

## **Educational Reform in Senior High Schools Through Strengthening Entrepreneurial Management Soft Skills: A Phenomenological Study**

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**Abstract:** The graduates of MAN 2 Kulon Progo have not had the proficiency, knowledge, skill, and ability to work related to entrepreneurship in fulfilling their economic needs amidst society. Through entrepreneurship education management, it is expected that MAN 2 Kulon Progo, be able to generate skillful, tenacious, high-quality fighting, and creative students who are available for employment as competent human resources. This research is aimed to know the supervision management, human resources, and facilities supporting entrepreneurship education in MAN 2 Kulon Progo and SMKN 1 Purworejo. This research used a descriptive qualitative method. The populations were the teachers and staff in MAN 2 Kulon Progo and SMKN 1 Purworejo. The data were collected through observation, interview, and Document. Miles and Huberman's model were used in data analysis and followed the steps such as data reduction, data presentation, data verification, or conclusion. The data validity was tested by triangulation and focus group discussion (FGD). From the result of the research, it can be concluded that the entrepreneurship education management of MAN 2 Kulon Progo and SMKN 1 Purworejo is carried out to improve the quality of entrepreneurship education learning. The management of human resources in MAN 2 Kulon Progo and SMKN 1 Purworejo by placing qualified educators and competent education staff based on the principle of the right man in the right place so that all the duties can be done maximally and effectively. the facilities and structures management in MAN 2 Kulon Progo and SMKN 1 Purworejo is carried out by utilizing information technology facilities that are available and accompany the process of entrepreneurship education management based on the planning with excellent evaluation. Cooperation management in MAN 2 Kulon Progo and SMKN 1 Purworejo is done by developing partnerships and cooperation with the entrepreneurs out there, industry, and other institutions these inspire the pupils in generating their business.

**Keywords:** management, education, entrepreneurship, soft skills.

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### **1. Introduction**

The world of education until now is an institution that has an essential role in creating the next generation through the competence of graduates produced [1]. Along with the progress of the world, the direction and targets of education are also changing [2]. One of the challenges for our world of education today and in the future is how to change the mentality and improve soft skills to face an increasingly competitive world of work [3]. One of the skills that are honed and are expected to become part of the graduate's competence is entrepreneurial skills.

Nationally, the number of entrepreneurs in Indonesia is still very minimal. The Central Bureau of Statistics in 2019 explains that the ratio of entrepreneurs to the total population in Indonesia is 3.1%. This ratio is considered low compared to other countries such as Malaysia (5%), China (10%), Singapore (7%), Japan (11%), and the United States (12%). The quality of activities related to entrepreneurship is still limited as measured in the Global Entrepreneurship Index (GEI) against three main elements, namely entrepreneurial attitudes, entrepreneurial abilities, and entrepreneurial ideas. Data shows that in 2018 Indonesia was ranked 94th [4]. While several countries in ASEAN, such as Singapore (27), Malaysia (58), Thailand (71), the Philippines (84), and Vietnam (87).

The world of education has a role in fostering entrepreneurial attitudes and developing entrepreneurial ideas and abilities. Not only in tertiary institutions, but in high school, students have also begun to be given the planting and development of soft skills. This study tries to explore the problems that occur in schools. High school graduates have an advantage in understanding knowledge.

The government has long issued an entrepreneurship development policy through Presidential Instruction number 4 of 1995 concerning the national movement to socialize and cultivate entrepreneurship. This

Presidential Instruction provides direction in carrying out the movement to socialize and cultivate entrepreneurship. Operationally, madrasahs carry out entrepreneurship education based on the Decree of the Minister of Religion number 184 of 2019 concerning guidelines for curriculum implementation in madrasahs which state that the curriculum structure of the Skills Program uses Prakarya and Entrepreneurship (PKWU) subjects of 2 hours of lessons per week.

The practice of management of entrepreneurship skills education in schools is an integral component and cannot be separated from the overall educational process because good management will bring optimal, effective, and efficient results. Madrasah principals and teachers have an important role in regulating education and teaching management by planning, organizing, supervising, accounting for, managing, and leading human resources to assist in the implementation of entrepreneurship learning by school goals [5].

