

The System Approach for Entrepreneurship-Based School Management in Vocational High Schools

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ABSTRACT

This study attempts to explore the system approach in school entrepreneurship management in Vocational High Schools (VHS). Although the government has made attempts to promote entrepreneurship, little progress has been made. Thus, it is possible to observe how the approach of running educational institutions with the idea of entrepreneurship is encouraging for schools and students to make the most of their potential. This qualitative study included five Vocational High Schools implementing the entrepreneurship-based school program, and the data was collected via documentation. The data analysis activity was carried out throughout the research activity, and the most core activities included data simplification, data display and conclusions drawing. This study revealed that the system approach to developing school entrepreneurship in Vocational High Schools included the preparation stage (P), the planning stage (P), the implementation stage (I), and the marketing stage (M). In order to develop an entrepreneurship-based school, the school must overcome a number of challenges, including external partners issues, funding issues, human resources issues, infrastructure issues, marketing issues, and momentum issues.

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1. INTRODUCTION

The economic crisis experienced by Indonesia nation due to the Covid-19 pandemic had a major impact on the world of education, especially on Vocational High Schools (Odiara et al., 2022; Syauqi et al., 2020). Directly, the Covid-19 pandemic resulted in the cessation of the face-to-face learning process, and shifted to online learning. In addition, industrial internships that are usually carried out face-to-face are also abolished and this phenomenon reduces the ability of vocational high schools to produce quality graduates since vocational high schools focus more on practical processes, which are more dominant than theory (Setiyawan & Kurniawan, 2021; Teng et al., 2022). Therefore, an alternative that can be taken to overcome this problem is to develop school entrepreneurial abilities.

The presence of Vocational High Schools amidst of society is not only as an educational institution that creates graduates who are ready to work, but also that develops an attitude of independence, namely entrepreneurship, since entrepreneurship is the ability to create something new and different (Kisno et al., 2022; Sari & Zamroni, 2019). Therefore, Vocational High Schools must be able to have good entrepreneurial management as they are associated with the principals' managerial which include entrepreneurial competence managerial. To deal with the times, Vocational High Schools really need management knowledge and skills as well as attitudes of independence or entrepreneurship, planning and strategies used in modern management, which are applied sciences that can be used anywhere both in companies and schools and one of them is Vocational High Schools.

Management in a Vocational High School must be implemented so that they can compete with the current development of the times which are increasingly rapid so that the planned goals meet the expectations (Delcker & Ifenthaler, 2021; Mack et al., 2019). Learning development that is oriented towards developing student competencies in the industrial era 4.0 is one of the focuses of the Ministry of Education and Culture. The development of entrepreneurship-based schools in Vocational High Schools is considered strategic to prepare future generations who are productive (Ndofirepi, 2020; Stadler et al., 2022) and have character (Iwu et al., 2021; Jena, 2020). Apart from working in industry or continuing their studies at the higher education level, Vocational High Schools' graduates are also encouraged to become creative entrepreneurs.

Law No. 20 of 2003 concerning the National Education System Article 3, states that national education functions to develop abilities and form a dignified national character and civilization in order to educate the nation's life, aiming to develop the potency of students to become human beings who have faith and piety in God Almighty, have a noble character, healthy, knowledgeable, competent, creative, independent, and become a democratic and responsible citizen (Rahdiyanta et al., 2019; Suharno et al., 2020). However, there is hardly any research related to the achievement of the goal of national education which leads the system approach in entrepreneurial attitudes and behaviors of entrepreneurship-based school. The enactment of a decentralized system focuses on various life settings, including education management, i.e. management that gives freedom to the management of education (Misbah et al., 2020; Triyono & Mateeke Moses, 2019). The existence of freedom in the management of education is often able to find better educational management strategies so that it is able to create qualified educational outputs both in terms of academic and non-academic quality such as entrepreneurship (Ariyani et al., 2021; Misbah et al., 2019). In other words, education graduates are expected to have a high character and behavior of entrepreneurs.

Schools need people who have a strong entrepreneurial spirit, who do not only rely on government's funding but are able to maximize the potential of the institutions they lead using the concept of profit-making entrepreneurship in the prevailing juridical frame (Kusumojanto et al., 2021; Saptono et al., 2020). In the end, the concept will provide the necessary capital adequacy to support the educational process of the school and provide knowledge and entrepreneurship skills (Amalia & von Korflesch, 2021; Pasaribu & Harfiani, 2021) for students who have value if they have lived in the community in the future.

The development of creativity and innovation as the basis of school entrepreneurship is the icon for the principal and the school residents. School entrepreneurship is understood as a creative and innovative skill that serves as a basis, tips and resources to find and take advantage of opportunities to succeed (Agarwal et al., 2020; Anjum et al., 2020). The main issue of school entrepreneurship is the ability of principals and school citizens to create something new, unique, different or meaningful (valuable) through creative thinking and innovative actions in order to ask questions, space and money (Ferreira et al., 2020; Thukral, 2021).

The principal, as a leader in a school, has an important role in promoting entrepreneurship in the school environment. The principal must be more creative and innovative in developing the existing business units in the school environment to improve the harmony of the entire school community (Gong & Subramaniam, 2020; Leffler, 2020). In short, there is something very urgent, namely motivation in which the principal plans and comes up with the idea of developing entrepreneurship (Davis et al., 2021;

Sommarström et al., 2020) and after the formulation of entrepreneurial development is agreed, all of them are committed to implementing it as well as possible.

