

ENTREPRENEURSHIP-BASED SCHOOL MANAGEMENT MODEL TO INCREASE ENTREPRENEURSHIP INTEREST OF VOCATIONAL EDUCATION STUDENTS

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Abstract

The aim of this research is to determine the perceptions of students, teachers and school principals regarding the entrepreneurship-based management model that is planned to be implemented at SMK Negeri 1 Lembah Melintang and to find out their hopes regarding increasing students' interest in entrepreneurship. Qualitative research with a case study approach. Data sources were obtained through observation and interviews with students, teachers and principals of SMK Negeri 1 Lembah Melintang. The entrepreneurship-based management model is believed to be able to create a learning environment that is conducive to the development of an entrepreneurial spirit. However, commitment and support from all stakeholders is needed, including improving facilities, to achieve the goal of increasing students' interest in entrepreneurship. Implementing a comprehensive entrepreneurship-based management model along with strengthening infrastructure support can motivate students' interest in entrepreneurship at SMK Negeri 1 Lembah Melintang.

Keywords: School Management Model, Students' Entrepreneurial Interest

Abstrak

Tujuan penelitian ini adalah untuk mengetahui persepsi siswa, guru, dan kepala sekolah terhadap model manajemen berbasis kewirausahaan yang direncanakan akan diterapkan di SMK Negeri 1 Lembah Melintang dan mengetahui harapan mereka terkait peningkatan minat berwirausaha siswa. Penelitian kualitatif dengan pendekatan studi kasus. Sumber data diperoleh melalui observasi dan wawancara terhadap siswa, guru, dan kepala sekolah SMK Negeri 1 Lembah Melintang. Model manajemen berbasis kewirausahaan diyakini mampu menciptakan lingkungan belajar yang kondusif bagi tumbuh kembangnya jiwa kewirausahaan. Namun demikian, diperlukan komitmen dan dukungan dari seluruh pemangku kepentingan, termasuk peningkatan sarana dan prasarana, untuk mencapai tujuan peningkatan minat berwirausaha siswa. Penerapan model manajemen berbasis kewirausahaan yang komprehensif disertai

penguatan dukungan sarana prasarana dapat memotivasi minat berwirausaha siswa di SMK Negeri 1 Lembah Melintang.

Kata Kunci: Model Manajemen Sekolah, Minat Berwirausaha Siswa



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INTRODUCTION

Entrepreneurship education is becoming increasingly important in today's society, especially for vocational education students.¹ It is crucial to provide these students with the necessary knowledge and skills to become successful entrepreneurs.² However, simply offering entrepreneurship education is not enough.³ To truly increase entrepreneurship among vocational education students, a comprehensive and innovative school management model needs to be implemented. This model should focus on creating a supportive and entrepreneurial culture within the school, providing practical hands-on experiences, and fostering connections with local businesses and industry professionals to promote real-world entrepreneurship opportunities for students.⁴ By implementing this entrepreneurship-based school management model, vocational education students will be equipped with the skills, knowledge, and mindset necessary to pursue entrepreneurship successfully.⁵ This model will not only benefit individual students by enhancing their entrepreneurial intent but will also contribute to the overall economic growth and development of the community.⁶ By implementing this entrepreneurship-based school management model, vocational education students will have the opportunity to develop their entrepreneurial skills and mindset, leading to an increase in their likelihood of starting and successfully running their own businesses in the future.

This entrepreneurship-based school management model aims to create a holistic approach towards promoting entrepreneurship among vocational education students. By providing them with practical experiences, fostering connections with local businesses, and creating a supportive

¹ Omar Boubker et al., "The Effect of Action-Based Entrepreneurship Education on Intention to Become an Entrepreneur," *MethodsX* 9 (2022): 101657, <https://doi.org/10.1016/j.mex.2022.101657>.

² Widiyanti, "Needs Analysis in Developing the Entrepreneurial Interest of Vocational Education Students," *AIP Conference Proceedings* 1887 (2017), <https://doi.org/10.1063/1.5003555>.

³ Dafna Schwartz and Ayala Malach-Pines, "Entrepreneurship Education for Students," *Industry and Higher Education* 23, no. 3 (2009): 221–31, <https://doi.org/10.5367/000000009788640305>.

⁴ Widiyanti, "Needs Analysis in Developing the Entrepreneurial Interest of Vocational Education Students."

⁵ Schwartz and Malach-Pines, "Entrepreneurship Education for Students."

