

## ENTREPRENEURSHIP-BASED SCHOOL MANAGEMENT MODEL TO INCREASE ENTREPRENEURIAL INTEREST OF VOCATIONAL EDUCATION STUDENTS AT SMK NEGERI 5 PADANG

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### Abstract

*The purpose of this research project is to ascertain how the entrepreneurial-based managerial model that will be applied at SMK Negeri 5 Padang is seen by learners, educators, and administrators, as well as their expectations for how it will boost students' interest in business management. case study methodology combined with qualitative research. Data sources included learners, professionals, and administrator questionnaires at SMK Negeri 5 Padang as well as observation. It is thought that the entrepreneurship-based management approach can foster an environment in the classroom that encourages the growth of an entrepreneurial mindset. However, in order to increase student interest in entrepreneurship, dedication and support from all stakeholders—including better facilities—are required. Students' interest might be piqued in entrepreneurship by implementing a complete management model centered on entrepreneurship and bolstering infrastructure support.*

**Keywords:** Entrepreneurial-Based Managerial Model, Student Interest in Business Management, Qualitative Case Study on Education.

### Abstrak

*Tujuan dari proyek penelitian ini adalah untuk mengetahui bagaimana model manajemen berbasis kewirausahaan yang akan diterapkan di SMK Negeri 5 Padang dilihat oleh peserta didik, pendidik, dan administrator, serta harapan mereka tentang bagaimana model tersebut akan meningkatkan minat siswa dalam manajemen bisnis. metodologi studi kasus dikombinasikan dengan penelitian kualitatif. Sumber data meliputi kuesioner peserta didik, profesional, dan administrator di SMK Negeri 5 Padang serta observasi. Pendekatan manajemen berbasis kewirausahaan dianggap dapat menumbuhkan lingkungan di kelas yang mendorong pertumbuhan pola pikir kewirausahaan. Namun, untuk meningkatkan minat siswa dalam berwirausaha, diperlukan dedikasi dan dukungan dari semua pemangku kepentingan—termasuk fasilitas yang lebih baik. Minat siswa dalam berwirausaha dapat terusik dengan menerapkan model manajemen lengkap yang berpusat pada kewirausahaan dan memperkuat dukungan infrastruktur.*

**Kata Kunci:** Model Manajerial Berbasis Kewirausahaan, Minat Siswa dalam Manajemen Bisnis, Studi Kasus Kualitatif tentang Pendidikan.



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## INTRODUCTION

In modern times, entrepreneurial courses is becoming more and more crucial, particularly for pupils pursuing occupational education.<sup>1</sup> Giving children the information and abilities they need to succeed as businesspeople is essential.<sup>2</sup> But providing training in entrepreneurship on its own is insufficient.<sup>3</sup> A fully integrated and cutting-edge school management strategy must be put into place if pupils in technical school are to experience a real boost in entrepreneurship. To encourage real-world entrepreneurial opportunities for students, this approach should concentrate on developing a supportive and entrepreneurial culture within the school, offering hands-on experience, and cultivating connections with nearby companies and industry leaders.<sup>4</sup> This entrepreneurship-based school management approach will be put into practice, giving vocational pupils the tools, information, and mindset they need to succeed in entrepreneurship.<sup>5</sup>

This entrepreneurship-based educational leadership designs aims to assist educational learning pupils build their managerial abilities and mindset, which will raise their possibility of commencing succeeding in rushing another company in the coming years. It will also benefit students individually by bolstering their plans for business ownership while also contributing to the greater economic expansion and upward trajectory of communities.<sup>6</sup>

The goal of this entrepreneurship-based school management model is to develop a comprehensive strategy for encouraging entrepreneurship in students enrolled in technical school. Through the provision of hands-on experience, cultivation of connections with nearby enterprises, and establishment of an encouraging entrepreneurial environment, this model will enable students to enhance their entrepreneurial abilities and transform their creative concepts into prosperous endeavors. Nowadays, entrepreneurship is taught in many schools, particularly those that provide vocational education.<sup>7</sup> It is imperative that students acquire the appropriate information and skills to grow into successful businesses. The adoption of extensive and cutting-edge school management strategies is essential to really fostering business ownership among vocationally inclined students,

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<sup>1</sup> Omar Boubker et al., "Pengaruh Pendidikan Kewirausahaan Berbasis Tindakan terhadap Niat untuk Menjadi Pengusaha," *MethodsX* 9 (2022): 101657, <https://doi.org/10.1016/j.mex.2022.101657>.

<sup>2</sup> Widiyanti, "Analisis Kebutuhan dalam Mengembangkan Minat Berwirausaha Mahasiswa Pendidikan Vokasi," in *AIP Conference Proceedings* 1887, 2017, <https://doi.org/10.1063/1.5003555>.

<sup>3</sup> Dafna Schwartz and Ayala Malach-Pines, "Pendidikan Kewirausahaan untuk Mahasiswa," *Industri dan Pendidikan Tinggi* 23, no. 3 (2009): 221–31, <https://doi.org/10.5367/000000009788640305>.

