

Analysis of the Need for Entrepreneurship Credentials Based on Local Potential in Vocational High Schools in Palangkaraya City

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Abstract

This study aims to analyze the need for developing local-potential-based entrepreneurial credentials in Vocational High Schools (SMK) in Palangka Raya City. The main issue raised is the mismatch between entrepreneurship learning in vocational schools and regional economic potential, which has not been systematically accommodated in the form of competency recognition or credentials. The study used a descriptive quantitative approach with a survey design of 265 respondents consisting of teachers, heads of expertise programs, and students from eight public and private vocational schools. The instrument was developed based on the Entrepreneurial Competence Framework (European Commission, 2016) and validated through expert judgment (CVR = 0.87; Cronbach's Alpha = 0.921). The results show that the level of need for entrepreneurial credentials is in the high to very high category (mean = 4.36), with the largest gaps in digital marketing and local-material-based production competencies. Factor analysis resulted in five main dimensions of need: entrepreneurial ideation, local production skills, digital marketing and innovation, microfinance management, and community collaboration, with a total variance of 79.5%. This finding confirms the need to develop a "glocal" entrepreneurial credential model, namely integrating global competencies with local wisdom values to encourage contextual entrepreneurship curriculum design and increase the competitiveness of vocational school graduates based on regional economic potential.

Keywords: entrepreneurship credential; local potential; vocational school; vocational education

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INTRODUCTION

In the context of rapid economic transformation and global interconnectedness, vocational education is increasingly expected to respond to dynamic labor market demands. Vocational high schools (SMK) occupy a strategic position within the Indonesian education system, as they are designed not only to prepare graduates for employment but also to equip them with the capacity to create new economic opportunities. The traditional orientation toward job readiness alone is no longer sufficient. Graduates are required to demonstrate entrepreneurial competencies that enable them to compete, innovate, and even establish their own enterprises (Nuraeni, 2022; Suherman et al., 2024). Consequently, entrepreneurship education in vocational schools has become a critical component in strengthening both individual employability and regional economic resilience.

The growing emphasis on entrepreneurship has also introduced the importance of entrepreneurial credentials, defined as formal certifications, competency recognitions, or structured validations of entrepreneurial capability. These credentials function as tangible evidence that graduates possess verified entrepreneurial knowledge, skills, and attitudes relevant to business practice (Sukmana et al., 2025; Suparyati & Habsya, n.d.). Beyond administrative documentation, credentials serve as a quality assurance mechanism that enhances trust between educational institutions and local industries.

They signal that vocational graduates are not merely technically competent but are also prepared to engage in entrepreneurial activities within real economic ecosystems.

Internationally, the integration of entrepreneurial competence into vocational education and training (VET) systems has gained significant traction. Frameworks such as EntreComp conceptualize entrepreneurship as a multidimensional competence that integrates knowledge, skills, and attitudes required to create value in social and economic contexts (Challenge | VOCEDplus, the International Tertiary Education and Research Database, n.d.; Komarkova et al., 2015; Lilleväli & Täks, 2017). These frameworks emphasize opportunity recognition, creativity, risk-taking, collaboration, and sustainable value creation. Several European countries have embedded such competencies into their VET curricula to ensure that vocational graduates are equipped not only for employment but also for entrepreneurial engagement. This global trend highlights the necessity of contextualizing entrepreneurship education within local realities while maintaining alignment with internationally recognized competency standards.

In Indonesia, particularly in Palangka Raya, the need to strengthen entrepreneurial credentials based on local potential is especially urgent. The region is characterized by rich Dayak cultural heritage, rattan-based industries, and a growing local tourism sector. These sectors represent substantial economic opportunities that can be further developed through effective integration between vocational education and local business ecosystems. Research by A.R et al. (2021) and Jauhar (2025) underscores that vocational education becomes more relevant and impactful when it is grounded in local potential and community-based economic practices. Therefore, developing entrepreneurial credentials that are aligned with the distinctive economic characteristics of Palangka Raya is essential to ensure that vocational education remains both nationally competitive and locally responsive.

Despite the recognized importance of entrepreneurship education, empirical evidence indicates that its implementation in vocational schools still faces significant challenges. National data from Kemdikbudristek (2024) and findings by Husni et al. (2024) reveal that only approximately 38 percent of vocational schools have entrepreneurship programs that are effectively integrated with local businesses. This figure reflects a substantial gap between policy aspirations and practical implementation.