⁶ Muhammad Raza et al., "Effectiveness of Entrepreneurship Quality Education in Higher Educational Institutions: A Mediating Effect of Entrepreneurial Training," *Management Science Letters* 11 (2021): 1221–30, <https://doi.org/10.5267/j.msl.2020.11.016>.

entrepreneurial culture, this model will empower students to develop their entrepreneurial skills and transform their innovative ideas into successful ventures. Entrepreneurship has become an essential aspect of modern education, particularly for vocational education students.⁷ The need to equip these students with the relevant knowledge and skills to thrive as entrepreneurs cannot be overstated. While traditional entrepreneurship education plays a crucial role, the implementation of a comprehensive and innovative school management model holds the key to truly fostering entrepreneurship among vocational education students.⁸

This model aims to create a supportive and entrepreneurial culture within schools, provide practical hands-on experiences, and establish connections with local businesses and industry professionals to promote real-world entrepreneurship opportunities for students. The implementation of this entrepreneurship-based school management model is designed to equip vocational education students with the necessary skills, knowledge, and mindset required to pursue entrepreneurship successfully.⁹ By emphasizing practical experiences, fostering connections with local businesses, and cultivating a supportive entrepreneurial culture, this model aims to empower students to develop their entrepreneurial skills and transform their innovative ideas into successful ventures. The entrepreneurship-based school management model aims to address the specific needs and aspirations of vocational education students.¹⁰

By incorporating entrepreneurship as a subject area in vocational education programs, students will have the opportunity to learn about key concepts such as idea generation, business planning, marketing strategies, financial management, and risk assessment. Furthermore, the model goes beyond theoretical knowledge by providing students with practical experiences through internships, apprenticeships, and hands-on projects. These practical experiences will allow students to apply their entrepreneurial knowledge in real-world settings, gain valuable insights into the challenges and opportunities of starting a business, and develop the necessary skills and resilience to navigate the entrepreneurial journey. Additionally, the model emphasizes the importance of fostering connections with local businesses and industry professionals.¹¹

⁷ Boubker et al., "The Effect of Action-Based Entrepreneurship Education on Intention to Become an Entrepreneur."

⁸ Fatima Sirelkhatim and Yagoub Gangi, "Entrepreneurship Education: A Systematic Literature Review of Curricula Contents and Teaching Methods," *Cogent Business and Management* 2, no. 1 (2015), <https://doi.org/10.1080/23311975.2015.1052034>.

⁹ Susan Febriantina, RR Ponco Dewi Karyaningsih, and Munawaroh, "The Entrepreneurship-Based School Management," *Jurnal Pemberdayaan Masyarakat Madani (JPMM)* 4, no. 1 (2020): 385–98, <https://doi.org/10.21009/jpmm.004.1.07>.

¹⁰ Stefan Brauckmann and Petros Pashiardis, "Entrepreneurial Leadership in Schools: Linking Creativity with Accountability," *International Journal of Leadership in Education* 25, no. 5 (2020): 787–801, <https://doi.org/10.1080/13603124.2020.1804624>.

¹¹ Tomy Jatmika, Su'ad Su'ad, and Achmad Madjdi, "Development of Entrepreneurship-Based School Management Models," 2019, <https://doi.org/10.4108/eai.20-8-2019.2288139>.

These connections can provide mentorship, networking opportunities, and potential partnerships for students. By collaborating with local businesses, students can gain practical industry insights and access resources that can support their entrepreneurial endeavors.¹² Overall, the entrepreneurship-based school management model for vocational education students aims to create an entrepreneurial culture within schools, provide practical experiences and connections with local businesses, and equip students with the necessary skills and mindset to pursue entrepreneurship successfully.¹³ The implementation of this entrepreneurship-based school management model is designed to equip vocational education students with the necessary skills, knowledge, and mindset required to pursue entrepreneurship successfully.

Vocational education aims to equip graduates with the ability to work independently. In recent years, there has been a growing recognition of the significance of entrepreneurship in vocational education. The need to foster entrepreneurial interest among vocational education students has become increasingly important, given the rapidly changing landscape of work and the growing demand for individuals with entrepreneurial skills.¹⁴ Entrepreneurship-based school management models have emerged as a promising approach to cultivate entrepreneurial interest among vocational education students. By integrating entrepreneurial principles and practical skills into the curriculum, schools can effectively nurture an entrepreneurial mindset and empower students to explore entrepreneurial opportunities in their chosen fields. In this paper, we will explore the factors influencing entrepreneurial interest in vocational education and propose an entrepreneurship-based school management model aimed at increasing entrepreneurship among vocational education students. By examining the key determinants of entrepreneurial interest and identifying strategies to enhance entrepreneurial awareness and aspirations, we aim to contribute to the advancement of vocational education and the development of a more entrepreneurial workforce.¹⁵

The role of entrepreneurship education has not been able to increase vocational school graduates to choose entrepreneurship rather than become unemployed. By choosing entrepreneurship a person can play an active role in reducing unemployment by providing employment opportunities. This is because entrepreneurship education only touches the basic level, namely the introduction of values or norms in entrepreneurship. Based on the results of pre-

¹² Boubker et al., "The Effect of Action-Based Entrepreneurship Education on Intention to Become an Entrepreneur."