Schools must be used as educational institutions that can produce students who are skilled and tenacious, have high fighting power, are creative, and are ready to be used in the field of work as competent human resources [6]. The government must increase the number of entrepreneurs as the most concrete solution to overcome unemployment and poverty [7]. Entrepreneurship skills education has several objectives, among others, to prepare students to have life skills in the form of creativity, daring to take risks, and have a strong entrepreneurial mentality. Educational management in schools must be adequately implemented so that schools have various innovations and creations to grow and develop positive attitudes and entrepreneurial skills in students.

According to [8] that effective school leadership is an essential aspect of improving the quality of education and learning. If school leaders cannot manage madrasah resources properly, it will be difficult for educational institutions to develop and progress. The role of the madrasa head is to become the chief executive who provides direction and assists various programs to improve the quality of madrasahs. The principal also has the responsibility of guiding and managing the teaching and resources for the professional development of all existing programs [8]. Management of education management must use management in a new paradigm, meaning that everything must be cultivated in scientific, modern, and accountable ways. In education management, the most important element is human resources.

The development of teacher competence is also a major factor in the success of education. Teachers who continue to improve their competence through training or mentoring programs will support the improvement of the learning process and assessment system. A management model that regulates the distribution of leadership at the school level is urgently needed. The competencies that need to be continuously developed among teachers are pedagogic competence, personality competence, professional competence, and social competence, which are regulated in Government Regulation (PP) number 19 of 2005.

MAN 2 Kulon Progo Yogyakarta and SMKN 1 Purworejo Central Java were chosen as the objects of this research because the two madrasahs have different profiles and backgrounds. MAN 2 Kulon Progo, as a religious school, has five skill programs, namely agribusiness processing agricultural products, visual communication design, electronic engineering, fashion, and culinary arts. This madrasa was chosen as the object of research because this madrasa has carried out the skills program very well compared to other madrasahs through the plus skills program. MAN 2 Kulon Progo currently has an A accreditation, so it is categorized as an excellent madrasa and has very good management.

SMK Negeri 1 Purworejo is one of the Vocational High Schools in the Purworejo district in Central Java province. This school has 7 (seven) majors, namely building drawing engineering, stone, and concrete construction engineering, furniture engineering, electrical installation engineering, welding engineering, machining engineering, and light vehicle engineering. SMK N 1 Purworejo became the object of research because it has the advantages of entrepreneurship education products by students at the local, national, and international levels, in addition to the benefits of accreditation A. Research at SMKN 1 Purworejo Central Java can be used as knowledge/transfer of knowledge, skills, and input to improve education governance entrepreneurship at MAN 2 Kulon Progo Yogyakarta. SMKN 1 Purworejo is a partner in the research object because SMKN 1 Purworejo is a school that implements a curriculum that focuses on different skills from MA, which adds to its curriculum.

Based on the urgency of entrepreneurship education in preparing high school graduates, this study aims to determine management, human resource management, infrastructure management, and cooperation management that support the implementation of entrepreneurship education. By knowing the direction of entrepreneurship education in pilot schools, the information is expected to be an insight and guide for other schools.

## **2. Methodology**

This research is qualitative research with a phenomenological approach. Phenomenology is a study that reveals the life experiences of several people in the concept of a phenomenon. The focus of research is to describe the habits of participants in dealing with a phenomenon [9].

In entrepreneurship education management research, the research subjects are: (1) Educators, namely entrepreneurship education teachers, teachers who are given additional duties as vice principals of madrasas, and teachers who are added to duties as laboratory heads at MAN 2 Kulon Progo and SMKN 1 Purworejo, (2) The education staff are the head of the madrasa and administrative/administrative staff at MAN 2 Kulon Progo and SMKN 1 Purworejo. The object or source of research data refers to the problem being investigated, as the target of entrepreneurship education management research is (a). MA Negeri 2 Kulon Progo Yogyakarta Province. (b). SMK Negeri 1 Purworejo, Central Java Province.