<sup>4</sup> Widiyanti, "Analisis Kebutuhan dalam Mengembangkan Minat Berwirausaha Mahasiswa Pendidikan Vokasi."

<sup>5</sup> Schwartz and Malach-Pines, "Pendidikan Kewirausahaan untuk Mahasiswa."

<sup>6</sup> Muhammad Raza et al., "Efektivitas Kualitas Pendidikan Kewirausahaan di Institusi Pendidikan Tinggi: Efek Mediasi dari Pelatihan Kewirausahaan," *Management Science Letters* 11 (2021): 1221–30, <https://doi.org/10.5267/j.msl.2020.11.016>.

<sup>7</sup> Boubker et al., "Pengaruh Pendidikan Kewirausahaan Berbasis Tindakan terhadap Niat untuk Menjadi Pengusaha."

however typical educational programs about entrepreneurship contributes a significant role.<sup>8</sup>

This model aims to develop a sustainable business culture in schools, provide students with hands-on practice opportunities, and establish connections with local businesses and industry professionals to promote students' access to real-world business opportunities.<sup>9</sup> Implementing this kewirausahaan-based management style in schools is intended to help students develop the skills, knowledge, and critical thinking necessary to understand kewirausahaan with success. This strategy aims to teach students to develop their entrepreneurial spirit and transform their innovative ideas into successful businesses by emphasizing practical experience, fostering a strong relationship with local businesses, and promoting a positive business culture. Based on kewirausahaan, the school management model aims to meet the needs and aspirations of students, particularly those enrolled in the kejuruan program.<sup>10</sup>

As a result of using business as a teaching tool in the kejuruan education program, students will have the opportunity to learn about fundamental concepts such as idea generation, business acumen, marketing strategy, money management, and risk assessment. In addition, this strategy enhances students' theoretical knowledge by providing them with practical experience through group projects, individual projects, and silent research. This practical experience will enable students to apply their knowledge of business to real-world situations, gain insight into business challenges and opportunities, and develop the skills and resources needed to manage business ventures. In addition to that, this model emphasizes how important it is to establish ties with both local and professional industrial businesses.<sup>11</sup>

This connection can offer learners flexibility, network access, and potential growth.<sup>12</sup> Berimbang konsekuensi dengan komunikasi local, efektifne kualitas industry praktis dan mengakomodasi sumber daya yang akan meningkatkan efektifne kewirausahaan mereka. All in all, the school management model based on kewirausahaan aims to teach students about the

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<sup>8</sup> Fatima Sirelkhatim and Yagoub Gangi, "Pendidikan Kewirausahaan: Tinjauan Literatur Sistematis tentang Isi Kurikulum dan Metode Pengajaran," *Cogent Business and Management* 2, no. 1 (2015), <https://doi.org/10.1080/23311975.2015.1052034>.

<sup>9</sup> R.R.Ponco Dewi Karyaningsih Susan Febriantina and Munawaroh, "Manajemen Sekolah Berbasis Kewirausahaan," *Jurnal Pemberdayaan Masyarakat Madani (JPMM)* 4, no. 1 (2020): 385–98, <https://doi.org/10.21009/jpmm.004.1.07>.

<sup>10</sup> Stefan Brauckmann and Petros Pashiardis, "Kepemimpinan Kewirausahaan di Sekolah: Menghubungkan Kreativitas dengan Akuntabilitas," *Jurnal Internasional Kepemimpinan dalam Pendidikan* 25, no. 5 (2020): 787–801, <https://doi.org/10.1080/13603124.2020.1804624>.

<sup>11</sup> Tomy Jatmika, Su'ad Su'ad, and Achmad Madjdi, "Development of Entrepreneurship-Based School Management Models," in *Proceedings of the Proceeding of the 2nd International Conference Education Culture and Technology, ICONECT 2019, 20-21 August 2019, Kudus, Indonesia* (Proceeding of the 2nd International Conference Education Culture and Technology, ICONECT 2019, 20-21 August 2019, Kudus, Indonesia, Kudus, Indonesia: EAI, 2019), <https://doi.org/10.4108/eai.20-8-2019.2288139>.

<sup>12</sup> Boubker et al., "Pengaruh Pendidikan Kewirausahaan Berbasis Tindakan terhadap Niat untuk Menjadi Pengusaha."

kewirausahaan business culture within the school, provide practical experience and connections to local businesses, and equip students with the knowledge and skills needed to understand kewirausahaan with success.<sup>13</sup> The implementation of this kewirausahaan-based management approach in schools is intended to help students develop the tenacity, understanding, and critical thinking skills necessary to understand kewirausahaan with success.

The goal of vocational education is to provide graduates with the independence to work for themselves. Growing awareness of the value of entrepreneurship in vocational education has been observed in recent years. Given the quickly evolving nature of the job market and the growing need for people with entrepreneurial abilities, it is imperative that vocational education students be encouraged to have an entrepreneurial mindset.<sup>14</sup> One promising strategy for encouraging interest in business ownership among students enrolled in vocational education programs is the entrepreneurship-based school management model. Schools can effectively cultivate an entrepreneurial attitude and enable students to investigate business prospects in their chosen profession by incorporating practical skills and commercial philosophies into their educational programs.<sup>15</sup> In order to propose an entrepreneurship-based school, we will examine the elements that impact business interest in trade schooling in this research.

