

The Role of LPK OTC Bali in Instilling the Value of Green Entrepreneurship in Trainees

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Abstract

Green entrepreneurship has emerged as a critical response to environmental degradation from unsustainable tourism, especially in resource-dependent Bali. Yet, how vocational training institutions instill these values in trainees remains underexplored. This study analyzes the role of LPK OTC Bali in instilling the value of green entrepreneurship in trainees, focusing on OTC Bali Training Center's efforts, participant perceptions, and internalization challenges. Employing a descriptive qualitative approach, data were gathered via in-depth interviews, observations, and documentation. Findings show LPK OTC Bali integrates green entrepreneurship values through curriculum, practices, eco-friendly habituation, and tech innovations—like a 2022 digital app replacing printed modules, boosting efficiency and sustainability. Participants view it as blending environmental responsibility, ethics, and viable business, though internalization varies. Challenges include diverse backgrounds, limited time/facilities, job-seeker mindsets, and weak industry support. The study underscores training institutions' role in fostering tech-driven green entrepreneurship for sustainable tourism.

Keywords: Green Entrepreneurship; Vocational Training; Sustainable Tourism; Tourism Education; Bali.

INTRODUCTION

The tourism sector contributes significantly to global carbon emissions, accounting for approximately 8% of total global greenhouse gas emissions according to World Bank data (2023), while the United Nations World Tourism Organization (UNWTO, 2022) reports that tourism-related activities generate over 5 billion tons of waste annually. In Bali specifically, tourism development has resulted in a 35% increase in plastic waste and a 40% rise in energy consumption over the past decade (Indonesian Ministry of Environment, 2024). These environmental impacts underscore the urgent need for green entrepreneurship—defined as entrepreneurial activities that integrate environmental sustainability with economic viability—as a critical solution to mitigate tourism's ecological footprint while maintaining economic benefits (Adnyana & Primasari, 2020; Basalamah & Mawardi, 2022; Leal Filho, 2022; Uyar et al., 2023).

Tourism is a strategic sector that makes a significant contribution to economic growth, especially in Bali as an international tourism destination. However, the rapid development of tourism also raises various environmental problems, such as increased waste, excessive energy consumption, and degradation of natural resources (Antara & Sumarniasih, 2017; Guritno, 2022; Habsari & Hutabarat, 2023; Rodríguez et al., 2020). This condition demands a new paradigm in tourism management that is not only oriented toward economic benefits but also pays attention to environmental and social sustainability aspects. One relevant approach is the concept of green

entrepreneurship, which integrates business innovation with environmentally friendly principles and social responsibility.

In the context of tourism human resource development, job training institutions (Lembaga Pelatihan Kerja, LPK) have a strategic role in shaping the competencies, attitudes, and professional values of trainees. LPKs not only function as providers of technical skills (hard skills) but also as agents of character formation and a sustainable entrepreneurial mindset. Instilling the value of green entrepreneurship during the training process is important so that graduates are not only ready to work but also able to create environmentally friendly and sustainable tourism business opportunities.

LPK OTC Bali, as one of the job training institutions in the field of tourism and hospitality, seeks to integrate sustainability values into the learning and training process. Through the curriculum, learning practices, and institutional culture, LPK OTC Bali plays a role in instilling environmental awareness, resource efficiency, and social responsibility in trainees. These values are expected to form a green entrepreneurship mindset that is relevant to the current and future needs of the tourism industry.

Although the concept of green entrepreneurship is increasingly discussed in the literature, research that specifically examines the role of tourism job training institutions in instilling these values remains limited, especially in the local context of Bali. Therefore, this research is important to explore in depth the role of LPK OTC Bali in instilling the value of green entrepreneurship in trainees, as well as how these values are understood and implemented by trainees in the learning process and tourism entrepreneurship practices.

The results of the observations show that the cultivation of green entrepreneurship values is carried out through the integration of environmentally friendly materials in hospitality training activities, especially in the fields of food and beverage and housekeeping. Trainees are equipped with an understanding of reducing the use of single-use plastics, simple waste management, water and energy efficiency, and the implementation of environmentally friendly hygiene and sanitation standards. Instructors consistently emphasize that these practices not only protect the environment but also provide added value to service quality and the image of tourism businesses.