The research design is a). Pre-research includes drafting, selecting locations, and preparing research instruments. b). The field research stage is entering the location, collecting data, and making research reports. The strategy used by researchers in conducting research is to systematically link each element of research so that in analyzing and determining the focus of research, it becomes sharper, more effective, and more efficient. In qualitative research, data were obtained from various sources, while the data collection techniques used consisted of interviews, observations, and documents.

Data analysis in this study used a qualitative analysis model recommended by Miles and Huberman. Qualitative research analysis has occurred from pre-research to completion of the research. According to [10], after the data is collected, qualitative data analysis activities include data reduction, data presentation, and data conclusion. Data reduction focused on the management process of entrepreneurship education management at MAN 2 Kulon Progo and SMKN 1 Purworejo carried out by educators (waka and teachers) and education staff (heads and heads of madrasa TU). Followed by a summary, coding, and finding themes that match the research focus. Data reduction takes place during the research in the field until the dissertation research report is completed.

The presentation of data is done in the form of brief descriptions, charts, and relationships between categories because it can make it easier to plan further work. Then the preparation of the data is carried out systematically and simultaneously so that the data obtained can explain and answer the problems studied. Data verification or conclusions to produce summaries and findings in qualitative research can answer the problem formulation formulated from the beginning, but maybe not because the problems and problem formulations in qualitative research are still temporary and will develop after the research is in the field. Furthermore, the researchers used qualitative descriptive analysis to describe how entrepreneurship education management at MAN 2 Kulon Progo and SMKN 1 Purworejo, Central Java, create entrepreneurial attitudes, skills, and knowledge.

The researcher guarantees the validity of the data by using a source triangulation approach to uncover and analyze the problems that are the subject of the research. The data is then described and mapped to which views are the same, which are different, and which are specific from the source. The data analyzed by the researcher will produce a conclusion, then an agreement (member check) is requested with the data sources. Test the validity of the data in this entrepreneurship education management research using triangulated data.

### **3. Results and Discussion**

The study results produce findings that show the characteristics of educational reform through strengthening entrepreneurial management soft skills. The management of education reform consists of several essential steps, namely planning, organizational management, movement management, monitoring, and evaluation of the management of entrepreneurship education management. The five of them have distinctive characteristics to be able to realize education reform as a mode of strengthening entrepreneurship skills. The following is a description of the five steps found for managing entrepreneurship-based schools.[20].

#### **3.1 Entrepreneurship education management program planning**

Planning is one of the most important early aspects of implementation. Management planning formulates various things used as guidelines for implementing entrepreneurship skills education management with the POAME model. The following are the details of the planning process for managing entrepreneurship education found during the research process.

The first step is to develop a standard operating procedure (SOP) as a school document that contains work procedures carried out chronologically and systematically. SOPs are the basis for developing entrepreneurship education learning to obtain the most effective work results. The implementation of SOPs is dynamic towards improvement, but in practice, it is binding for anyone to school members. Every element in the school has an important role in the SOP because if there is one madrasah member who does not carry out his role properly, it can disrupt other processes. MAN 2 Kulon Progo has made plans in the form of SOPs at the beginning of the school year for the basis of regulations in carrying out their duties as educators and education staff.[11]

SMKN 1 Purworejo has carried out planning in the form of preparing SOPs, including planning for the preparation of SOPs as work guidelines that must be made and implemented consistently from time to time by the principal. There is a shared commitment because the SOP must be fulfilled and implemented by the school community. There are continuous improvements and revisions where SOPs are not rigid, and their implementation must be open with improvements to form more effective and efficient procedures. SOP planning is done by the head of SMKN 1 Purworejo and stakeholders at the beginning of the school year so that it can serve as a guide and know the types of tasks to be carried out. So that the implementation of learning will have a directed and systematic reference because it already understands the flow of tasks and authorities. The SOP is not standard. If in the future, the SOP that has been applied is still lacking, then the SOP can be corrected by the principal again according to need.[12]

