolic modeling was proven effective in enhancing entrepreneurial motivation, particularly in aspects of self-confidence, risk-taking, and initiative. These outcomes not only support previous findings (Ajeng, 2024); (Suny, 2020); (Putri S. A., 2025), but also expand the application of symbolic modeling beyond academic motivation to entrepreneurial motivation in vocational education.

The Counseling Process

To strengthen the findings, several documentation records were collected during the counseling sessions. These visual data provided additional evidence of the symbolic modeling process and its impact on students' entrepreneurial motivation.

During the individual counseling process, both subjects watched an inspirational video about Colonel Sanders. Their expressions and body language showed varying levels of attention and engagement (Figure 1).



Figure 3. Students A and R watching Colonel Sanders' inspirational video

Prior to the intervention, students were interviewed briefly to explore their initial conditions, attitudes, and motivations. These pre-service interviews highlighted their passivity and lack of confidence (Figures 2 and 3)



Figure 4. Pre-service interview documentation of student A



Figure 5. Pre-service interview documentation of student R

After the video session, students were asked to write motivational commitment contracts. These contracts demonstrated their reflections on values of perseverance and resilience, as well as their plans for business development (Figures 4, 5, and 6).

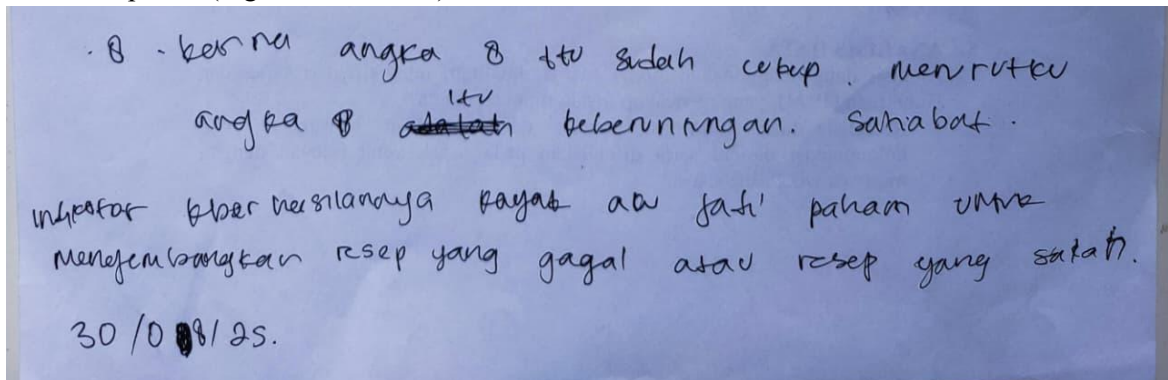


Figure 6. Commitment contract written by student A

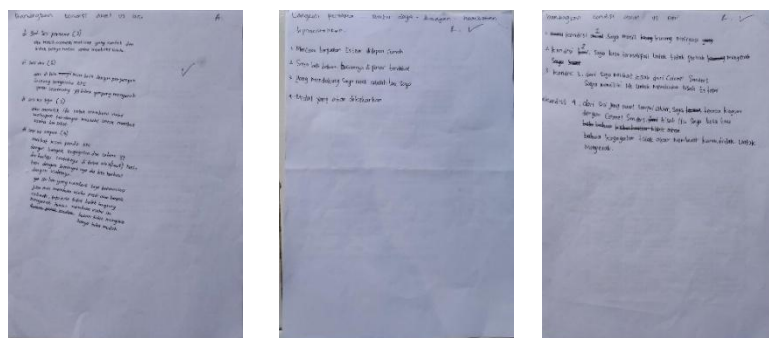


Figure 7. Reflection notes of students A and R on their initial and post-session conditions

Pertanyaan	Jawaban Siswa (verbatim)	Kode Awal (ATN, RTN, RPD, MOT)	Catatan Peneliti
		ATN	
		RTN	
		RPD	
		MOT ✓	
	8 karena angka 8 sangat cukup mencoba menjualnya, menawarkan dan baik ke teman maupun media sosial. 1100 dan mas saya, indikatornya agar saya mengetahui pasar kedepannya, 30/08/25		

Figure 8. Commitment contract written by student R

In addition, both students were guided to design simple business ideas. Subject 1 proposed a small household-based ice dessert stall, while Subject 2 developed a concept for a fast-food restaurant. Their written plans illustrated differences in pragmatism and ambition between the two subjects (Figure 7). Figure 9. Students' business plan drafts (Subject 1: ice dessert stall; Subject 2: fast-food restaurant). Observations of student expressions during presentation sessions further revealed their motivational development. Subject 1 appeared optimistic yet slightly nervous, while Subject 2 showed enthusiasm but also moments of hesitation when discussing challenges (Figure 8)



Figure 9. Students' expressions during the reproduction stage presentations

The documentation supports the observation and interview data, confirming that symbolic modeling influenced both students' attention, retention, reproduction, and motivation. Moreover, the visual evidence highlighted individual differences: Subject 1's steady and realistic growth versus Subject 2's ambitious yet fluctuating trajectory

The observation carried out at the beginning of the study showed that both research subjects had a low level of entrepreneurial motivation. They tended to avoid challenges, hesitated to start simple business initiatives, and displayed low self-confidence. After the symbolic modeling intervention using entrepreneurial video figures was implemented, there was a visible change in their behavior. The students showed greater focus during the sessions, were able to recall and retell important points from the video, and demonstrated initiative in designing simple business ideas.