In addition to training materials and practices, LPK OTC Bali also instills the value of green entrepreneurship through habituation of trainees' attitudes and behaviors during the training process. Trainees are accustomed to maintaining the cleanliness of the training area, sorting waste, and using facilities responsibly. This habituation forms trainees' awareness that environmentally friendly behavior is part of the work ethic and professional culture in the tourism sector. Some trainees stated that these habits indirectly shaped their mindset toward the importance of sustainability in the workplace and in tourism business planning.

Field data also shows that LPK OTC Bali plays a role in fostering a sustainable entrepreneurial mindset among trainees. Through class discussions, case studies, and industry practice examples, instructors encourage trainees to explore environmentally based tourism business opportunities, such as eco-friendly hospitality businesses, sustainable homestay management, and tourism services that minimize environmental impact. Trainees begin to

understand that the concept of green entrepreneurship is not only related to environmental concerns but can also increase the competitiveness and sustainability of tourism businesses.

From the perspective of trainees and alumni, the value of green entrepreneurship instilled at LPK OTC Bali is perceived as an important provision for facing the demands of the tourism industry today. Alumni who have worked in hotels and tourism businesses said that understanding eco-friendly practices helps them adapt to industry standards that increasingly emphasize sustainability principles. Meanwhile, trainees who have an interest in entrepreneurship revealed that the training at LPK OTC Bali encouraged them to design tourism business ideas that are not only profit-oriented but also attentive to environmental sustainability and the welfare of surrounding communities.

Several studies have examined green entrepreneurship and vocational education, yet significant gaps remain unaddressed. Meditama (2025) demonstrated the role of vocational education in integrating environmental principles into curricula, but the study focused on formal educational institutions rather than competency-based training centers and employed quantitative methods that could not capture the nuanced process of value internalization. Similarly, Rachmawati and Sholekhah (2025) examined entrepreneurship education's effect on green entrepreneurship readiness among youth, yet their research did not explore how training institutions specifically function as agents of value formation in tourism contexts. Soelaiman and Sariutami (2024) investigated the relationship between entrepreneurship education and green entrepreneurship intentions, but their study measured intentions rather than actual internalization processes and did not examine the role of institutional practices in shaping environmental awareness. Safitri et al. (2024) emphasized the influence of learning environments on green entrepreneurship behavior, yet their research did not investigate the specific mechanisms through which vocational training institutions embed sustainability values into daily practices and professional identity formation. None of these studies examined the unique context of tourism vocational training in Bali, where cultural values and environmental pressures create distinct conditions for green entrepreneurship development.

However, field data also reveals several challenges in the process of instilling green entrepreneurship values. The level of understanding and awareness of sustainability concepts remains diverse, especially among trainees without prior work experience in the tourism industry. In addition, limited facilities to support environmentally friendly practices and insufficient emphasis on green business-based entrepreneurship are obstacles that still need improvement. Nevertheless, LPK OTC Bali continues to strive to develop its curriculum and learning approach so that the value of green entrepreneurship can be embedded more deeply and sustainably.

The concept of green entrepreneurship is receiving increasing attention in education and tourism studies as demands for sustainable development grow. Green entrepreneurship is understood as entrepreneurial activity that is not only oriented toward economic benefits but also integrates environmental concern and social responsibility. In the context of vocational education, green entrepreneurship is seen as a strategic approach to equip trainees with the ability to create innovative and sustainable businesses. Meditama (2025) emphasized that vocational education

plays an important role in instilling green entrepreneurship values through the integration of environmentally friendly principles in curricula and learning practices, so that graduates are not only ready to work but also able to create sustainability-oriented business opportunities.

In line with this, research by Rachmawati and Sholekhah (2025) shows that entrepreneurship education has a significant effect on the readiness of the younger generation to develop green entrepreneurship. Education designed to emphasize not only business aspects but also environmental awareness has proven able to form a responsible entrepreneurial mindset. These findings strengthen the view that educational and training institutions have a strategic position in building entrepreneurial characters adaptive to environmental issues, including in the tourism sector, which is highly dependent on natural resource preservation.

In the context of green entrepreneurship intentions and orientations, Soelaiman and Sariutami (2024) found that entrepreneurship education and green entrepreneurship orientation play a role in increasing environmental awareness, which ultimately affects individuals' intentions to run environmentally friendly businesses. This research emphasizes that the instillation of green entrepreneurship values is not only cognitive but also affective and conative, formed through learning processes, experiences, and supportive educational environments. This is relevant to the role of tourism job training institutions in shaping trainees' mindsets from an early stage.