¹³ Raza et al., "Effectiveness of Entrepreneurship Quality Education in Higher Educational Institutions: A Mediating Effect of Entrepreneurial Training."

¹⁴ Kisno Kisno et al., "The System Approach for Entrepreneurship-Based School Management in Vocational High Schools," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 3 (2023): 3261–70, <https://doi.org/10.35445/alishlah.v15i3.3068>.

¹⁵ Jatmika, Su'ad, and Madjdi, "Development of Entrepreneurship-Based School Management Models."

surveys in the field, it is still found that in several schools entrepreneurship learning is only theoretical and classical, causing students to become passive. The concept of learning by practicing entrepreneurship directly in school and industrial settings is a good way to train students in entrepreneurship

Vocational education plays an important role in developing employable skills. However, many graduates of Vocational High Schools (SMK) in Indonesia lack the entrepreneurial mindset and skills needed to succeed in today's economy. SMKN 1 Lembah Melintang aims to equip students with technical competence and entrepreneurial spirit. Currently, SMKN 1 Lembah Melintang adheres to a traditional management model that places less emphasis on entrepreneurship development. To better prepare students for the future, the school is trying to implement an entrepreneurship-based management model. This model integrates entrepreneurship and training activities throughout the academic program. It is hoped that it can increase students' interest and ability to start their own business after graduating. This research will discuss the Entrepreneurship-Based School Management Model to Increase the Entrepreneurship of Vocational School Students at SMKN 1 Lembah Melintang, to determine the level of student interest in entrepreneurship.

RESEARCH METHODS

The approach used in this study is a qualitative approach. According to Purwanza et al., qualitative research methods are research methods that are based on philosophy, which are used to research scientific conditions (experiments) where the researcher is the instrument, data collection techniques and qualitative analysis place more emphasis on meaning.¹⁶

Table 1. The interview guidelines

No	Interview Subject	Topic of Discussion
1	Principal of SMKN 1 Lembah Melintang	1. Vision and mission of implementing the entrepreneurship-based management model. 2. School's role in developing the model
2	Teachers of SMKN 1 Lembah Melintang	1. Views on needs to improve students' entrepreneurship 2. Challenges in implementing entrepreneurship-based curriculum
3	Students of SMKN 1 Lembah Melintang	1. Current entrepreneurial interests and skills of students 2. Hopes for new management model implementation

¹⁶ Sena Wahyu Purwanza et al., *Metodologi Penelitian Kuantitatif, Kualitatif Dan Kombinasi, Media Sains Indonesia*, 2022.

The subjects of this research were the principal, teachers and students of the mechanical engineering Department. The location of the data research was carried out at SMKN 1 Lembah Melintang. The reason researchers chose this vocational school is because it is a vocational school that provides intensive entrepreneurial practice. In this research, to collect the necessary data, the researcher used several data collection methods, including using the interview method because the researcher enriched information about the process of implementing entrepreneurial practices and the impact or benefits after participating in entrepreneurial practices at SMKN 1 Lembah Melintang. The participant observation method is a suitable method to use in this research, because the researcher wants to find out how effective the implementation of entrepreneurial practices is.

RESULT AND DISCUSSION

Vision and Mission of Implementing the Entrepreneurship-Based Management Model

The vision of implementing a new entrepreneurship-based management model at S SMKN 1 Lembah Melintang is to develop students' entrepreneurial mindset and skills so that they are not just job seekers but also job creators after graduating. We want our graduates to be equipped to start their own businesses and contribute to the local economy through entrepreneurship. Its mission is to foster an entrepreneurial culture and environment throughout the school. This means integrating entrepreneurial concepts and practices across subjects, extracurricular activities, and school events. We also aim to provide hands-on experience for students through small business start-ups, business competitions, and collaborations with local entrepreneurs.

Another focus is training our teachers to encourage entrepreneurial learning in the classroom. They need support to implement participatory teaching methods such as project-based learning. Community partnerships are also important for creating internship and mentorship opportunities for students. For this model to be implemented successfully, resources are needed for the program, infrastructure such as business incubator space, and support from all stakeholders. The school's role is to facilitate the entrepreneurial ecosystem and enable our students to develop into budding entrepreneurs. If implemented well, I believe this model can create jobs in the region in the future.