Table 4. Observation of Entrepreneurial Motivation Development

Indicator	Before Intervention	After Intervention
Self-confidence	Low	Moderate–High
Risk-taking	Low	Moderate
Perseverance	Low	High
Initiative	Low	Moderate

The table above shows that all observed indicators of entrepreneurial motivation experienced a positive change after the intervention. These results support the assumption that symbolic modeling is effective in encouraging students to imitate positive entrepreneurial behavior, especially in aspects of self-confidence and initiative.

Interview Results

Interviews conducted with the subjects reinforced the observational findings. Initially, both students expressed feelings of doubt and fear of failure. After watching the video of successful entrepreneurs and receiving counseling sessions, they were able to articulate new insights and aspirations regarding entrepreneurship. For instance, one student stated that the story of a young entrepreneur motivated them to try selling simple products in their school environment. Another student emphasized that they became more courageous in expressing business ideas to friends.

Data Analysis and Interpretation

The changes found in both students illustrate the stages of symbolic modeling explained by Bandura, namely attention, retention, reproduction, and motivation. At the attention stage, students focused more on the video content. At the retention stage, they were able to recall and narrate the entrepreneurial journey of the role model. At the reproduction stage, they began to formulate their own business ideas. Finally, at the motivation stage, they showed readiness to apply those ideas in real life.

These findings are consistent with Rokhimah's research which revealed that symbolic modeling can increase student self-efficacy, a key factor in entrepreneurial success. Similarly, Minarsih and Ajeng also proved that symbolic modeling is effective in increasing student learning and career motivation. This study strengthens those findings by demonstrating that symbolic modeling is also effective in the context of entrepreneurial motivation.

Discussion in Relation to Theory

The results of this study confirm the social learning theory of Bandura (1986), which emphasizes that individuals learn through observation and modeling. By presenting symbolic figures through video media, students not only gained cognitive understanding but also emotional encouragement and behavioral readiness. This is in line with Deci and Ryan's self-determination theory which explains that intrinsic motivation grows when individuals feel autonomy, competence, and social relatedness.

The increase in entrepreneurial motivation found in this study indicates that symbolic modeling is not only effective in the academic learning context but also highly relevant in vocational education to prepare students to be more confident, persistent, and innovative in entrepreneurship.

CONCLUSION

This study concludes that the application of symbolic modeling techniques in individual counseling sessions effectively enhances entrepreneurial motivation among vocational school students. By presenting entrepreneurial role models through video media and guiding reflection, students developed higher levels

of self-confidence, persistence, initiative, and willingness to take risks. The findings reinforce (Bandura, 1986) social cognitive theory, which emphasizes that learning occurs through observation and modeling, as well as (Ryan, 2000) self-determination theory, which highlights the importance of autonomy, competence, and relatedness in fostering intrinsic motivation. Moreover, the development of self-confidence and self-efficacy observed in this study aligns with (Zimmerman, 2000), who emphasized that self-efficacy is a central factor in learners' motivation and persistence. In line with previous research (Ajeng, 2024); (Hadi, 2024); (Vina, 2024); (Rokhimah, 2025); (Sunny, 2020), symbolic modeling has proven to be an effective counseling strategy to improve not only academic and career motivation but also entrepreneurial motivation. Thus, symbolic modeling can be considered a practical approach in entrepreneurship counseling for vocational education. Based on the findings, several recommendations can be made: For Counselors, School counselors are encouraged to integrate symbolic modeling techniques in individual or group counseling services, especially by using video-based media to present inspirational entrepreneurial role models (Arief, 2012); (Arsyad, 2013), For Teachers, Teachers can collaborate with counselors to embed entrepreneurial values into classroom activities, ensuring that students do not only acquire knowledge but also motivation and self-confidence to pursue business opportunities (Minarsih, 2022); (Putri S. A., 2025), For Future Researchers: Further studies could expand the application of symbolic modeling to a larger sample or different contexts, such as digital entrepreneurship, to explore broader impacts on vocational education outcomes (Huljanah, 2025); (Wijaya, 2024). In summary, symbolic modeling through video media has significant potential to serve as an innovative counseling approach that strengthens entrepreneurial motivation and prepares vocational students to be resilient, creative, and self-reliant in the face of future challenges (Zimmerman, 2000).