Furthermore, Safitri et al. (2024) emphasized that a conducive, sustainability-oriented learning environment has a strong influence on the formation of green entrepreneurship behavior. An educational environment that implements environmentally friendly practices, habituates sustainable attitudes, and provides instructor examples are important factors in internalizing these values. These findings reinforce the argument that job training institutions, such as LPK OTC Bali, not only serve as providers of technical skills but also as agents shaping sustainable entrepreneurial culture and values.

In the tourism sector, green entrepreneurship has strong relevance because tourism activities directly interact with the environment and local communities. Soenarto et al. (2019) stated that the development of green entrepreneurship in tourism needs to consider local characteristics and cultural wisdom to create economic value while maintaining environmental sustainability. This aligns with the context of Bali as a culture-based tourism destination, where tourism education and job training must integrate sustainability values and local wisdom into the learning process.

Meanwhile, a bibliometric study by Achdiani et al. (2024) shows that green jobs and sustainability in tourism vocational education represent an important trend in global research. The study affirms the need for tourism education and training institutions to adapt curricula and learning methods to the needs of the sustainable tourism industry. Thus, the role of job training institutions in instilling green entrepreneurship values is becoming increasingly relevant as an effort to prepare competent, competitive, and environmentally friendly tourism human resources.

Based on this study of prior research, there remains room to examine in depth how tourism job training institutions play a role in instilling green entrepreneurship values, especially through qualitative approaches. Therefore, research on the role of LPK OTC Bali in instilling the value of

green entrepreneurship in trainees is important to make an empirical contribution to the development of tourism vocational education oriented toward entrepreneurship and environmental sustainability.

The novelty of this research lies in three distinct contributions that differentiate it from previous studies. First, this is the first study to examine green entrepreneurship value internalization specifically within the context of competency-based vocational training institutions (LPK) in the tourism sector, rather than formal educational settings. Second, this research adopts a qualitative approach to explore the processes, experiences, and meanings constructed by trainees during value internalization, moving beyond the quantitative measurement of intentions or attitudes common in previous studies. Third, this study uniquely investigates the role of digital learning technology—specifically the digital learning application implemented since 2022—as both an operational efficiency tool and a practical manifestation of green entrepreneurship values, representing a dimension unexplored in existing literature. Additionally, the Balinese context offers unique conditions where cultural wisdom, environmental pressures from mass tourism, and sustainability imperatives converge, providing insights that cannot be generalized from studies conducted in other regions.

Although various studies have affirmed the importance of entrepreneurship education and green entrepreneurship in supporting sustainable tourism development, most still focus on formal education contexts or the quantitative influence of entrepreneurship education on entrepreneurial intentions. Studies that specifically examine the role of tourism job training institutions as agents of green entrepreneurship value instillation—especially through qualitative approaches exploring processes, experiences, and meanings at the practice level—remain relatively limited. Moreover, Bali's local context as a cultural and environment-based tourism destination has unique characteristics that have not been extensively explored in previous research. Therefore, this research fills this gap by examining in depth the role of LPK OTC Bali in instilling the value of green entrepreneurship in trainees. Based on this urgency, the problem formulation in this study is: (1) How is the role of LPK OTC Bali in instilling the value of green entrepreneurship in trainees? (2) How do trainees interpret the value of green entrepreneurship obtained during the training process? (3) What challenges does LPK OTC Bali face in internalizing the value of green entrepreneurship in trainees?

METHOD

In the training context, LPK OTC Bali implemented learning technology innovations via a digital learning application since 2022. This application served as the primary medium for delivering training materials, replacing printed module books. All materials—including theory modules, practice guides, and supporting resources—were integrated into the OTC Bali app. Its use increased learning efficiency and flexibility while supporting eco-friendly practices by reducing paper consumption. Thus, the digital application formed part of both the research context and the application of green entrepreneurship values in the tourism training environment.

Data collection involved in-depth interviews, observations, and documentation with informants comprising LPK OTC Bali managers, instructors, trainees, and alumni. Informants were selected via purposive sampling based on their direct involvement in tourism training. Data analysis proceeded interactively through data reduction, presentation, and conclusion drawing (Miles & Huberman). Data validity was ensured through source and technique triangulation, enhancing the credibility of findings.