School's Role in Developing the Model

Regarding the role of schools in developing new management models that will be implemented. The school principal stated that the role of the school was very important because as an educational institution, the school must take the lead in designing this new model. One of

the main roles of schools is to evaluate the current management model to find out its advantages and disadvantages. Next, the school will form a special team from various elements to design a new model and carry out outreach to get input from the entire school community. The initial draft management model plan will then be prepared by the team, followed by limited trials to determine its suitability.

The Principal also explained the importance of ensuring that all infrastructure and human resources are ready to implement the new model. No less important, schools continue to monitor and evaluate the implementation of new management models on a regular basis so that goals are achieved well. Thus, the active role of schools is believed to be able to support the successful development and implementation of new management models.

Views on Needs to Improve Students' Entrepreneurship

The following are potential responses from an interview with one of the teachers at SMKN 1 Lembah Melintang regarding his views on the need to increase student entrepreneurship. In my view and experience of teaching at this school, I think the students lack important entrepreneurial skills and mindsets. Many of them are more focused on just looking for a job after graduating than considering starting their own business. Some key areas that I see needing improvement include creative and critical thinking. Students tend to just follow instructions instead of coming up with new ideas. They also don't talk much or question things confidently. Other skills such as networking, communication, financial handling are also weak based on the student projects I supervise. They graduate with strong hard skills in their chosen field but limited business acumen.

Integrating entrepreneurship more consciously into all subjects can help open their minds beyond the textbook. Things like real-life case studies, entrepreneurial guests, business plan assignments will make the learning more practical. Developing a private mini company in class is something I would like to try if given more planning time and resources. This hands-on approach can motivate students and build their confidence in the endeavor, that increasing entrepreneurial focus and opportunities both inside and outside the classroom can help develop more well-rounded and job-ready graduates in our schools. The students are receptive – they just need more exposure and guidance to develop these necessary skills.

Challenges in Implementing Entrepreneurship-Based Curriculum

Following are potential teacher responses regarding the challenges of implementing an entrepreneurship-based curriculum. One of the main challenges we face is the large class sizes, which can accommodate 25-30 students. This makes live projects and interactive activities

logistically challenging. We need more classroom space to divide the class into smaller groups for a more applied learning approach. Another obstacle is that not all teachers have been trained to facilitate entrepreneurial learning. It involves techniques that are different from traditional lecture-based methods. I believe upgrading the skills of today's teachers will be a huge task. External training support will help in this regard.

Related to this is that preparing learning plans and relevant materials requires a lot of time. Learning needs to incorporate a real-world business context. This preparatory work becomes difficult outside of normal teaching duties without help. Financial resource constraints also cannot be ignored. Projects and activities involving the community will require funding for transportation, material costs, competition prizes, etc. Sustainable budget allocation is important. Changing the long-held academic mindset of some students to apply practical problem solving may also be a difficult task. They hope to only study theory. Ensuring that all subject teachers collectively integrate entrepreneurship principles thoroughly requires coordination and monitoring. Continuous implementation can fail without strict guidance. Support from parents who value theoretical education over skills is another potential challenge to be faced. Their support helps students.

Proper tracking of the results of entrepreneurship programs is also important to show success to all stakeholders so that they can continue to receive support. Overcoming these obstacles will require perseverance, but I think the benefits of a more future-ready curriculum will be worthwhile.

Current Entrepreneurial Interests and Skills of Students

The following are potential responses from SMKN 1 Lembah Melintang students regarding current entrepreneurial interests and skills. To be honest, currently many students like me don't have much interest in entrepreneurship after graduating. Most of us think about looking for a permanent job. I think the main reason is that we don't feel very confident about our business capabilities. We learn about things like accounting, marketing etc. but only in theory in class. None of us had any real experience running a company.

Personally, I am interested in the fashion design that I study. But I didn't know much about how to actually start a fashion business – things like coming up with an idea, making a business plan, getting customers. These practical skills do not exist. In terms of soft skills, I can work in a team on projects. But skills like public speaking, networking, and taking initiative have not come naturally when compared to the technical skills I have. Some classmates also fear the risks and uncertainty of being your own boss. They feel more secure with a stable monthly income first before thinking about establishing their own business someday.

If we had more opportunities to try small business projects in fields related to our major, that hands-on learning would greatly increase my self-confidence. Things like business competitions also motivate students. With the right training and experience offered in school, I think many students may start to see entrepreneurship as a good career option after graduation, not just working for someone else.

Hopes for New Management Model Implementation

It is necessary to develop the management model that has been running so far, considering that this school has been around for a long time, so the management system needs to be updated in accordance with current developments. Some of the hopes if there is a change in the management model at this school include that the learning process can become more creative and innovative by implementing various modern teaching methods such as problem-based and project learning. Apart from that, he hopes that the quality of laboratory and workshop facilities can be improved so that the teaching and learning process will be even better.