The second step is to make adjustments to the curriculum. MAN 2 Kulon Progo already has a KTSP compiled by a development team which is approved by the head of the madrasa. Based on the KTSP document, the entrepreneurship skills program was attended by students in grades X, XI, and XII from MIPA, Social Sciences, and Religion classes based on free choice. Class X and XI have 2 hours of theory on Craft and Entrepreneurship subjects with an additional 6 hours of practice in the afternoon, while class XII has 2 hours of theory with 6 hours. Based on the results of interviews and documents, the results show that MAN 2 Kulon Progo Yogyakarta has strengthened its identity by having compiled a KTSP at the beginning of each school year by combining the concept of religious school (tafaqquh fiddin) with the application of skills programs. It is hoped that the Islamic sciences will become the foundation for the formation of the character and soul of students, equipped with entrepreneurial competencies that are regulated in the skills program. The KTSP made by MAN 2 Kulon Progo can deliver students to have life skills and technopreneur abilities so that alumni have entrepreneurial attitudes, skills, and knowledge.[13]

SMKN 1 Purworejo, Central Java, formulated a KTSP plan for the development of entrepreneurship education through efforts to develop competencies to be developed, including entrepreneurial competencies. The competencies that are fostered for students are faith and devotion to God Almighty, nationality and love for the homeland, personal and social character, physical and spiritual health, literacy, creativity, aesthetics, and technical and entrepreneurial abilities. The preparation of the KTSP for creative product lessons and entrepreneurship is one of the lessons in the vocational specialization section of the skill competency section (C3). For example, the mechanical engineering department places the subject of creative products and entrepreneurship in the expertise competency section. The same thing is also done in other majors such as stone and concrete construction engineering, furniture engineering, installation engineering using electric power, welding engineering, and light vehicle engineering. Based on the results of interviews, observations and documents, it was found that the KTSP in the form of planning for entrepreneurship education at SMKN 1 Purworejo went well and was regulated based on opportunities for entrepreneurial activities in the Purworejo Regency area. SMKN 1 Purworejo, Central Java, produced one KTSP document for each department.

The third step is to determine the learning model that supports entrepreneurship education. The learning model at MAN 2 Kulon Progo Yogyakarta already has entrepreneurial skills, as evidenced by the ability to carry out Craft and Entrepreneurship learning and entrepreneurial practices through skills programs. Entrepreneurial practice with the modified teaching factory model provides opportunities for teachers and students to practice according to the chosen field to produce products that are marketed internally within the madrasa and outside the madrasa. The advantage of the modified teaching factory lies in the effort to carry out practices according to factory or company standards. All teachers who teach skills programs are provided with training in the modified teaching factory teaching model.[34]

Project-based learning model at SMKN 1 Purworejo for students can actualize their creativity to complete certain projects. The carrying capacity is that students are expected to develop the ability to make a creative and innovative product with high value for people's lives based on the vocational field studied.

The final step is to determine the curriculum structure that supports entrepreneurship education. The curriculum structure at MAN 2 Kulon Progo is structured as an illustration of the application of curriculum principles where the position of a student in completing learning in a unit or level of education. Subjects in the curriculum structure at SMKN 1 Purworejo consist of national content, regional content, and vocational specialization content. Specifically for SMK, it follows the Regulation of the Director General of Primary and Secondary Education number 07/D.D5/KK/2018 dated 7 June 2018 regarding the Curriculum Structure of Vocational High Schools (SMK)/Madrasah Aliyah Vocational Schools (MAK). The secondary education curriculum structure consists of several subjects and a load of learning hours by the curriculum.[36]

### **3.2 Entrepreneurship education management organization**

The organizational process at MAN 2 Kulon Progo in madrasa management is carried out through six stages, namely: 1). Setting the goals of organizing the madrasa. 2). Determine the main tasks of organizational

members in the madrasa structure. 3). Dividing the main tasks into more detailed tasks. 4). Allocate available resources. 5). Give directions for tasks. 6). Evaluate the results of the organizing strategy that has been carried out.