RESULT AND DISCUSSION

LPK OTC Bali is a job training institution engaged in tourism and hospitality with a focus on developing participants' competencies so that they are ready to enter the world of work and entrepreneurship in the tourism sector. This institution organizes various training programs that include technical skills (hard skills) such as food and beverage, housekeeping, and culinary, as well as non-technical skills (soft skills) such as work ethics, communication, and entrepreneurship. In the implementation of its training, LPK OTC Bali seeks to adapt the curriculum and learning methods to the needs of the tourism industry which increasingly emphasizes the principles of sustainability and concern for the environment. The training environment is designed to familiarize participants with the professional standards of the tourism industry, including the application of hygiene, efficient use of resources, and a responsible work attitude.

The Role of LPK OTC Bali in Instilling the Value of Green Entrepreneurship in Trainees

The results of the study show that LPK OTC Bali plays a strategic role in instilling the value of green entrepreneurship in trainees through an integrated approach between learning, practice, and institutional culture.

In addition to curriculum and training practices, LPK OTC Bali also instills the value of green entrepreneurship through the use of learning technology innovations. Since 2022, this institution has developed and used digital learning applications as the main learning medium. The application allows participants to access all training materials online without using a print module. This practice directly supports resource efficiency, reduction of paper waste, and strengthens the internalization of sustainability values through the real-life experiences experienced by participants during the training process. This technological innovation shows that green entrepreneurship is not only taught as a concept, but is practiced operationally in the institution's learning system.

Based on the results of interviews with managers, the cultivation of sustainability values has become part of the direction of the institution's development, although it is not always explicitly stated in one specific subject. The manager stated that the value of eco-friendliness and social responsibility was introduced from the beginning of the training process so that participants understood that sustainability practices are part of the professional standards of the tourism industry. This shows that LPK OTC Bali not only functions as a provider of technical skills, but also as an agent of value formation and sustainable entrepreneurial character.

In terms of learning implementation, the results of interviews with instructors revealed that the value of green entrepreneurship is integrated into hospitality training materials, especially in the food and beverage sector, culinary and housekeeping. The instructor said that participants were trained to reduce the use of single-use plastics, implement simple waste management, and use water and energy efficiently in the training practice. One of the instructors stated that eco-friendly practices are always associated with operational efficiency and service quality, so that participants understand that green practices not only have an impact on the environment, but also have economic and business value. These findings are in line with the concept of green entrepreneurship put forward by Schaltegger and Wagner, which emphasizes the integration of economic goals, innovation, and environmental sustainability in entrepreneurial activities.

The results of field observations show that LPK OTC Bali implements the habituation of an environmentally friendly attitude as part of the process of internalizing the value of green entrepreneurship. Trainees are accustomed to maintaining the cleanliness of the training area, sorting waste, and using training facilities responsibly. This habituation is carried out consistently during the training process, so as to form habits and awareness of the participants on the importance of sustainability practices. According to Creswell, the learning process that takes place in a natural and sustainable context allows for the formation of meaning and value in a more profound way, as seen in the learning practice at LPK OTC Bali.

From the perspective of the trainees, the interview results showed that the value of green entrepreneurship is understood as part of work ethics and professional responsibilities in the tourism industry. Participants stated that the training they attended not only taught how to work technically, but also instilled awareness to protect the environment and consider the impact of tourism businesses on the surrounding community. Some participants even revealed that this understanding encouraged them to start thinking about environmentally friendly tourism business ideas, such as sustainable homestay management or culinary businesses with the concept of minimal waste. These findings support the results of research by Soelaiman and Sariutami (2024) who stated that entrepreneurship education plays a role in shaping the orientation and intention of green entrepreneurship through increasing environmental awareness.

In addition, interviews with alumni showed that the value of green entrepreneurship obtained during the training at LPK OTC Bali helped them adapt to the demands of the tourism industry which increasingly emphasized the principle of sustainability. Alumni who work in hotels said that the eco-friendly practices introduced during the training are in line with the operational standards of the hotels where they work. Meanwhile, the entrepreneurial alumni stated that the concept of green entrepreneurship is an added value in building the image of the tourism business they manage. This finding is in line with the views of Rachmawati and Sholekhah (2025) who emphasize that sustainable entrepreneurship education is able to increase individual readiness to face the dynamics of the world of work and business.

However, the results of the study also show that the cultivation of green entrepreneurship values at LPK OTC Bali still faces several challenges. Based on the results of the interviews, participants' understanding of the concept of green entrepreneurship is still diverse and some

participants still view environmentally friendly practices as a mere obligation, not as a business opportunity. In addition, the limited facilities to support environmentally friendly practices and the lack of optimal strengthening of green business-based entrepreneurship aspects are obstacles in the learning process. This condition is in line with the findings of Safitri et al. (2024) who stated that the success of green entrepreneurship education is greatly influenced by the support of the learning environment and adequate facilities.