The intention of SMK graduates to choose entrepreneurship over unemployment has not been bolstered by the role of entrepreneurship education. By starting their own business, an individual can actively contribute to lowering unemployment by creating employees. This is due to the fact that entrepreneurship education primarily covers the fundamentals, which include introducing principles or standards. According to a pre-survey conducted in the area, some schools continue to teach entrepreneurship in an analytical but classical manner, which makes pupils inactive. One effective technique to teach children about entrepreneurship is to have them practice entrepreneurship in a classroom or industrial setting.

The most crucial aspect of gaining skills for the workplace is vocational education. Unfortunately, a large number of Indonesian vocational secondary school (SMK) graduates lack the entrepreneurial mindset and abilities required to thrive in the modern market. The goal of SMKN 5 Padang is to provide students a spirit of entrepreneurship and technical proficiency. At the moment, SMKN 5 Padang follows a conventional management approach that gives less weight to the growth of entrepreneurship. The school is seeking to introduce an entrepreneurship-based

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<sup>13</sup> Raza et al., "Efektivitas Kualitas Pendidikan Kewirausahaan di Institusi Pendidikan Tinggi: Efek Mediasi dari Pelatihan Kewirausahaan."

<sup>14</sup> Kisno et al., "Pendekatan Sistem dalam Pengelolaan Sekolah Berbasis Kewirausahaan di Sekolah Menengah Kejuruan," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 3 (2023): 3261–70, <https://doi.org/10.35445/alishlah.v15i3.3068>.

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

management model in an effort to better prepare pupils for the future. This strategy incorporates training and entrepreneurial endeavors into the academic curriculum. It is anticipated that this will heighten students' curiosity and aptitude for launching their own companies following graduation. The goal of this study is to better understand the entrepreneurship-based school management model.

## RESEARCH METHODS

The approach used in this study is a qualitative approach. According to Purwanza, qualitative research methods are research methods based on philosophy, which are used to research scientific object conditions (experiments) where the researcher is an instrument, data collection techniques and qualitative analysis emphasize more on meaning.<sup>16</sup>

**Table 1. Interview guidelines Interview guidelines**

No.	Interview Subject	Discussion Topic
1	Principal of SMKN 5 Padang	1. Vision and mission of implementing an entrepreneurship-based management model 2. The school's role in developing model
2	Teachers of SMKN 5 Padang	1. Views on the need to improve student entrepreneurship 2. Challenges in implementing an entrepreneurship-based curriculum
3	Students of SMKN 5 Padang	1. Current student entrepreneurial interests and skills 2. Expectations for the implementation of the new management model

Principles, educators, as well as pupils at the college of mechanical engineering were the subjects of this study. Research on the data was carried out at SMKN 5 Padang. The fact that this SMK offers intense business techniques is why the examiner selected it. Researchers employed a variety of data collection techniques in this study to get the information they needed, including conducting interviews to get more detailed information about the implementation of entrepreneurship practices and the results or advantages of doing so at SMKN 5 Padang. Considering the goal of this study is to determine the effectiveness of entrepreneurship activities used, the individual's observation approach is a good fit.

<sup>16</sup> Sena Wahyu Purwanza et al., *Metodologi Penelitian Kuantitatif, Kualitatif dan Kombinasi* (Bandung: Media Sains Indonesia, 2022).

## **RESULTS AND DISCUSSION**

### **Results**

#### **Vision and Mission of Entrepreneurship-Based Management Model Implementation**

The goal of SMKN 5 Padang's new entrepreneurship-based management style is to cultivate pupils' innovative thinking and abilities such that, upon leaving school, individuals will not solely just job hunters as well as job producers. We wish our college students to be prepared to launch their own companies and use entrepreneurship to boost the local economy. The goal is to instill an entrepreneurial mindset and atmosphere across the entire school. This entails incorporating economic thoughts and strategies into all academic areas, extracurricular pursuits, and school functions. Through small company entrepreneurial endeavors, firm tournaments, and partnerships with regional business owners, we also hope to provide scholars with firsthand knowledge.

Training educators to support entrepreneurial learning in schools is another top concern. For them to use interactive teaching strategies like work-based learning, they require assistance. In order to give students access to work along with training possibilities, neighborhood collaborations are crucial. This strategy needs facilities, such company incubation facilities, the backing of all interested parties, plus funding to be adopted smoothly. It is the school's responsibility to support the entrepreneurial environment and help our pupils become future business owners. I think this approach has the potential to generate jobs in the area if it is executed properly.