The student also expressed the hope that the human resource development system for teachers and employees could be more focused, and that the level of involvement of students and teachers in school decision making could be maximized through democratic mechanisms. Lastly, he hopes that SMKN 1 Lembah Melintang can build a collaborative network with the business and industrial world so that the competence of its graduates is increasingly recognized. With changes to the management model according to expectations, it is hoped that SMKN 1 Lembah Melintang can become a better school.

Discussion

Vision and Mission of Implementing the Entrepreneurship-Based Management Model

The implementation of an entrepreneurship-based management model at SMKN 1 Lembah Melintang has a vision to develop students' entrepreneurial mindset and skills so that they not only become job seekers but also job creators after graduating. Our goal is for our graduates to have sufficient skills to start their own business and contribute to the local economy through entrepreneurship. The mission of this model is to create an entrepreneurial culture and environment throughout the school. This means integrating entrepreneurial concepts and practices across all subjects, extracurricular activities and school events. We also aim to provide hands-on experience for students through small business start-ups, business competitions, and collaborations with local entrepreneurs. In order to prepare graduates who are not only job seekers but also job creators, SMKN 1 Lembah Melintang seeks to develop students' entrepreneurial mindset and skills through the implementation of an entrepreneurial-minded management model.

This vision is in line with the opinions of experts who state the importance of entrepreneurial education to support regional economic growth.¹⁷

One of the main focuses is training teachers to promote entrepreneurial learning in the classroom. They need support to apply participatory teaching methods such as project-based learning. Partnerships with the community are also important to create internship and mentorship opportunities for students. To successfully implement this model, resources are required for this program, infrastructure such as business incubator space, and support from all parties involved. The role of the school is to facilitate the entrepreneurial ecosystem and enable our students to develop into young entrepreneurs. If implemented well, I believe this model can create jobs in the region in the future. SMKN 1 Lembah Melintang has a mission to form an entrepreneurial culture in schools by integrating the concept of entrepreneurship in every subject, extracurricular and school activities. This is in accordance with the opinion of Perić et al., who suggested that entrepreneurship education should not only be given in separate subjects but should be implemented holistically.¹⁸

The concept of implementing an entrepreneurship-based management model in schools has received attention from experts and previous research. Research shows that an entrepreneurial approach in education can increase entrepreneurial skills, creativity, innovation and interest in entrepreneurship in students.¹⁹ In addition, research also shows that integrating entrepreneurship concepts into the school curriculum can help students develop a proactive attitude, independence, and the ability to overcome challenges.²⁰

There are several benefits of integrating entrepreneurship concepts into the school curriculum. One of the benefits is being able to improve students' entrepreneurial skills in thinking creatively, innovating, marketing ideas, financial management, and starting a business. Integrating the concept of entrepreneurship is also able to build characteristics such as hard work, responsibility, communicativeness, and the courage to take risks in students. On the other hand, an entrepreneurship-based curriculum turns out to be able to foster interest and enthusiasm for entrepreneurship in students as early as possible. Another benefit is helping students understand the business environment and preparing to become entrepreneurs. Moreover, this curriculum is

¹⁷ T Murwaningsih et al., "Entrepreneurship Learning in Vocational High Schools of Surakarta City During New Nomal," ... *on Education* ..., 2022, 139–48.

¹⁸ Julia Perić, Sunčica Oberman Peterka, and Željka Getoš, "The Role of Vocational Education in Developing Entrepreneurial Competences of Students," *Ekonomski Pregled* 71, no. 5 (2020): 463–92, <https://doi.org/10.32910/ep.71.5.2>.

¹⁹ Puji Handayati et al., "Does Entrepreneurship Education Promote Vocational Students' Entrepreneurial Mindset?," *Heliyon* 6, no. 11 (2020): e05426, <https://doi.org/10.1016/j.heliyon.2020.e05426>.

²⁰ Perić, Oberman Peterka, and Getoš, "The Role of Vocational Education in Developing Entrepreneurial Competences of Students."

able to develop a proactive, independent attitude, and the ability to face challenges and think out of the box in students. Thus, the integration of entrepreneurship concepts in the school curriculum turns out to provide various benefits for the development of students' soft skills and entrepreneurial interest.