The results of the study show that LPK OTC Bali plays an active role in instilling the value of green entrepreneurship through the integration of sustainability values in the tourism training process. These values are not delivered separately as a specific subject, but are internalized in the materials, practices, and culture of daily training. Instructors consistently associate hospitality skills with the importance of protecting the environment, such as waste management, reducing plastic use, and energy and water efficiency in tourism operations. This approach shows that green entrepreneurship is understood as part of the work professionalism and ethics of the tourism business. These findings are in line with the views of Meditama (2025) and Rachmawati & Sholekhah (2025) who state that education and training have a strategic role in shaping a sustainable entrepreneurship mindset through an integrated learning process. In the context of LPK OTC Bali, the cultivation of green entrepreneurship values does not only focus on the cognitive aspect, but also on the formation of attitudes and behaviors of participants during training.

Overall, this discussion shows that LPK OTC Bali has played an active role in instilling the value of green entrepreneurship through the integration of learning, habituation of attitudes, and the formation of a sustainable entrepreneurship mindset. This role reinforces the findings of previous research that emphasizes the importance of education and job training in shaping the character of environmentally conscious entrepreneurs. Thus, LPK OTC Bali can be seen as a job training institution that not only prepares the tourism workforce, but also contributes to building a generation of tourism entrepreneurs who are oriented towards environmental and social sustainability.

Trainees' Interpretation of the Value of Green Entrepreneurship

From the perspective of the trainees, the use of digital learning applications is also interpreted as a form of institutional commitment to environmentally friendly practices and learning modernization. Some participants stated that access to materials through the application makes the learning process more practical, efficient, and in line with the value of sustainability. This experience shaped the participants' awareness that the use of technology can be a real strategy in supporting green entrepreneurship practices, both in the world of work and in sustainable tourism business planning.

The results of the study showed that trainees at OTC Bali interpreted the value of green entrepreneurship obtained during the training process as part of work ethics and professional responsibilities in the tourism industry. Based on the results of the interviews, most of the participants stated that the concept of green entrepreneurship is not only understood as an effort to protect the environment, but also as a way to run a sustainable tourism business with long-term

value. Participants revealed that during the training they were introduced to environmentally friendly practices that are directly related to hospitality operational activities, so that these values become easier to understand and relevant to the world of work and tourism business plans that they want to develop.

The meaning of green entrepreneurship is formed through the direct learning experience they experience during the training process. The results of the interviews show that participants understand green entrepreneurship as a business that balances economic benefits, environmental sustainability, and social responsibility. One of the participants said that the practice of waste reduction and resource use efficiency applied during the training opened his understanding that the green concept not only has an impact on the environment, but can also reduce business operational costs. This interpretation is in line with the concept of the triple bottom line put forward by Elkington, which emphasizes the balance between economic, environmental, and social aspects in sustainable business activities.

The observation results showed that the experience of environmentally friendly practices carried out repeatedly during the training contributed to shaping participants' awareness and attitudes towards green entrepreneurship. Participants not only receive theoretical explanations, but also engage directly in activities that reflect sustainability values, such as keeping the training area clean, using equipment efficiently, and adhering to environmentally sound hygiene and sanitation standards. According to the experiential learning theory put forward by Kolb, the learning process through direct experience allows individuals to build a deeper and more meaningful understanding, as reflected in the way participants interpret the value of green entrepreneurship at LPK OTC Bali.

In addition, the results of the interviews showed that participants' interpretation of green entrepreneurship was also influenced by the examples and examples given by the instructors. Participants stated that the instructor not only delivered the material, but also showed an eco-friendly attitude and behavior in daily training activities. This example strengthens the participants' understanding that the value of green entrepreneurship is not just a concept, but a real practice that can be applied in the world of work and tourism business. These findings are in line with the views of Safitri et al. (2024) who affirm that the learning environment and the role of educators are very influential in the formation of sustainable entrepreneurial attitudes.