Several structural and pedagogical barriers contribute to this condition. Teachers often have limited direct business experience, partnerships with micro, small, and medium enterprises remain underdeveloped, and instructional approaches are frequently dominated by theoretical content rather than experiential and contextual learning (Dinata, 2024; Rokhmawati, 2024). As a result, students may acquire conceptual knowledge about entrepreneurship without developing the applied skills and entrepreneurial mindset required for real-world engagement. Furthermore, Sihabudin and Kuswara (2025) note that many vocational schools outside Java have not yet established institutional policies concerning entrepreneurial certification or formal credentialing systems that explicitly recognize local excellence. This situation weakens the alignment between school-based competencies and local market needs, particularly in regions with distinctive economic resources such as handicrafts, agro-processing, and cultural tourism.

The urgency of this issue becomes more evident when considering the economic landscape of Palangka Raya. According to data from the Office of Cooperatives and MSMEs of Central Kalimantan (2024), there are more than 3,800 active MSME units operating in the region. These enterprises require creative and skilled young individuals who can contribute to innovation and sustainability. However, the involvement of vocational schools within this local economic ecosystem remains below 20 percent. This

discrepancy indicates that opportunities for synergy between vocational education and local entrepreneurship are far from fully optimized.

Existing studies have primarily focused on strengthening entrepreneurial character through general instructional strategies, as highlighted by Dinata (2024) and Meyanti et al. (2023). While valuable, such approaches often overlook the institutional dimension of credentialing as a formal mechanism to validate and standardize entrepreneurial competence. The present study introduces a novel perspective by analyzing the need for entrepreneurial credentials specifically grounded in local potential. The innovation of this research lies in combining the EntreComp framework with locally embedded dimensions, including community collaboration and production practices rooted in regional wisdom. This integrative approach remains relatively underexplored, particularly in vocational schools outside Java, and thus offers both theoretical and contextual contributions to the field of vocational entrepreneurship education.

This study aims to analyze the need for entrepreneurial credentials based on local potential in vocational high schools in Palangka Raya. The research seeks to identify the types of entrepreneurial credentials required by graduates to optimize local economic resources, examine the extent to which entrepreneurial competencies developed in schools align with the expectations of local businesses and small industries, and formulate recommendations for a contextualized credential model suitable for vocational schools in the region.

The conceptual framework positions local potential as an independent variable, entrepreneurial credential as a mediating variable, and graduate readiness as the dependent variable. Local potential encompasses handicraft enterprises, agro-processing activities, cultural-based industries, and regional market dynamics. Entrepreneurial credential refers to structured competency certification, formal recognition of entrepreneurial skills, and validated competency units. Graduate readiness is defined as the capacity of vocational graduates to initiate or participate effectively in entrepreneurial activities grounded in local potential.

Indicators of entrepreneurial credentials in this study include the ability to develop business ideas derived from local resources, manage production processes utilizing regional assets, conduct local and global marketing strategies, perform micro-financial management, collaborate with local industries and MSMEs, and demonstrate entrepreneurial attitudes such as initiative, responsibility, and risk-taking. By focusing on vocational schools in Palangka Raya and emphasizing locally grounded entrepreneurial credentials, this study is expected to provide strategic direction for the development of entrepreneurship programs that are more contextual, relevant, and responsive to regional economic needs. The findings are anticipated to enrich theoretical discussions on the localization of entrepreneurial competence frameworks while offering practical guidance for policymakers and vocational institutions seeking to enhance the competitiveness and sustainability of their graduates.

METHOD

This study employed a descriptive quantitative approach using an analytical survey design (Kurniawati & Rindrayani, 2025; Silalahi et al., 2023). The approach was selected to systematically examine the need for entrepreneurial credentials based on local potential in vocational high schools (SMK) in Palangka Raya through structured numerical data collection. The survey design enabled the identification of perceptions, expectations, and readiness levels of teachers and students regarding entrepreneurial credential programs aligned with local economic characteristics. Conceptually, the study was guided by the needs assessment framework proposed by McKillip (1987), which involves identifying needs, analyzing gaps between actual and ideal conditions, and

formulating recommendations for policy or intervention (RIZALI et al., 2021). The overall research flow is presented in Table 1.