#### **The School's Role in Developing the Model**

About the institution's contribution to the creation of the new management paradigm that will be used. As a learning facility, the institution of learning ought to take the lead in creating this new paradigm, according to the principal, who stressed the importance of the school's role. Assessing the present managerial model to determine its advantages and disadvantages is one of the school's primary responsibilities. In addition, the school will assemble a unique team of different people to create the fresh approach and engage in socializing events to solicit feedback from all students. The team will next create an initial version of the company's model and then implement a small-scale trial to assess its viability.

The person in charge also emphasized the significance of making certain people, assets and facilities are prepared to apply the updated approach. To ensure that the goals are successfully met, it is equally crucial that an educational institution keeps a close eye on and regularly assesses the new management model's implementation. Consequently, it is thought that the school's proactive involvement aids in developing of efficient use of the newly established leadership approach.

### **Views on the Need to Enhance Student Entrepreneurship**

These are possible answers to a question about how to enhance entrepreneurial skills among students that was posed to one of the SMKN 5 Padang instructors. I believe that the pupils at this institution lack critical business acumen and mentality based on my observations and experiences as a teacher. A lot of the pupils are more concerned with landing a job once they graduate than they are with thinking about launching their own company. Critical and creative thinking are two important areas where I believe there is room for progress. Students rarely come up with original ideas—they usually just follow directions. Furthermore, they fail to pose bold questions or speak up very often. According to the pupil's projects I oversaw, it was evident that other abilities like interacting with others, communicating, and handling cash were also lacking. They receive robust

By deliberately incorporating entrepreneurial into every topic, we can assist students think past what they read in manuals. Training would seem more applied if there were tasks involving company plans, innovative visitors, and cases from the real world. If given a greater amount of time for preparation, I would like to try starting a small business of my very own in my spare time. Raising commercial focus and possibilities both within and beyond of the walls can assist generate better-rounded and job-ready alumni in our institution of study. Such a hands-on method can inspire pupils and boost their confidence in the business. The students are highly receptive; all they need is additional exposure and direction to acquire the requisite abilities.

### **Challenges in Implementing an Entrepreneurship-Based Curriculum**

Comments received from aspiring educators about the difficulties in putting an entrepreneurship-based curriculum into practice are listed below. A primary obstacle we encounter is the sizable class sizes, holding 25–30 pupils each. Making collaborative events and hands-on endeavors extremely difficult. To break up the class onto smaller groups and use a more applied learning method, we need extra classrooms. The fact that not all educators have received training in promoting entrepreneurship education creates another barrier. This is not the conventional lecture-based strategy; instead, it uses other techniques. Upskilling present educators will be a very difficult challenge, in my opinion. This is when outside training support will come in handy.

In keeping with this, creating syllabuses and pertinent resources is a time-consuming task. Learning must take into account real-world company circumstances. lacking help, it can be challenging to complete this preliminary work besides regular teaching responsibilities. Constraints on financial resources also must be disregarded. Donations will be needed for community-based initiatives and events in order to cover expenses such as shipping, materials, award honors, etc. allocations from the budget must continue. It could also be challenging to get certain pupils to shift from their ingrained academic perspective to one of applied real solutions to issues. All they hope

to learn is philosophy. Management and supervision are necessary to guarantee ensure every subject instructor adequately apply commercial approaches. lack of clear direction, regular execution may not succeed. A different approach possible obstacle is parental backing from those who prioritize academic achievement over practical knowledge. Their assistance is

By keeping with it, creating teaching strategies and the necessary resources involves an immense amount of work. Practical problems situations in business must be incorporated into education. lacking help, such preparation becoming challenging to complete other than typical classroom responsibilities. Economic constraints also cannot be disregarded. Funds will be needed for transportation, material expenses, competition awards, and other community-based projects and activities. Budgetary commitment must continue. It could be challenging to get some students to abandon their ingrained academic perspective and adopt a practical approach to problem solving. They anticipate merely studying theory. It takes oversight as well as collaboration to make sure that every educator effectively apply economic themes. If there is no rigorous counsel, constant execution might failure. A further challenge could be getting support from parents who place more value on theory than on practical knowledge.

### **Current Student Entrepreneurial Interests and Skills**

Some answers by pupils at SMKN 5 Padang concerning their present activities or abilities in entrepreneurship are presented below. Being quite honest, like myself, a lot of learners at present have little curiosity in starting their own business post college. The majority among you are considering getting an ongoing employment opportunity. I believe the primary culprit is our lack of confidence in our ability to conduct trade. bookkeeping, sales, and other topics were covered of group, yet merely in concept. Nobody if me has much actual business management training.

Personally, I was interested in the fashion design I was studying. However, I didn't know much about how to start a fashion business - things like coming up with an idea, creating a business plan and getting customers. These practical skills were missing. In terms of soft skills, I could work in a team on a project. But skills like public speaking, networking, and taking initiative didn't come naturally when compared to the technical skills I had. Some of my classmates were also afraid of the risk and uncertainty of being their own boss. They feel safer with a stable monthly income first before thinking about building their own business one day.

If we had more opportunities to try small business projects in areas related to our major, such hands-on learning would greatly boost my confidence. Things like business competitions also motivate students. With the right training and experience offered at school, I think many students might start to see entrepreneurship as a good career choice after graduation, rather than just working for someone else.