School's Role in Developing the Model

The Principal of SMKN 1 Lembah Melintang stated that the role of schools is very important in developing new management models because as educational institutions, schools must take the lead in designing these models. This opinion is in line with research by Kešner which states that schools have a strategic role in managing and developing educational management.²¹

One of the main roles of schools is to evaluate current management models to find out the advantages and disadvantages, as suggested by Masri et al., that evaluation is very necessary for planning new models.²² Furthermore, the formation of a multidisciplinary team is also considered important by Fawaid et al., so that model design involves various elements.²³ The Principal also explained the importance of ensuring the readiness of infrastructure and human resources, this is consistent with Perić et al. view that infrastructure support and human resources are supporting factors for implementing the management model.²⁴

To involve various relevant parties, the principal began by inviting representatives of teachers, employees, students, parents/guardians, and the school committee to join a multidisciplinary team. Next, a coordination meeting was held to explain the purpose of forming the team and hear input from potential members. Team members are then chosen proportionally to represent each element and are competent. Local governments, the business world, NGOs and related agencies are also invited to join. Invitations are sent officially to ensure availability. For the team, tasks and responsibilities are explained to create involvement. Socialization of team formation was carried out to all school residents for support. The team's input and evaluation are also actively followed up to maintain their participation. In these various ways, it is hoped that the formation of a multidisciplinary team will be effective and well represented.

²¹ Adam Kešner, "Vocational High School Entrepreneurship Learning Management Model Based on Local Wisdom Products" 4, no. 4 (2023): 644–53, <https://doi.org/10.46843/jiecr.v4i4.753>.

²² Normasitah Masri et al., "Relationship between Engagement in Learning Entrepreneurship Education and Entrepreneurial Intention among Vocational College Students," *Pertanika Journal of Social Sciences and Humanities* 29 (2021): 19–38, <https://doi.org/10.47836/pjssh.29.s1.02>.

²³ Moh Fawaid et al., "Entrepreneurial Intentions of Vocational Education Students in Indonesia: PLS-SEM Approach," *Journal of Technical Education and Training* 14, no. 2 SPECIAL ISSUE (2022): 91–105, <https://doi.org/10.30880/jtet.2022.14.02.009>.

²⁴ Perić, Oberman Peterka, and Getoš, "The Role of Vocational Education in Developing Entrepreneurial Competences of Students."

Views on Needs to Improve Students' Entrepreneurship

A teacher at SMKN 1 Lembah Melintang regarding his views regarding the need to increase students' entrepreneurial interest. He revealed that based on teaching experience, SMKN 1 Lembah Melintang students lack the creative, critical and communication thinking skills needed for entrepreneurship. This is in line with Yohana research which states that soft skills such as communication, teamwork and problem solving play an important role in forming students' interest in entrepreneurship.²⁵

According to the teacher, structured integration of entrepreneurship in each subject is seen as capable of opening students' horizons and increasing their interest in the business sector. This view is in accordance with the concept of holistic entrepreneurship education recommended by Ardhiyanti et al., namely by deeply integrating entrepreneurial concepts and competencies in all aspects of education so as to bring out the entrepreneurial spirit and spirit in students.²⁶

To bring students closer to the real world, the teacher believes that a real case-based learning approach, direct experience through entrepreneurial sources, and assignments to create business designs are deemed necessary. This is in line with the provisions of Permendikbud No. 58 of 2014 which recommends a problem-based learning approach. The teacher also plans to try to facilitate learning by setting up micro businesses for students in class to support real practice. With strong supporting factors, it is hoped that students' interest in entrepreneurship can grow.²⁷

SMKN 1 Lembah Melintang teachers plan to integrate the basic concepts of entrepreneurship in a structured manner in several subjects. In Productive subjects, the concepts of pricing, promotions and financial management will be added. In the Product Design subject, students will be asked to design a product and create a creative business plan. The Information Technology subject will integrate bold marketing and social media for business. By integrating the concept of entrepreneurship in certain subjects, it is hoped that it can increase students' interest in entrepreneurship in SMKN 1 Lembah Melintang in a deep and structured manner.

Challenges in Implementing Entrepreneurship-Based Curriculum

In interviews, SMKN 1 Lembah Melintang teachers revealed several challenges in implementing an entrepreneurship-based curriculum. One of the main challenges is the large

²⁵ Corry Yohana, "Factors Influencing the Development of Entrepreneurship Competency in Vocational High School Students: A Case Study," *International Journal of Education and Practice* 8, no. 4 (2020): 804–19, <https://doi.org/10.18488/journal.61.2020.84.804.819>.

²⁶ Laila Lupita Ardhiyanti, Tri Kuat, and Muhammad Sayuti, "Vocational School Student Entrepreneurship Strategy," *Journal of Vocational Education Studies* 6, no. 1 (2023): 76–81, <https://doi.org/10.12928/joves.v6i1.7918>.