Table 1. Research Design Flow

Research Stage	Main Activities	Output
Problem identification	Literature review and preliminary interviews with principals and entrepreneurship teachers	Formulated focus of credential needs
Data collection	Administration of structured questionnaires	Data on perceptions and credential needs
Needs analysis	Comparison between actual and expected conditions (gap analysis)	Profile of entrepreneurial credential needs
Recommendation	Development of a local potential-based entrepreneurial credential model	Proposed model and implementation recommendations

The participants consisted of entrepreneurship teachers, heads of study programs, and eleventh- and twelfth-grade students from vocational high schools in Palangka Raya. The total population included approximately 820 individuals distributed across eight public and eight private vocational schools, according to the 2024 Education Reference Data of the Ministry of Education, Culture, Research, and Technology.

Sampling was conducted using proportional stratified random sampling to ensure representation across school types and specialization programs. Based on the Slovin formula with a five percent margin of error, a total of 265 respondents were selected, including 15 heads of study programs, 50 entrepreneurship teachers, and 200 students.

The respondents reflected diverse educational and professional backgrounds. Teachers generally had between three and fifteen years of teaching experience, and several had participated in entrepreneurship-related training. Students were aged between sixteen and eighteen years and represented majors such as online business, engineering, and tourism. The selected schools were associated with local economic potentials, including rattan handicrafts, local culinary enterprises, and cultural tourism services. This composition was intended to provide a comprehensive overview of entrepreneurial credential needs within the local socio-economic context of Palangka Raya.

The primary instrument was a questionnaire measuring the need for entrepreneurial credentials. The instrument was developed through adaptation of the Entrepreneurial Competence framework (Raharjo & Santi, 2023; Rusmana, 2020) and the Entrepreneurship Education Framework (Blenker et al., 2013, 2014). It consisted of 35 Likert-scale items ranging from one to five, covering five main indicators: local potential-based business ideation, production capability using local resources, local and digital marketing competence, micro-financial management skills, and entrepreneurial attitudes and values.

Instrument development followed four stages, including identification of relevant entrepreneurial competence dimensions, formulation of Likert-scale items, content validation through expert judgment, and revision based on expert feedback. Content validity involved three university lecturers specializing in entrepreneurship education and one local MSME practitioner in the rattan and regional culinary sectors. The Content Validity Ratio (CVR) score of 0.87 indicated that all items were valid, while reliability testing produced a Cronbach's Alpha coefficient of 0.921, indicating very high internal consistency.

The research procedure comprised preparation, implementation, and conclusion stages. The preparation phase included instrument development and securing research permits. The implementation phase involved questionnaire distribution both online and

face-to-face. The final phase included data processing and interpretation. Data collection was conducted over three weeks in eight vocational schools during the first semester of the 2024/2025 academic year.

Data were analyzed using descriptive quantitative techniques and gap analysis. Descriptive statistics were applied to calculate means, percentages, and frequency distributions for each credential indicator. Importance–performance analysis (IPA) was conducted to determine discrepancies between perceived importance and actual achievement levels in schools. To examine differences in credential needs based on study programs and school status, a one-way ANOVA test was performed. All analyses were conducted using SPSS version 26 with a significance level of 0.05.

To enrich interpretation, quantitative findings were triangulated with qualitative data obtained from brief interviews and observations of school-based entrepreneurship activities. This integrative analytical approach ensured a comprehensive understanding of entrepreneurial credential needs grounded in local potential and strengthened the alignment between research findings and the study objectives.

RESULTS AND DISCUSSION

Level of Entrepreneurial Credential Needs in Vocational High Schools of Palangka Raya

The survey findings indicate that the overall demand for entrepreneurial credentials among vocational high schools (SMK) in Palangka Raya falls within the high to very high category, with a mean score of 4.36. This result reflects a strong perceived urgency among respondents regarding the development of structured and formally recognized entrepreneurial competencies. The detailed distribution of scores across indicators is presented in Table 1.