Based on the results of interviews, observations, and document studies, it is found that the organization at MAN 2 Kulon Progo has formed a structure for the division of work tasks through detailed job descriptions for each section so that work responsibilities become clear and work coordination becomes smooth. The head of the madrasah delegates tasks to the deputy head of the madrasa for four areas, namely the deputy head of the schools in curriculum, facility, public relations, and student affairs. MAN 2 Kulon Progo appoints one person as the head of the production unit whose position is equal to the four deputy heads of madrasahs.

SMKN 1 Purworejo has implemented an organizational process that regulates stakeholders and other resources to work towards a common goal. Organizing in SMKN includes the division of work, assigning stakeholders to work on it, allocating resources, and coordinating the efforts taken. Teachers of Creative Products and Entrepreneurship (PKK) subjects are under the line of command and coordination of both the vice principal and the principal. Based on the results of interviews, observations, and document studies, it was found that the principal of SMKN 1 Purworejo had carried out the organizing function closely related to the ability and competence of the principal as the head of the leadership at SMKN 1 Purworejo well. The principal has a line of command and coordination with 5 (five) deputy principals. The vice principal also has a line of command and a line of coordination with 7 (seven) chiefs and a coordinating function for entrepreneurship education at SMKN 1 Purworejo based on majors.[32]

### **3.3 Actuating management of entrepreneurship education management**

MAN 2 Kulon Progo has carried out the implementation function, which is the management function of the madrasah principal which stimulates the actions of educators and education staff so that they are implemented. Based on interviews, observations, and documentation studies, it was found that the head of MAN 2 Kulon Progo as the head already had enough trust and authority to use it as a provision to carry out the tasks assigned to him. The head of the school, a leader, already has sincerity as a leader, not from his words, promises, or abilities but from his actions. Stakeholders, in general, have stated that the head of the madrasa has sincerity, is a role model, is progress, is hardworking nature, and is a fighter, followed by a willingness to sacrifice to build the school. Leaders who hope to succeed in reviving and simultaneously mobilizing all their subordinates must not prioritize their interests.[31]

Leaders must be able to distance transactional behavior and feel that many people have deceived those they are leading. Leaders must be reasonable. Anyone wants to be treated honestly, full of sincerity, recognized, and given hope for a better future that is believed to be better. The task of leadership is like a battery. It is used to start the engine, where the stronger the battery, the faster it will turn on and move all the components on the machine. Of course, the elected leader, and if the election is correct, must have had the power as the battery used to start the engine. Based on the results of interviews and observations, it was found that the head of SMKN 1 Purworejo already had the trust and authority of a school principal, which was enough to be used as a provision to carry out the tasks assigned to him. The behavior of a trustworthy leader will be able to turn on and, at the same time, move the people he leads.

### **3.4 Monitoring the management of entrepreneurship education management**

The head of MAN 2 Kulon Progo conducts monitoring by measuring, recording, collecting, processing, and communicating information from educators and education staff to assist the head of madrasa decision-making, especially in developing entrepreneurial skills and to ensure that all performance conditions in the madrasa can run as planned. . The head of MAN 2 Kulon Progo has carried out the monitoring stage, among others, by carrying out the planning stage where the head of the madrasah prepares what is needed, for example, questions that will be asked related to problems to be followed up immediately. Carry out the implementation stage, ensuring that all madrasa performance processes are running. Problems are found. Not only problems but processes that are already good must also be maintained and developed again. The head of the madrasah carries out repairs as a follow-up where after monitoring, there will be problems that will be found, which later the head of the madrasa will make decisions so that the problem can be resolved immediately. Monitoring that has been carried out by the head of MAN 2 Kulon Progo has been carried out properly to check and ensure that the process carried out by educators and education staff can run well according to SOPs and get feedback to correct errors.[33]