### **Expectations for the Implementation of the New Management Model**

There is a need to develop the management model that has been running so far, considering that this school has been established for quite a long time, so the management system needs to be updated in accordance with the times. Some of his hopes if there is a change in the management model in this school include that the learning process can become more creative and innovative by applying various modern learning methods such as problem-based learning and project learning. In addition, 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 his ambition for a more targeted recruitment and retention system for faculty and staff, as well as a democratic system that would maximize teacher and student participation in school decision-making. Finally, he hopes that SMKN 5 Padang can build a network of cooperation with the business world and the industrial world so that the abilities of its graduates are increasingly recognized. This is so that SMKN 5 Padang can develop as an educational institution with a modified leadership system that is in line with expectations.

### **Discussion**

#### **Vision and Mission of Entrepreneurship-Based Management Model Implementation**

The implementation of the entrepreneurship-based management model at SMKN 5 Padang has a vision to develop students' entrepreneurial mindset and skills so that they will not only become job seekers, but also job creators after graduation. 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 give students hands-on experience 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 5 Padang seeks to develop students' entrepreneurial mindset and skills through the implementation of an entrepreneurial-minded management model.<sup>17</sup> This vision is in line with the opinion of experts who state the importance of entrepreneurship education to support regional economic growth.

One of the main focuses is to train teachers to promote entrepreneurial learning in the classroom. They need support to implement participatory teaching methods such as project-based learning. Community partnerships are also important to create internship and mentorship

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<sup>17</sup> T. Murwaningsih et al., "Pembelajaran Kewirausahaan di Sekolah Menengah Kejuruan Kota Surakarta pada Masa Normal Baru," 2022.

opportunities for students. For this model to be successfully implemented, it requires resources for the program, infrastructure such as business incubator spaces, and support from all parties involved. The school's role 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 5 Padang has a mission to establish an entrepreneurial culture in the school by integrating the concept of entrepreneurship in every subject, extracurricular and school activities. This is in accordance with the opinion.<sup>18</sup> which suggests that entrepreneurship education should not only be given in separate subjects, but must be implemented holistically.

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 improve entrepreneurial ability, creativity, innovation and entrepreneurial interest in students.<sup>19</sup> Perić in addition, research also shows that integrating entrepreneurial concepts into the school curriculum can help students develop proactive attitudes, independence and the ability to overcome challenges.<sup>20</sup>

There are several benefits of integrating the concept of entrepreneurship into the school curriculum. One of the benefits is being able to improve students' entrepreneurial skills in creative thinking, innovation, marketing ideas, financial management, and starting a business. Integrating the concept of entrepreneurship is also able to build characters such as hard work, responsibility, communicative, and the courage to take risks in students. On the other hand, an entrepreneurship-based curriculum is able to foster interest and entrepreneurial spirit in students as early as possible. Another benefit is that it helps students understand the business environment and prepare themselves to become entrepreneurs. In addition, this curriculum is 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 the concept of entrepreneurship in the school curriculum is found to provide various benefits for the development of soft skills and students' entrepreneurial interest.

### **The School's Role in Developing the Model**

The principal of SMKN 5 Padang stated that the school's role is very important in developing new management models because as an educational institution, the school must take the

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<sup>18</sup> Julia Perić, Sunčica Oberman Peterka, and Željka Getoš, "Peran Pendidikan Kejuruan dalam Mengembangkan Kompetensi Kewirausahaan Siswa," *Ekonomski Pregled* 71, no. 5 (2020): 463–92, <https://doi.org/10.32910/ep.71.5.2>.

<sup>19</sup> Puji Handayati et al., "Apakah Pendidikan Kewirausahaan Dapat Meningkatkan Pola Pikir Wirausaha Siswa SMK?," *Heliyon* 6, no. 11 (2020): 05426, <https://doi.org/10.1016/j.heliyon.2020.e05426>.

<sup>20</sup> Perić, Peterka, and Getoš, "Peran Pendidikan Kejuruan dalam Mengembangkan Kompetensi Kewirausahaan Siswa."

lead in designing these models. This opinion is in line with research Adam Kešner which states that schools have a strategic role in managing and developing education management.<sup>21</sup>

One of the school's main roles is to evaluate the current management model for its strengths and weaknesses, as suggested by Normasitah Masri that evaluation is indispensable for planning a new model.<sup>22</sup> It is also considered important that the design of the model involves various elements.<sup>23</sup> The principal also explained the importance of ensuring the readiness of infrastructure and human resources, which is in line with the view Perić that infrastructure and human resources support the implementation of the management model.<sup>24</sup>

To involve various stakeholders, the principal started by inviting representatives of teachers, staff, students, parents/guardians and the school committee to join the multidisciplinary team. Next, a coordination meeting is held to explain the purpose of the team and hear input from potential members. Team members are then selected proportionally to represent each element and are competent. Local governments, businesses, 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 engagement. Socialization of the team formation is done to the entire school community to gain support. Feedback and evaluation from the team are also actively followed up to maintain their participation. With these various methods, it is expected that the formation of multidisciplinary teams can be effective and well-represented.