In terms of entrepreneurship orientation, some participants interpreted green entrepreneurship as a business opportunity that is relevant to the development of current tourism trends. Participants stated that tourists are increasingly concerned about environmental issues, so that tourism businesses that carry the concept of environmental sustainability have a higher attractiveness and selling value. This interpretation shows a shift in the perspective of participants from just looking for a job to a more innovative and sustainable entrepreneurial mindset. These findings support the results of research by Soelaiman and Sariutami (2024) who stated that entrepreneurship education plays a role in shaping the orientation and intention of green entrepreneurship through increasing environmental awareness.

However, the results of the study also show that not all participants interpret the value of green entrepreneurship in depth. Some participants still view environmentally friendly practices as an obligation or rules that must be followed during the training, without directly linking them to tourism business opportunities. This difference in meaning is influenced by the participants' backgrounds, work experience, and career orientations. This condition is in line with Creswell's view that the meaning of a social phenomenon is subjective and influenced by individual experiences in a particular context.

Overall, this discussion shows that LPK OTC Bali training participants interpret the value of green entrepreneurship as a combination of work ethics, environmental responsibility, and sustainable tourism business opportunities. This meaning is formed through hands-on learning experiences, instructor examples, and training environments that support sustainability practices. These findings strengthen the argument that the tourism job training process has an important role in shaping green entrepreneurship awareness and orientation in the trainees.

This habituation of behavior reinforces the findings of Safitri et al. (2024) who emphasize that a learning environment that supports sustainability practices has a major influence on the formation of green entrepreneurship behavior. In this study, participants not only understood the concept of green entrepreneurship theoretically, but also experienced firsthand environmentally friendly practices as part of the learning process, so that these values were easier to internalize. The results of interviews with participants and alumni show that LPK OTC Bali also plays a role in fostering a sustainable entrepreneurial mindset. Participants are encouraged to look at tourism business opportunities that are not only oriented towards economic profits, but also pay attention to environmental and social impacts. Class discussions and case studies provided by instructors helped participants understand that green practices can be a competitive advantage in the tourism business, especially in the face of tourists who are increasingly concerned about sustainability issues.

These findings support the results of research by Soelaiman and Sariutami (2024) who stated that entrepreneurship education plays a role in shaping the orientation and intention of green entrepreneurship through increasing environmental awareness. In the context of this research, LPK OTC Bali functions as a learning space that instills this awareness from the training stage, both for work-oriented and entrepreneurial participants.

The Challenges Faced by LPK OTC Bali in Internalizing the Value of Green Entrepreneurship to Trainees

The results of the study show that although LPK OTC Bali has tried to instill the value of green entrepreneurship in the tourism training process, there are a number of challenges that affect the effectiveness of internalizing these values to the training participants. Based on the results of interviews with managers and instructors, one of the main challenges is the difference in background and level of understanding of the concept of sustainability. The trainees come from diverse educational backgrounds and work experiences, so not all participants have the same initial

understanding of the importance of green entrepreneurship. This condition causes the process of internalizing values to run at different speeds and depths in each individual.

Another challenge expressed by the informant was the limited facilities and means to support environmentally friendly practices. The results of the observation show that although green values have been introduced in training materials and practices, not all training facilities are fully designed based on environmentally friendly concepts. The instructor said that this limitation limits the space for participants to practice the concept of green entrepreneurship more optimally and contextually. These findings are in line with Safitri et al. (2024) who affirm that the learning environment and facility support play an important role in the success of sustainable entrepreneurship education.

In addition, the results of the interviews show that the orientation of participants who are still dominant in job search rather than entrepreneurship is a challenge in instilling the value of green entrepreneurship. Some participants took part in the training with the main goal of getting a job in the tourism industry, so they did not fully see the relevance of the concept of green entrepreneurship as a business opportunity. This condition causes the value of green entrepreneurship to be more often understood as part of work standards, not as the foundation of tourism business innovation. This finding is in line with the research of Rachmawati and Sholekhah (2025) which states that the career orientation of participants affects the level of internalization of entrepreneurial values in the educational process.

The next challenge has to do with the relatively short training time constraints. Based on the results of interviews with instructors, the limited duration of training causes the focus of learning to be more directed towards mastering technical skills (hard skills) needed by the industry. As a result, strengthening the values and mindset of green entrepreneurship has not been able to be carried out in depth and sustainably. According to Creswell, the process of internalizing values in qualitative education requires time, interaction, and repeated experiences so that meaning can be firmly formed in participants.