Table 1. Summary of Questionnaire Results on Entrepreneurial Credential Needs in Vocational High Schools of Palangka Raya

No	Indicator of Entrepreneurial Credential Needs	Mean Score (1–5)	Category	Ranking
1	Local potential-based business ideation	4.36	High	3
2	Production based on local resources	4.18	High	4
3	Digital marketing of local products	4.62	Very High	1
4	Micro-financial management	4.54	Very High	2
5	Collaboration with local MSMEs and small industries	4.11	High	5
Overall Mean		4.36	High–Very High	

Source: Processed questionnaire data, 2025 (N = 265 respondents from 8 vocational schools in Palangka Raya)

Among the five indicators, digital marketing of local products achieved the highest mean score at 4.62, followed by micro-financial management at 4.54. These findings highlight the growing importance of competencies aligned with local economic transformation, particularly in response to digitalization trends. Meanwhile, local resource-based production and collaboration with MSMEs also demonstrated high levels of need, although slightly lower in ranking.

Further analysis reveals that 82 percent of respondents reported the absence of a structured entrepreneurial certification program that explicitly integrates local potential. Additionally, 76 percent of teachers acknowledged that entrepreneurship instruction remains predominantly theoretical rather than practice-oriented. Empirical validation from the Office of Cooperatives and MSMEs of Central Kalimantan (2024) shows an 18 percent increase in MSMEs over the past two years; however, only about 21 percent of

these enterprises maintain partnerships with vocational schools. This discrepancy underscores a significant gap between regional economic growth and the contribution of vocational education institutions.

From a theoretical standpoint, these results reinforce prior arguments that entrepreneurship education within the Technical and Vocational Education and Training (TVET) context must emphasize contextual relevance to ensure meaningful learning outcomes. The integration of locally grounded credentials can serve as a formal evaluation mechanism for entrepreneurial competencies rooted in cultural and regional resources. The findings align with Human Capital Development theory (Son, 2010; Sodikjonov, 2020) and related empirical studies (Rajamanickam et al., 2024, 2026; Razak et al., 2022), as well as Lack  s (2020, *Entrepreneurship Education Journal*, Springer), all of which suggest that context-based entrepreneurial certification enhances vocational graduates' market relevance.

In the case of Palangka Raya, the results add a distinctive dimension, emphasizing the strengthening of economic identity grounded in Dayak culture and local wisdom. Entrepreneurial credentials therefore function not merely as formal documentation but as instruments for harmonizing global competencies, such as digital marketing, with culturally embedded local production practices.

Gap between Taught Competencies and Required Competencies

The importance–performance analysis reveals a substantial discrepancy between entrepreneurial competencies delivered in vocational schools and those required by the local business sector in Palangka Raya. The average gap score reached 1.12 points, indicating a high level of mismatch between expectations and actual implementation. A detailed overview of this gap analysis is presented in Table 2.

Table 2. Importance Performance Gap Analysis of Local Potential-Based Entrepreneurial Credential Needs in Vocational High Schools of Palangka Raya

No	Local Potential-Based Entrepreneurial Competency	Importance Level (Mean)	Performance Level (Mean)	Gap Value (I-P)	Gap Category	Interpretation
1	Local entrepreneurial ideation	4.51	3.49	1.02	Moderate-High	Local business idea development is not yet fully integrated into instruction
2	Local production skill	4.60	3.42	1.18	High	Production practices do not sufficiently reflect local materials and wisdom
3	Digital marketing skill	4.67	3.42	1.25	Very High	Limited digital marketing training and infrastructure in schools
4	Microfinance literacy	4.54	3.71	0.83	Moderate	Financial learning remains theoretical and

No	Local Potential-Based Entrepreneurial Competency	Importance Level (Mean)	Performance Level (Mean)	Gap Value (I-P)	Gap Category	Interpretation
						not contextualized
5	Community collaboration with MSMEs	4.49	3.40	1.09	High	Limited partnerships between schools and local MSMEs
	Average	4.56	3.44	1.12	High	Significant gap between required and actual competencies

Source: Processed survey data, 2025 (N = 265 respondents from 8 vocational schools in Palangka Raya)

Among the identified competencies, digital marketing skills and local production skills exhibit the largest gaps, with values of 1.25 and 1.18 respectively. These findings suggest that while respondents perceive these competencies as highly important, their actual implementation within the school setting remains inadequate. Only 27 percent of teachers reported integrating local economic potential into entrepreneurship practice activities, indicating limited contextualization of learning content.