### **Views on the Need to Enhance Student Entrepreneurship**

A teacher at SMKN 5 Padang gave her views on the need to increase students' entrepreneurial interest. He revealed that based on his teaching experience, SMKN 5 Padang students lack the creative thinking, critical thinking and communication skills needed for entrepreneurship. This is in line with research Corry Yohana which states that soft skills such as communication, teamwork and problem solving play an important role in shaping students' interest in entrepreneurship.<sup>25</sup>

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<sup>21</sup> Adam Kešner, "Model Pengelolaan Pembelajaran Kewirausahaan Sekolah Menengah Kejuruan Berbasis Produk Kearifan Lokal," *Jurnal Kajian Pendidikan Vokasi* 4, no. 4 (2023): 644–53, <https://doi.org/10.46843/jiecr.v4i4.753>.

<sup>22</sup> Normasitah Masri et al., "Hubungan antara Keterlibatan dalam Pembelajaran Pendidikan Kewirausahaan dan Niat Berwirausaha di Kalangan Siswa Sekolah Menengah Kejuruan," *Pertanika Jurnal Ilmu Sosial dan Humaniora* 29 (2021): 19–38, <https://doi.org/10.47836/pjssh.29.s1.02>.

<sup>23</sup> Moh Fawaid et al., "Niat Berwirausaha Mahasiswa Pendidikan Vokasi di Indonesia: Pendekatan PLS-SEM," *Jurnal Pendidikan dan Pelatihan Teknik* 14, no. 2 (2022): 91–105, <https://doi.org/10.30880/jtet.2022.14.02.009>.

<sup>24</sup> Perić, Peterka, and Getoš, "Peran Pendidikan Kejuruan dalam Mengembangkan Kompetensi Kewirausahaan Siswa."

<sup>25</sup> Corry Yohana, "Faktor-Faktor yang Mempengaruhi Pengembangan Kompetensi Kewirausahaan pada Siswa Sekolah Menengah Kejuruan: Sebuah Studi Kasus," *Jurnal Pendidikan dan Praktik Internasional*

According to the teachers, the structured integration of entrepreneurship in each subject is seen as able to open students' horizons and increase their interest in the business sector. This view is in accordance with the concept of holistic entrepreneurship education recommended by<sup>26</sup>, 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.

To bring students closer to the real world, teachers believe that a real case-based learning approach, direct experience through entrepreneurial resources, and assignments to create business designs are necessary. This is in line with the provisions of Permendikbud No. 58 of 2014 which recommends a problem-based learning approach. Teachers also plan to try facilitating learning by creating micro-enterprises for students in the classroom to support real practice. With strong supporting factors, it is expected that students' interest in entrepreneurship can grow.<sup>26</sup>

SMKN 5 Padang teachers plan to integrate the the basic concept of entrepreneurship in a structured in several subjects. In Productive subjects, the concepts of pricing, promotion and financial management will be added. management will be added. In the Productive subject Product Design, students will be required to design products and create creative business plans. Subjects. Information Technology subjects will integrate bold marketing and social media for business. for business. By integrating the concept of entrepreneurship in certain subjects, it is expected to increase students' interest in entrepreneurship at SMKN 5 Padang. interest in entrepreneurship at SMKN 5 Padang in an in-depth and structured.

### **Challenges in Implementing an Entrepreneurship-Based Curriculum**

In interviews, SMKN 5 Padang teachers revealed several challenges in implementing the entrepreneurship-based curriculum. One of the main challenges is the large number of students in one class which reaches 25-30 people. This is in line with the results of research Muhammad Kris Yuan Hidayatulloh which states that student density can hinder the implementation of active and project-based learning because it requires additional facilities such as classrooms.<sup>27</sup> Therefore, it is necessary to optimize the classroom to be able to divide students into small groups to make learning more applicable.

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8, no. 4 (2020): 804–19, <https://doi.org/10.18488/journal.61.2020.84.804.819>.

<sup>26</sup> Laila Lupita Ardhiyanti, Tri Kuat, and Muhammad Sayuti, "Strategi Kewirausahaan Siswa Sekolah Menengah Kejuruan," *Jurnal Kajian Pendidikan Vokasi* 6, no. 1 (2023): 76–81, <https://doi.org/10.12928/joves.v6i1.7918>.

<sup>27</sup> Muhammad Kris Yuan Hidayatulloh and Hilyah Ashoumi, "Kreativitas dan Pengetahuan Kewirausahaan untuk Meningkatkan Niat Berwirausaha di Kalangan Siswa SMK," *Jurnal Pendidikan dan Pembelajaran (EduLearn)* 16, no. 4 (2022): 434–39, <https://doi.org/10.11591/edulearn.v16i4.19771>.