In addition to internal factors, challenges also arise from the external context of the tourism industry. Some informants said that not all workplaces or industry partners have consistently implemented sustainable tourism practices. This condition has the potential to weaken the value of green entrepreneurship that has been instilled during the training, because participants face the difference between the values learned and the practice in the field. These findings are in line with Achdiani et al. (2024) who emphasized the need for synergy between educational institutions and industry in supporting the development of green jobs in the tourism sector.

Despite facing these challenges, the results of the study show that LPK OTC Bali continues to strive to adapt and develop in its training process. The manager and instructor said that strengthening the curriculum, increasing participant awareness, and expanding cooperation with the sustainable tourism industry is a strategy that is being and will continue to be developed. This shows that the challenges faced are not the main obstacles, but opportunities to strengthen the role of LPK OTC Bali as a job training institution oriented to the development of green entrepreneurship in the tourism sector.

Although LPK OTC Bali has made efforts to instill the value of green entrepreneurship, this study also found several challenges. The level of understanding and awareness of the concept of green entrepreneurship is still diverse, especially for participants who do not have work experience in the tourism industry. In addition, the limited facilities to support environmentally friendly practices and the lack of optimal strengthening of green business-based entrepreneurship aspects are obstacles in the process of internalizing these values.

However, these findings actually emphasize the importance of the role of job training institutions in developing a more structured and sustainability-oriented tourism training model. In line with Achdiani et al. (2024), tourism vocational education needs to continue to adapt to the demands of the industry and green jobs issues so that graduates have relevant and competitive competencies.

In addition to technical and structural challenges, this study also found that the internalization of green entrepreneurship values is greatly influenced by the process of critical reflection of participants, which has not been fully systematically developed in training. Based on the results of in-depth interviews, some participants stated that they understood eco-friendly practices operationally, but were not yet fully able to relate them to the values, ethics, and vision of long-term sustainable entrepreneurship. This shows that the learning process still needs to be strengthened in reflective, dialogical, and transformative aspects. These findings are in line with Mezirow's (2018) view of transformative learning, which emphasizes that mindset change can only occur if participants are given space to reflect on their experiences, personal values, and social implications of the practices learned.

Furthermore, the challenge of internalizing green entrepreneurship values is also related to the lack of explicit integration of sustainability value evaluation indicators in the training assessment system. The results of observations show that the evaluation of participants still focuses more on the achievement of technical skills and work discipline, while aspects of attitudes, values, and orientation of green entrepreneurship have not been measured in a structured manner. In fact, according to the OECD (2023), the success of sustainable entrepreneurship education is highly determined by the existence of an assessment system that is able to measure changes in participants' knowledge, attitudes, and behaviors holistically. The absence of this indicator has the potential to cause the value of green entrepreneurship to only stop at the normative level, not fully internalized as part of the professional identity of the trainees.

Thus, the challenges faced by LPK OTC Bali in internalizing the value of green entrepreneurship are multidimensional, including aspects of participants, curriculum, facilities, time, evaluation, and the tourism industry ecosystem. These findings strengthen the argument that strengthening green entrepreneurship in job training institutions cannot be done partially, but requires a systemic and sustainable approach. In this context, LPK OTC Bali has a strategic opportunity to develop a tourism training model that is not only oriented towards job readiness, but also on the formation of green entrepreneurs who are ethical, adaptive, and contribute to the sustainable development of tourism in Bali.

CONCLUSION

Based on the results of the research, it can be concluded that LPK OTC Bali has an important role in instilling the value of green entrepreneurship through curriculum integration, training practices, and the use of digital learning applications since 2022. This environmentally friendly digital technology strengthens the role of LPK OTC Bali as a training institution that is adaptive to the development of the tourism industry and sustainability issues. Participants interpreted green entrepreneurship as a combination of environmental responsibility, business opportunities, and professional ethics in the tourism sector, although the internalization of these values still varies at the level of entrepreneurial mindset. The main challenges faced by LPK OTC Bali include differences in participants' backgrounds, limited time and facilities, and the orientation of participants who are more dominant in job search. Therefore, it is necessary to strengthen collaboration with green industries, develop sustainability value evaluation indicators, and innovate more transformative learning methods. This study recommends that LPK OTC Bali strengthen the systematic integration of green entrepreneurship values in curriculum, learning methods, and evaluation systems, as well as expand collaboration with the tourism industry and local governments to support the green jobs ecosystem. Further research is recommended to use longitudinal approaches and mixed methods to gain a deeper understanding of the impact of internalizing the value of green entrepreneurship on graduates of tourism job training institutions.

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