REFERENCES

- Ajeng, S. (2024). Penerapan konseling kelompok teknik modelling dalam motivasi karir peserta didik di MA Al-Hikmah Bandar Lampung (Diploma thesis). *UIN Raden Intan Lampung*, <https://repository.radenintan.ac.id/id/eprint/36391>.
- Arief, S. (2012). Media pembelajaran dan proses belajar mengajar: Pengertian, pengembangan, dan pemanfaatannya. *Jakarta: Raja Grafindo Persada*.
- Arsyad, A. (2013). Media pembelajaran. *Jakarta: Raja Grafindo Persada*.
- Astuti, N. I. (2024). Peran guru PAI dalam meningkatkan motivasi belajar pendidikan agama Islam kelas XI di SMK Islam Sudirman 1 Ambarawa Kecamatan Ambarawa Kabupaten Semarang tahun ajaran 2023/2024 (Unpublished dissertation). *Universitas Darul Ulum Islam*.
- Atmojo, K. &. (2020). Pengaruh gaya kepemimpinan dan motivasi kerja terhadap produktivitas kerja karyawan di PT. Yamaha Motor Electronics Indonesia. *Aliansi: Jurnal Manajemen dan Bisnis*, 15(2), 49–55.
- Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. *Englewood Cliffs, NJ: Prentice-Hall*.
- Creswell, J. W. (2009). Research designs: Qualitative, quantitative, and mixed methods approaches. *Los Angeles, CA: Sage*.
- Hadi, H. B. (2024). Pengaruh bimbingan kelompok dengan teknik modeling simbolis dalam meningkatkan motivasi berwirausaha siswa kelas XI di SMKIT Ibnu Katsir Jember. *PANDALUNGAN: Jurnal Penelitian Pendidikan, Bimbingan, Konseling dan multikultural*, 2(2), 104-111.
- Hasibuan, D. (2024). Analisis faktor-faktor yang mempengaruhi motivasi wanita untuk menjadi wirausaha di Desa Padang Hasiar (Unpublished dissertation). *UIN Syekh Ali Hasan Ahmad Addary, Padangsidempuan*.

- Huljanah, M. &. (2025). Efektivitas media pembelajaran digital untuk meningkatkan minat belajar siswa di sekolah dasar. *RISOMA: Jurnal Riset Sosial Humaniora dan Pendidikan*, 3(5), 54–62.
- Miles, M. B. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage.
- Minarsih, M. S. (2022). Peran guru dalam meningkatkan minat berwirausaha siswa sekolah menengah kejuruan (SMK). *Syntax Idea*, 4(2), 390 .
- Noviyanti, A. I. (2023). Analisis implementasi kurikulum merdeka berdasarkan instrumen program management office. *Journal of Education and Instruction (JOEAI)*, 101–111.
- Putri, E. &. (2023). Teknik modeling simbolis untuk meningkatkan motivasi belajar siswa. In *Prosiding SEMDIKJAR (Seminar Nasional Pendidikan dan Pembelajaran)*, (Vol. 6).
- Putri, S. A. (2025). Pengaruh pelatihan, motivasi, dan prestasi belajar terhadap kesiapan kerja. *Jurnal Ilmiah Manajemen dan Akuntansi*, 2(2), 28–38.
- Radianengsih, Y. A. (2023). Layanan konseling individu dengan teknik reinforcement positif untuk meningkatkan motivasi belajar pada anak broken home. *PANDALUNGAN: Jurnal Penelitian Pendidikan, Bimbingan, Konseling dan Multikultural*, 1(1), 1-10.
- Rokhimah, A. K. (2025). Pengaruh efikasi diri dan motivasi berprestasi terhadap minat melanjutkan pendidikan ke perguruan tinggi pada peserta didik SMK Negeri 44 Jakarta (Unpublished dissertation). *Universitas Negeri Jakarta*.
- Ryan, R. M. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78.
- Sukmawati, B. (2023). Kepercayaan diri di masa perkembangan siswa remaja SMPIT Al-Ghozali. *SPEED Journal: Journal of Special Education*, 7(1), 76–83.
- Suny, I. (2020). Efektifitas layanan informasi dengan teknik modeling untuk menumbuhkan minat berwirausaha siswa SMK. *Bimbingan dan Konseling* 7, 43–57.
- Vina, F. (2024). Implementasi layanan konseling kelompok dengan teknik modeling dalam meningkatkan motivasi belajar peserta didik kelas XI di SMK Yanikma Sekampung Udik Lampung Timur TA 2023/2024 (Unpublished dissertation). *UIN Raden Intan Lampung*.
- Wijaya, P. R. (2024). Implementasi disiplin positif untuk anak usia dini. *JECIE (Journal of Early Childhood and Inclusive Education)*, 7(2), 469–473.
- Zimmerer, T. W. (2008). *Essentials of entrepreneurship and small business management*. Jakarta: PT Salemba Empat.
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82–91.