Monitoring to collect data related to the performance of stakeholders by school principals using instruments is then analyzed, after which the principal can make appropriate and accurate follow-up decisions. The principal has carried out program management well, and if there are obstacles and irregularities, immediately followed up by carrying out a thorough evaluation, as well as input in conducting an evaluation by

the head at SMKN 1 Purworejo. In principle, monitoring is carried out through ongoing activities to ensure compliance with madrasa education management starting from planning, organizing, implementing, monitoring, and evaluating. If deviations or lags are found, they are immediately addressed so that activities at the school can run according to plans and targets. Thus the results of monitoring become input for the benefit of the following process. The monitoring activity of the head of SMKN 1 Purworejo aims to monitor the progress of the implementation of activities so that deviations from the goals can be prevented, and all problems that arise in the implementation of activities can be found a solution. The results of monitoring at SMKN 1 Purworejo can be used as a basis for evaluating to determine the expectations to be achieved and making improvements to deviations.[35]

### **3.5 Evaluating the management of entrepreneurship education management**

The head of MAN 2 Kulon Progo has periodically evaluated the entrepreneurship education development program conducted at the end of the activity to find out the final results or achievements of the activity or program according to the SOP that has been made. The process of making a decision will run, stop or change based on the evaluation process. The evaluation is carried out by the head of the madrasa after completing monitoring to provide feedback to the entrepreneurship subject teacher or education staff who are assigned the task of implementing entrepreneurship education activities.[38]

The head of SMKN 1 Purworejo has conducted an evaluation (evaluation) of teachers, including teachers of entrepreneurship skills education and education staff. The head of SMKN 1 Purworejo has evaluated to obtain the correct information as consideration for making decisions about program planning, decisions about input components in the program, program implementation that leads to activities, and decisions about outputs regarding the results and impacts of program activities, and significantly what which can be improved upon in the same program to be implemented at another time and place.[39]

Implementing models or innovations or new things in the implementation of education certainly requires very mature preparation. The preparation must touch various lines so that all school members are ready to support the mission. Even for implementing a new curriculum or system, the government always allocates a special budget for socialization and training. Various kinds of preparations related to technical and non-technical must be prepared as well as possible [14]. With careful preparation, various obstacles that may occur can be anticipated.

In preparing for the implementation of a program, schools must design program plans. Planning is a very important starting point in determining the direction of program implementation [11], [15]. The implementation plan must be made in a systematic, detailed, operational manner and consider various aspects. One of the competencies that must be possessed by leaders of educational institutions is to design program plans [16]. In planning for program implementation, schools must adjust to the applicable curriculum [12] so that learning outcomes are still in the direction of the national education policy [17] Planning for program implementation adapted to the national curriculum has resulted in recommendations for appropriate learning models [11]. For example, for entrepreneurship education, the project learning model is recommended [18]. Thus, the program objectives will be achieved by staying on the route of education by national policies Nasional [19]

Program planning must be followed by organizing. In the organization of the institution, the most important thing is the accuracy in determining the job disk for each personnel. To maximize the program, schools cannot run the program independently. Schools need help from various stakeholders [13], [15], [21]. These partners will provide material and non-material assistance [22], [23] that supports the sustainability and development of entrepreneurship education programs. In this process, the school coconut has a vital function as a driving force. The principal is the driver in the institution so he can determine the direction of the movement of the education process in a school [24]. Thus, the principal's commitment is the main factor in determining the program's success [11], [25], [26].

Monitoring and Evaluation is the final process used to control the program [27]. Monitoring and Evaluation are needed to assess whether the program has been running according to its objectives [28]. It can even be a critical factor in the program's success [29], [30]. Monitoring and Evaluation increase the program's effectiveness by addressing the relationship between the past, present, and future must be done with monitoring and Evaluation. Monitoring and Evaluation can identify what has been done well in the past and refer to it for the present and the future [28]. With proper monitoring and Evaluation, the program will continue to run to achieve the targets set.[37]

## **4. Conclusion**

The management of POAME entrepreneurship education starts from the planning, organizing, implementation, monitoring, and evaluation stages which are carried out properly by the principal together with stakeholders. Management has a positive impact on quality improvement in entrepreneurship skills education

learning so that it can equip students to have academic abilities, religious fields (tafaqquh fiddin) as well as entrepreneurial skills. In the end, alumni have entrepreneurial attitudes, entrepreneurial abilities, and ideas to become entrepreneurs. Human resources, infrastructure, and cooperation are well managed through planning, organizing, implementing, monitoring, and evaluating.

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