The observed gap is largely attributed to the absence of a structured credential framework explicitly linking vocational curricula with regional economic sectors such as rattan handicrafts, traditional culinary products, and cultural tourism services. Furthermore, teacher professional development programs remain nationally oriented and rarely incorporate locally specific economic characteristics. As a result, instructional practices often fail to translate theoretical entrepreneurial knowledge into context-based competencies aligned with regional needs.

Triangulated interview findings reinforce these quantitative results. Teachers highlighted insufficient training in digital marketing strategies and limited institutional collaboration with local MSMEs. Structurally, this condition resonates with the findings of Gessler et al. (2021), who identified curriculum–industry mismatch as a major challenge in vocational education systems across Southeast Asia. However, the present study extends this discussion by introducing the concept of a local-content mismatch, referring specifically to the misalignment between vocational curricula and the distinctive economic potential of the local region.

From the perspective of Human Capital Development theory, the identified gaps imply that strengthening entrepreneurial capacity requires more than enhancing individual competencies. It necessitates the establishment of a credentialing system capable of validating the alignment between learning outcomes and local economic demands (Sodirjonov, 2020; Son, 2010). Experiential-based credentialing models could serve as a bridge between educational institutions and regional economic ecosystems by formally recognizing skills acquired through contextual practice.

These findings reinforce prior research (Gessler et al., 2021) while demonstrating that in Palangka Raya the mismatch extends beyond large-scale industry alignment to include gaps between vocational schools and local MSMEs. Without systematic integration of local potential into credential structures, the added value of vocational education diminishes, as students struggle to convert theoretical knowledge into regionally grounded entrepreneurial competencies.

Teacher and Student Readiness in Implementing the Entrepreneurship Credential

Table 3. Teacher and Student Readiness for the Implementation of the Entrepreneurship Credential

No	Readiness Indicator	Teachers Mean	Students Mean	Total Mean	Interpretation
One	Understanding of the entrepreneurship credential concept	4.32	3.71	4.01	Teachers understand the concept better, students remain limited to general definitions
Two	Experience in entrepreneurship training based on local potential	4.28	3.42	3.85	Some teachers have attended training, students lack contextual experience
Three	Ability to design business projects based on local potential	4.19	3.66	3.93	Teachers are more prepared in planning, students require practical guidance
Four	Readiness to implement school-based entrepreneurship practice	4.08	3.59	3.83	Practice facilities are still limited, reducing optimal readiness
Five	School support for entrepreneurship credential development	4.19	3.62	3.91	Policy support exists, but implementation is uneven
Overall Mean		4.21	3.68	3.95	Strengthening teacher training and student real-world experience is required

Source: Processed research data, 2025, involving 265 respondents

The findings indicate that teachers demonstrate a higher level of readiness compared to students in implementing the entrepreneurship credential. The overall teacher readiness score reached 4.21, while students scored 3.68. Teachers show strong conceptual awareness of the credential framework, yet many still lack specialized training rooted in local economic potential. Students, on the other hand, display moderate readiness, primarily constrained by limited exposure to authentic entrepreneurial practice.

Correlation analysis reveals that the most influential factor shaping teacher readiness is prior participation in entrepreneurship training, with a correlation coefficient of 0.47. For students, the strongest influence comes from involvement in market day activities, with a correlation coefficient of 0.52. Although teachers recognize the importance of credential implementation, 62 percent reported that they have not received training specifically oriented toward local economic potential. Among students, more than half indicated that they have never engaged in entrepreneurial practice outside school activities.

These findings suggest that readiness is not merely a matter of conceptual understanding but is strongly determined by experiential exposure and institutional support. Limited infrastructure for school-based enterprises, restricted collaboration with local micro and small enterprises, and insufficient access to contextual business mentoring all contribute to the readiness gap. The situation reflects what can be described as experiential limitation, where learning opportunities remain largely theoretical and detached from real economic ecosystems.

The results align with prior studies by Dolhey and Mansoor, as well as Hussain, who emphasize that teacher competence and experiential learning significantly determine the success of entrepreneurship programs in vocational education. A similar emphasis appears in the experiential learning theory proposed by David A. Kolb, which underlines the importance of concrete experience and reflective observation as foundational stages in meaningful learning cycles. In the present context, these initial stages remain underdeveloped, limiting the transformation of entrepreneurial knowledge into practical competence.