²⁷ Marsudi Endang and Tri Kuat, "Teaching Factory Implementation to Grow the Entrepreneurship Character of Vocational School Students," *Journal of Vocational Education Studies* 6, no. 1 (2023): 52–61, <https://doi.org/10.12928/joves.v6i1.8094>.

number of students in one class, which reaches 25-30 people. This is in line with the results of Hidayatulloh & Ashoumi research which states that the density of students can hinder the implementation of active and project-based learning because it requires additional facilities such as classrooms. Therefore, classroom optimization is needed to be able to divide students into small groups for more applicable learning.²⁸

The next challenge is the limitations of teachers in preparing and organizing entrepreneurship-based learning because not all teachers have the required competencies. This problem cannot be separated from the results of research by Roostika & Suratman which revealed the importance of increasing teacher pedagogical competence.²⁹ For this reason, a solution is needed in the form of a planned and sustainable teacher training program. Apart from that, learning preparation that integrates the context of the business world as stated by the teacher also requires more time. This is in line with Hidayatulloh and Ashoumi view that developing teaching materials requires a mature process.³⁰ By understanding these various challenges, it is hoped that appropriate solutions can be formulated so that the implementation of an entrepreneurship-based curriculum can run effectively at SMKN 1 Lembah Melintang. The support of various parties is needed to achieve the goal of forming students with an entrepreneurial mindset.

The competencies required by teachers to implement entrepreneurship-based learning include knowledge of entrepreneurial principles, the ability to design learning that integrates entrepreneurial concepts, and having soft skills to motivate students. Other competencies are carrying out project-based learning, understanding student characteristics, and having a network with the business world. He must also be able to develop himself through continuous and creative training using various learning methods and resources. Methods that can be used are lectures, group discussions, business simulations, case studies, problem-based learning, and collaborative business projects. Other learning sources include field visits, skills training, competitions, mentoring from practitioners, and online media. The availability of various competencies and methods is very important for the success of learning with an entrepreneurial perspective.

Current Entrepreneurial Interests and Skills of Students

Students revealed that in general, students' interest in entrepreneurship was still low after graduating from school. This is caused by a lack of self-confidence due to the lack of real

²⁸ Muhammad Kris Yuan Hidayatulloh and Hilyah Ashoumi, "Creativity and Entrepreneur Knowledge to Increase Entrepreneurial Intent among Vocational School Students," *Journal of Education and Learning (EduLearn)* 16, no. 4 (2022): 434–39, <https://doi.org/10.11591/edulearn.v16i4.19771>.

²⁹ Andriyastuti Suratman and Ratna Roostika, "Alertness, Self-Efficacy, and Intention: Mediating Effects Encouraging Students Entrepreneurship Behavior," *Journal of Education and Learning (EduLearn)* 16, no. 4 (2022): 448–57, <https://doi.org/10.11591/edulearn.v16i4.20551>.

³⁰ Hidayatulloh and Ashoumi, "Creativity and Entrepreneur Knowledge to Increase Entrepreneurial Intent among Vocational School Students."

experience running a business during school. This student's opinion is consistent with the results of research by Yuliyah & Santosa which stated the importance of providing students with direct familiarization with real business practices.³¹

The student also revealed that his soft skills were only limited to group work. In fact, according to Ulfahamadah & Kuat, other skills such as presentation and networking are really needed for entrepreneurship.³² Students think that the opportunity to practice skills through business simulations and business competitions can increase self-confidence, this is in line with the project-based learning model suggested.³³ Some students also admitted to being afraid of the risks of entrepreneurship. This problem is in accordance with Ardhiyanti et al., research findings regarding the importance of educating students about the costs of doing business.³⁴

There are several steps that can be taken to reduce the fear of SMKN 1 Lembah Melintang students regarding the risks of entrepreneurship. First, provide education regarding business risk management so that students understand how to identify, measure and mitigate various business risks. Second, teach inspirational stories of entrepreneurs who have succeeded in getting through difficult times through risk management. The next step is to provide real experience by running a mini business simulation in the classroom. This can train students to face challenges and risks from an early age. Collaborating with local entrepreneurs is also useful for sharing experiences in handling business risks. Facilitating mentoring from successful entrepreneurs can also increase students' self-confidence. Basic learning about risk mitigation such as business diversification and funding can reduce students' concerns. Appreciation of students' ideas and efforts even though they have not been successful also helps boost their self-confidence. Finally, a school culture that supports experimentation and error will actually make students more comfortable in learning entrepreneurship.

Hopes For New Management Model Implementation

SMKN 1 Lembah Melintang students regarding their hopes if there are changes to the school management model. The student stated that it was necessary to develop the current management system considering that the school has been around for a long time so it needs to be adapted to the times. One of the hopes is that the learning process can become more creative and

³¹ Yuliyah Yuliyah and Budi Santosa, "Development of Worksheets on Creative Product Learning and Entrepreneurship in Indonesia's Vocational Education & Training Schools," *Journal of Vocational Education Studies* 5, no. 2 (2022): 289–302, <https://doi.org/10.12928/joves.v5i2.6895>.