The next challenge is the limitation 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 Andriyastuti Suratman which revealed the importance of improving teachers' pedagogical competence.<sup>28</sup> Therefore, a solution is needed in the form of a planned and sustainable teacher training program. In addition, the preparation of lessons that integrate the context of the business world as stated by the teachers also requires more time. This is in line with the view Hidayatulloh and Ashoumi that the development of teaching materials requires a mature process.<sup>29</sup> By understanding these challenges, it is hoped that appropriate solutions can be formulated so that the implementation of an entrepreneurship-based curriculum can run effectively at SMKN 5 Padang. Support from various parties is needed to achieve the goal of forming students who have an entrepreneurial mindset.

The competencies needed by teachers to implement entrepreneurship-based learning include knowledge of entrepreneurial principles, the ability to design learning that integrates entrepreneurial concepts, and have soft skills to motivate students. Another competency is to implement entrepreneurship-based learning project, understand student characteristics, and have a network with the business world. They must also be able to develop themselves through continuous and creative training using various methods and learning resources. Methods that can be used are lectures, group discussions, business simulations, case studies, problem-based learning, and collaborative business projects. Other learning resources are field trips, skills training, competitions, mentoring from practitioners, and online media. The availability of various competencies and methods is essential for successful learning with an entrepreneurial perspective.

### **Current Student Entrepreneurial Interests and Skills**

The students revealed that in general, students' interest in entrepreneurship is still low after graduating from school. This is due to a lack of confidence due to a lack of real experience running a business during school. This student opinion is in line with the results of a study Yuliyah and Santosa which stated the importance of equipping students with a direct introduction to real business practices.<sup>30</sup>

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<sup>28</sup> Andriyastuti Suratman and Ratna Roostika, "Kewaspadaan, Efikasi Diri, dan Niat: Efek Mediasi yang Mendorong Perilaku Kewirausahaan Mahasiswa," *Jurnal Pendidikan dan Pembelajaran (EduLearn)* 16, no. 4 (2022): 448–57, <https://doi.org/10.11591/edulearn.v16i4.20551>.

<sup>29</sup> Hidayatulloh and Ashoumi, "Kreativitas dan Pengetahuan Kewirausahaan untuk Meningkatkan Niat Berwirausaha di Kalangan Siswa SMK."

<sup>30</sup> Yuliyah and Budi Santosa, "Pengembangan Lembar Kerja pada Pembelajaran Produk Kreatif dan Kewirausahaan di Sekolah Menengah Kejuruan (SMK) di Indonesia," *Jurnal Kajian Pendidikan Vokasi* 5, no. 2 (2022): 289–302, <https://doi.org/10.12928/joves.v5i2.6895>.

The student also revealed that her soft skills were limited to group work. In fact, according to Ulfahamadah and Kuat, other skills such as presentation and networking are needed for entrepreneurship.<sup>31</sup> Students think that the opportunity to practice skills through business simulations and business competitions can increase self-confidence, which is in line with the suggested project-based learning model.<sup>32</sup> Some students also claimed to be afraid of the risks of entrepreneurship. This issue is consistent with research findings Ulfahamadah and Kuat on the importance of educating students about the costs of doing business.<sup>33</sup>

There are several steps that can be taken to reduce SMKN 5 Padang students' fear of entrepreneurial risk. First, provide education on business risk management so that students understand how to identify, measure and mitigate various business risks. Second, teach inspirational stories from entrepreneurs who have made it through difficult times through risk management. The next step is to provide real-life experience by running a mini business simulation in the classroom. This can train students to face challenges and risks early on. Collaborating with local entrepreneurs is also useful to share experiences in handling business risks. Facilitating mentoring from successful entrepreneurs can also boost students' confidence. Basic learning on risk mitigation such as business diversification and funding can reduce students' worries. Appreciating students' ideas and efforts even if they are not successful can also boost their confidence. Finally, a school culture that Supporting experimentation and mistakes will make students more comfortable in learning entrepreneurship.

### **Expectations for the Implementation of the New Management Model**

The students stated that there is a need to develop the current management system considering that the school has been established for a long time so that it needs to be adjusted to the times. One hope is that the learning process can become more creative and innovative by applying various modern learning 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 application of contextual and student-centered learning approaches. Students also expect an increase in laboratory and workshop facilities, as stated by Wu and Tian that practicum facilities play an important role in supporting vocational education.<sup>34</sup>

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<sup>31</sup> Ulfahamadah and Tri Kuat, "Efektivitas Praktik Kewirausahaan untuk Menumbuhkan Minat Berwirausaha di SMK Muhammadiyah 1 Cilacap," *Jurnal Kajian Pendidikan Vokasi* 5, no. 1 (2022): 32–43, <https://doi.org/10.12928/joves.v5i1.6034>.

<sup>32</sup> Ardhiyanti, Kuat, and Sayuti, "Strategi Kewirausahaan Siswa Sekolah Menengah Kejuruan."

<sup>33</sup> Ulfahamadah and Kuat, "Efektivitas Praktik Kewirausahaan untuk Menumbuhkan Minat Berwirausaha di SMK Muhammadiyah 1 Cilacap."