From a systemic perspective, the entrepreneurship credential may function as a structured mechanism to formalize project-based learning grounded in local potential. By integrating certification with real business projects, schools can bridge the gap between theory and practice. Such a model strengthens experiential exposure while simultaneously providing formal recognition of student competencies. Therefore, enhancing teacher capacity, expanding community partnerships, and institutionalizing local project-based credentialing are essential steps to ensure sustainable implementation and meaningful impact within vocational education settings.

Model of Local Potential-Based Entrepreneurship Credential Needs

To construct a contextual entrepreneurship credential model aligned with regional economic characteristics, an exploratory factor analysis was conducted on thirty five questionnaire items distributed to vocational school respondents in Palangka Raya. The statistical results confirm that the proposed construct is empirically sound and conceptually robust. The Kaiser Meyer Olkin value reached 0.872, indicating excellent sampling adequacy, while Bartlett's Test of Sphericity showed a significance level of 0.000, confirming that the correlation matrix was suitable for factor extraction. The total variance explained by the model reached 79.5 percent, demonstrating a strong level of representation and confirming that the extracted dimensions collectively explain most of the construct variability.

The findings reveal five principal dimensions shaping the need for a local potential-based entrepreneurship credential. These dimensions integrate creativity, technical production skills, digital adaptability, financial literacy, and community engagement into a unified framework.

Table 4. Factor Analysis Results of Local Potential-Based Entrepreneurship Credential Needs

No	Factor Dimension	Number of Items	Sample Item Indicator	Factor Loading	Eigenvalue	Variance Percentage	Interpretation
One	Entrepreneurial Ideation	Seven	Ability to identify business opportunities derived from local potential	0.842	6.21	21.3	Core dimension shaping students' creativity in generating locally

No	Factor Dimension	Number of Items	Sample Item Indicator	Factor Loading	Eigenvalue	Variance Percentage	Interpretation
			such as rattan craft, traditional cuisine, and cultural tourism				grounded business ideas
Two	Local Production Skill	Six	Mastery of production techniques using local raw materials efficiently and with added value	0.801	5.13	17.5	Reflects contextual vocational competence in producing competitive regional products
Three	Digital Marketing and Innovation	Eight	Capability to market local products through social media, marketplaces, and electronic commerce platforms	0.783	4.18	15.2	Demonstrates adaptive capacity toward digital economy demands
Four	Microfinance Management	Seven	Ability to prepare simple financial reports for small local enterprises	0.754	3.12	13.1	Represents financial literacy in sustaining micro business operations
Five	Community Collaboration	Seven	Establishing partnerships with local micro enterprises, cooperatives, and small industries	0.718	2.45	12.4	Highlights the importance of social engagement and entrepreneurial networking
Total Variance Explained						79.5 percent	Indicates a highly representative model

No	Factor Dimension	Number of Items	Sample Item Indicator	Factor Loading	Eigenvalue	Variance Percentage	Interpretation
KMO = 0.872; Bartlett's Significance = 0.000							Confirms adequacy and statistical significance

Source: Processed research data, 2025, involving 265 respondents

The dominant dimension emerging from the analysis is Entrepreneurial Ideation, which records the highest loading and variance contribution. This result emphasizes that the primary need among vocational students is structured guidance in transforming regional assets into viable business concepts. In the context of Palangka Raya, such assets include rattan handicrafts, Dayak traditional cuisine, and cultural tourism services. The strength of this factor indicates that creativity rooted in local wisdom forms the foundation of an effective entrepreneurship credential model. Without systematic development of ideation capacity, technical skills alone would not generate sustainable innovation.

The second dimension, Local Production Skill, underscores the importance of contextual vocational mastery. Students must not only conceptualize ideas but also translate them into tangible goods or services using locally available resources. Efficient production methods, quality control, and value addition processes are central to this competence. This finding aligns with the vocational mandate of strengthening practical expertise while embedding it within regional economic ecosystems.

Digital Marketing and Innovation emerges as the third dimension, reflecting the ongoing transformation of entrepreneurship within the digital economy. The ability to utilize social media platforms, online marketplaces, and electronic commerce systems is increasingly essential for expanding market reach beyond geographical limitations. Although the model is locally grounded, it simultaneously acknowledges the necessity of global competitiveness through digital integration.