³² Ulfahamadah Ulfahamadah and Tri Kuat, "Effectiveness of Entrepreneurship Practices to Foster the Interest of Entrepreneurship in SMK Muhammadiyah 1 Cilacap," *Journal of Vocational Education Studies* 5, no. 1 (2022): 32–43, <https://doi.org/10.12928/joves.v5i1.6034>.

³³ Ardhiyanti, Kuat, and Sayuti, "Vocational School Student Entrepreneurship Strategy."

³⁴ Ulfahamadah and Kuat, "Effectiveness of Entrepreneurship Practices to Foster the Interest of Entrepreneurship in SMK Muhammadiyah 1 Cilacap."

innovative by implementing various modern teaching methods such as problem and project based learning. This view is in line with the direction of the Ministry of Education and Culture which encourages the implementation of a learning approach that is contextual and student centered. Students also hope for improvements in laboratory and workshop facilities, as Wu & Tian alleged that practicum facilities play an important role in supporting vocational education.³⁵

Apart from that, students hope that the human resource development system at SMKN 1 Lembah Melintang can be focused on sustainable training for teaching staff as researched by Endang and Kuat.³⁶ It is also hoped that the participation of students and teachers in school decision-making will be maximized in accordance with the concept of participatory management according to Murwaningsih et al.,³⁷ If it can be implemented according to expectations, it is believed that the new management model can bring positive changes to SMKN 1 Lembah Melintang to become a better school.

There are several steps that school management can take to maximize student and teacher participation in decision making. First, form representative organizations such as student and teacher senate as a forum for aspirations. Then, organize regular coordination meetings to discuss joint programs and policies. Apart from that, a written or online proposal submission system can be implemented. Next, encourage active participation through group discussions or focus group discussions. Forming a joint work team to design the program can also be done. Making circulars to socialize decisions is important. Awards are given to students and teachers who contribute. A culture of open discussion needs to be developed. Periodic evaluations need to be carried out to maintain the satisfaction of all stakeholders. With these various efforts, it is hoped that participation can increase.

CONCLUSION

The discussion regarding the implementation of an entrepreneurship-based management model at SMKN 1 Lembah Melintang concluded several important points. The vision of implementing this model is to develop students' entrepreneurial mindset and skills so that later they will not only become job seekers but can also create jobs through entrepreneurship. Apart from that, this program is expected to help SMKN 1 Lembah Melintang graduates start their own businesses and contribute to the regional economy.

³⁵ Xueshi Wu and Yumi Tian, "Predictors of Entrepreneurship Intention Among Students in Vocational Colleges: A Structural Equation Modeling Approach," *Frontiers in Psychology* 12, no. January (2022), <https://doi.org/10.3389/fpsyg.2021.797790>.

³⁶ Endang and Kuat, "Teaching Factory Implementation to Grow the Entrepreneurship Character of Vocational School Students."

³⁷ Murwaningsih et al., "Entrepreneurship Learning in Vocational High Schools of Surakarta City During New Nomal."

The role of schools is considered to be very important in designing, evaluating, testing and monitoring the implementation of this new entrepreneurial model. Support is needed in the form of infrastructure, human resources, and support from all stakeholders. Several entrepreneurial skills such as critical and creative thinking, networking, communication, and financial management need to be cultivated in students through real practice such as mini companies in class. The challenges include large class sizes, teacher skills, material preparation, budget, and changes in mindset. The hope is the creation of a creative and innovative learning process along with adequate laboratory facilities.

SUGGESTION

The Importance of Experiential Learning: Conduct a study to explore the effectiveness of incorporating experiential learning methods in vocational education programs. Examine how hands-on experiences, internships, and real-world projects can enhance students' entrepreneurial skills and mindset.

Integration of Entrepreneurship Education: Explore the benefits of integrating entrepreneurship education into the vocational curriculum. Examine how incorporating entrepreneurship-related courses, workshops, and activities can foster entrepreneurial skills, mindset, and motivation among vocational education students.

Role of School Leadership: Investigate the role of school leadership in promoting entrepreneurship among vocational education students. Examine how school leaders can create a supportive environment, provide resources, and implement strategies to encourage entrepreneurial thinking and initiatives among students.

Collaboration with Industry Partners: Explore the benefits of establishing partnerships between vocational schools and local businesses or industry experts. Investigate how such collaborations can provide students with real-world entrepreneurial experiences, mentorship, and networking opportunities.

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