<sup>34</sup> Xueshi Wu and Yumi Tian, "Prediktor Niat Kewirausahaan di Kalangan Mahasiswa di Sekolah Tinggi Kejuruan: Pendekatan Pemodelan Persamaan Struktural," *Frontiers in Psychology* 12 (2022),

In addition, students hope that the human resource development system at SMKN 5 Padang can be focused on ongoing training for teaching staff as researched by Endang and Kuat.<sup>35</sup> The participation of students and teachers in school decision-making is also expected to be maximized in accordance with the concept of participatory management according to Murwaningsih.<sup>36</sup> If it can be implemented as expected, it is believed that this new management model can bring positive changes for SMKN 5 Padang to become a better school.

There are several steps that school management can take to maximize student and teacher participation in decision-making. First, establish representative organizations such as student and teacher senates as a forum for aspirations. Then, hold regular coordination meetings to discuss programs and policies together. In addition, a written or online proposal submission system can be implemented. Furthermore, encourage active participation through group discussions or focus group discussions. Forming a joint work team to design the program can also be done. Making a circular letter to socialize the decision is also important. Rewards are given to students and teachers who contribute. A culture of open discussion needs to be developed. Periodic evaluations need to be conducted to maintain the satisfaction of all stakeholders. With these efforts, participation is expected to increase.

## CONCLUSION

The discussion on the implementation of the entrepreneurship-based management model at SMKN 5 Padang concludes with several important points. The vision of the implementation of 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. In addition, the program is expected to help SMKN 5 Padang graduates to start their own businesses and contribute to the local economy.

The implementation of this entrepreneurship-based management model involves various aspects, ranging from a curriculum tailored to the needs of the business world, intensive practical training, to collaboration with various parties such as industry and local government. The curriculum includes subjects that provide basic knowledge about entrepreneurship, business management, and practical skills such as marketing, financial management, and production.

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<https://doi.org/10.3389/fpsyg.2021.797790>.

<sup>35</sup> Marsudi Endang and Tri Kuat, "Implementasi Teaching Factory untuk Menumbuhkan Karakter Kewirausahaan Siswa SMK," *Jurnal Kajian Pendidikan Vokasi* 6, no. 1 (2023): 52–61, <https://doi.org/10.12928/joves.v6i1.8094>.

<sup>36</sup> Murwaningsih et al., "Pembelajaran Kewirausahaan di Sekolah Menengah Kejuruan Kota Surakarta pada Masa Normal Baru."

The practical training provided to students includes business simulations, internships at local companies, as well as entrepreneurial projects that allow students to directly engage in the business world. Thus, students not only gain theoretical knowledge, but also invaluable practical experience. Collaboration with industry and local government is also an important component in this model. Industry can provide input on market needs and the latest technology, while local governments can provide policy support and facilities for business development. Through this collaboration, it is hoped that a conducive entrepreneurial ecosystem can be created for the students and graduates of SMKN 5 Padang.

In addition, the program also emphasizes the importance of character building and soft skills such as leadership, teamwork, and communication. These skills are considered very important for success in the competitive business world. It is hoped that with this program, SMKN 5 Padang students are not only ready to face the challenges of the world of work, but also have the ability and courage to create new business opportunities. The program is also expected to be a model for other schools in developing entrepreneurship-based education. Overall, the implementation of the entrepreneurship-based management model at SMKN 5 Padang is a strategic step in preparing a young generation that is independent, creative and innovative, and able to contribute positively to the regional and national economy.

Schools play a crucial role in designing, evaluating, piloting, and monitoring the implementation of this new entrepreneurship model with the support of infrastructure, human resources, and the participation of all stakeholders, to foster skills such as critical and creative thinking, networking, communication, and financial management in students through real practices such as mini-companies in the classroom, despite being faced with challenges such as large class sizes, teacher abilities, material preparation, budgets, and mindset changes, in the hope of creating a creative, innovative learning process supported by adequate laboratory facilities.

### **Advice**

Research on the effectiveness of experiential learning in vocational education is crucial in today's digital age, focusing on hands-on experiences, internships, and technology-supported real projects such as business simulations and e-learning platforms to significantly improve students' entrepreneurial skills. The use of digital tools in experiential learning can also enrich the learning process and give students access to best practices in various global industries, enabling them to adapt quickly to changes and demands of the job market. The integration of entrepreneurship education into the curriculum through courses, workshops and technology-based activities such as learning apps, webinars and online communities can foster an entrepreneurial mindset and motivation among vocational education students. These innovations in teaching and learning create



a more dynamic and responsive environment to labor market changes, and prepare students to play an active role in the growing creative economy and gig economy.

School leadership plays a crucial role in creating an environment that supports innovation and entrepreneurship. School leaders need to provide adequate resources, implement data-driven strategies and build a strong culture of innovation. In addition, they should also develop mentoring programs with successful entrepreneurs and adopt digital technologies to strengthen the entrepreneurial ecosystem in schools. These steps are important to encourage entrepreneurial thinking and initiatives among students and equip them with the skills and knowledge needed to succeed in the business world. School-industry partnerships are essential to provide experience, mentorship and networking opportunities for students.

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