Microfinance Management represents the fourth dimension and highlights financial sustainability as a prerequisite for entrepreneurial continuity. Students require practical financial literacy, including budgeting, bookkeeping, and basic profit analysis tailored to micro scale enterprises. This competence ensures that locally initiated ventures can operate responsibly and grow sustainably.

The fifth dimension, Community Collaboration, constitutes a distinctive contribution of this study. Unlike many international entrepreneurship frameworks that emphasize individual competence, this model recognizes social capital as an integral component of vocational entrepreneurship. Partnerships with micro enterprises, cooperatives, and community based industries enable experiential exposure and contextual learning. This collaborative dimension strengthens the relevance of education to the surrounding economic environment and fosters reciprocal knowledge exchange.

Conceptually, this model extends the entrepreneurship competence perspective articulated by Martin Lack  s and complements the European Commission EntreComp framework discussed by Sara Morselli and Gorenc as well as Ra  iu. While these perspectives emphasize action oriented competence and value creation, the present findings incorporate localized cultural identity and community networks as structural elements of credential formation. The novelty lies in embedding regional culture and social relations directly into the credential architecture.

Overall, the empirical validation demonstrates that a locally responsive entrepreneurship credential must operate within a glocal paradigm. It integrates global competencies such as digital innovation with local characteristics including cultural

heritage, community partnerships, and region specific production skills. The stability of the factor structure confirms that the five dimensions collectively provide a comprehensive and context sensitive framework. Consequently, the proposed model contributes to the development of localized entrepreneurship education theory by asserting that entrepreneurship credentials should reflect not only technical proficiency but also the socio economic identity of the region in which vocational institutions operate.

Conclusion

This study affirms that strengthening entrepreneurship credentials grounded in local potential is a strategic priority for vocational high schools in Palangka Raya as they respond to regional economic transformation and labor market demands shaped by local wisdom. The findings indicate that an effective credential model must combine globally relevant competencies, such as digital marketing capability and microfinance management, with locally rooted capacities including business ideation based on regional resources, production skills aligned with local materials, and collaboration within community networks.

The research systematically addresses three central issues. First, the required entrepreneurship credential encompasses five essential dimensions: entrepreneurial ideation, local production skill, digital marketing and innovation, microfinance management, and community collaboration. Second, the level of need for such credentials falls within the high to very high category, with the largest gaps identified in digital marketing competence and local production expertise. Third, teacher and student readiness varies considerably, largely influenced by access to training and opportunities for contextual entrepreneurial practice within schools.

From a theoretical standpoint, this study contributes to entrepreneurship education discourse by expanding the European Commission EntreComp framework through the inclusion of community collaboration as a socio cultural competence reflecting regional characteristics. This extension reinforces the concept of localized entrepreneurship education, emphasizing that entrepreneurial competence development should not be purely technical but also embedded in local economic identity and cultural values.

Practically, the findings provide a foundation for more contextual vocational education policies. Local government authorities, education offices, and schools are encouraged to design a glocal credential framework that integrates international standards with regional strengths and embeds it within vocational entrepreneurship curricula. Strengthening partnerships between schools and local micro and small enterprises is also essential to create a sustainable learning ecosystem capable of nurturing independent, innovative, and culturally grounded young entrepreneurs in Central Kalimantan.

RECOMMENDATIONS

Drawing from the findings and conclusions, several strategic steps are proposed to advance the development of local potential-based entrepreneurship credentials in vocational schools in Palangka Raya.

Future research should focus on designing and piloting an operational credential model through experimental implementation in selected pilot schools. A research and development approach, such as the ADDIE framework or the model introduced by Walter R. Borg and Meredith D. Gall, may guide the creation of training modules, digital learning materials, and standardized yet locally adaptable certification instruments. Evaluating the effectiveness of the model will be essential to measure its impact on strengthening students' entrepreneurial competence.

Further studies should also expand to other districts in Central Kalimantan to compare diverse regional economic characteristics and generate a broader credential needs map. Several challenges must be addressed, including limited school data, scheduling constraints, unfamiliarity with the credential concept, and restricted digital infrastructure in some vocational institutions.

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