Some studies showed that entrepreneurship in schools can run well and develop if the principal and school leaders have creative ideas for developing business units in the schools (Cunningham et al., 2019; Kafa & Pashiardis, 2021; Pashiardis & Kafa, 2022; Wahab & Tyasari, 2020). School leaders must be communicative in providing motivation to every teacher and student who plays a role in the business unit and is directly involved in the development of entrepreneurship in schools. The principal must also monitor and evaluate school entrepreneurship activities periodically so that they can find out the obstacles as early as possible so as to minimize losses in business units. However, there is hardly any study discussing about the system approach implemented in Vocational High School. Some studies are limited to the leadership types and entrepreneurship activities (Lumban Gaol, 2021; Soomro et al., 2019), factors in influencing entrepreneurial leadership (Shahin et al., 2021; Soomro et al., 2019). Therefore, this study attempts to explore the system approach in entrepreneurship-based school management in Vocational High Schools (VHS). This effort will provide sufficient capital needed to support the educational process of the school and provide knowledge and entrepreneurial management for Vocational High School.

2. METHODS

This qualitative method is the approach implemented in this study where the researchers collected data based on the activities or behaviours of the subjects studied through documentation studies collected from private Vocational High Schools in Deli Serdang Regency, North Sumatera. Qualitative research on a scientific background as a necessity relies on humans as a research tool, utilizing the qualification method and analysing data. Through the inductive analysis of research reveals the meaning of the conditions it observes, while answering the problem theoretically through literature studies. The data analysis used in this study is a flowing data analysis model, as proposed by Miles and Huberman (2019). This data analysis activity is carried out throughout the research activity (during data collection) and the most core activities include data simplification (data reduction), presentation of data (data display) and conclusions drawing.

3. FINDINGS AND DISCUSSION

3.1 Findings

The result of this study found that there were four stages to carry out entrepreneurial development at school, namely the preparation stage, planning stage, implementation stage, and marketing stage (PPIM).

3.1.1 Preparation

In the preparation stage, there were three steps found in managing entrepreneurship at school. The first step was to determine the local environment and commercial potential. This step involved using creative thinking to identify business opportunities that will add value, expand the existing and future state of operation, and created new value. The second step was to determine the school's capacity, or the functions used to realize opportunities, including by paying attention to the quantity of current staffs, the number of students, the school's infrastructure, the use of technology, the use of commodities, the accessibility to transportation, the use of marketing, and other factors that may be relevant to the growth of entrepreneurship. The third step was to determine the social dynamics and economic potential of the area surrounding the school, namely the most distinctive community in terms of the entrepreneurship that will be established, including social, cultural, economic, and educational levels.

3.1.2 Planning

It was found that the following steps in some vocational high schools made up the various stages of this planning stage. The first step was to assess the potential and development options, such as evaluating all the potentials (functions to develop entrepreneurship) while considering features of strengths, limitations, opportunities, and dangers. In the second step the schools decided on and set up a school entrepreneurship program. The kind of school entrepreneurship could be chosen and decided upon the thought to develop in the future when there were more tensions and opportunities supported by features of strength and opportunity. To be effective, entrepreneurs' clubs, school committees, alumni, donors, the local government, or sponsors might be consulted when deciding on the type of business to start.

Third, a visit to a relevant company or one that has a similar entrepreneurship attitude to generate new, more productive business ideas or to give an overview of the prospects and limitations of future development. Fourth, after visiting local business establishments to address various issues, school entrepreneurship organizers simulate and prepare entrepreneurship proposals in order to define a better model of a chosen entrepreneurship development in the future.

Third, the visit to the relevant a business or the similar philosophy in entrepreneurship in order to provide an overview of the opportunities and constraints of future development, and or create new business ideas that are more productive. Fourth, simulation and preparation of entrepreneurship proposals, carried out by school entrepreneurship organizers after visiting local business institutions to discuss several things so that a better model of selected entrepreneurship development can be determined in the future.

Fourth, the schools wrote the entrepreneurial proposal that includes the type of business to be established, advantages, work procedures and funding allocation, production estimates and profits, implementers, and/or others that were ready to be implemented. This was carried out to obtain business capital assistance from related parties like local government, partner business units, sponsorships, donors, alumni, school committees, national and international institutions.

3.1.3 Implementation

There were three stages that are found during the implementation of entrepreneurial-based school management. In order to successfully process for schools and flourish in the future, schools first built an entrepreneurial production/service unit to construct a profit-taking business unit that serves general customers. The earnings were then utilized to support the sufficiency of modal. Establishing a production or service unit successfully requires consulting with entrepreneurial clubs, committees, alumni, funders, local government, and sponsors in order to develop a strategic design and receive operational support.

The second was student entrepreneurship education and training, which was provided through extracurricular or curricular activities, on a regular basis (classical), or as an elective program in the form of a micro-entrepreneurship club. Materials used in teaching and training students about entrepreneurship included production management and marketing of superior commodities in accordance with regional potential, business prowess, competitiveness, excellent service, basic level of money management, and growth of creativity and innovation.

Third, students engaged in entrepreneurial practice after receiving the theory of entrepreneurship in the classroom. This was performed to ensure that the knowledge of entrepreneurship that students learned from schools could be applied in real life. Students were also encouraged to identify challenges and prospective business opportunities since they need to come up with fresh business concepts that can be researched. The students' entrepreneurship practices were implemented directly in business units created by the schools or implemented in partners' business units through internships in the dual system education in order to achieve a link and match between the knowledge taught in schools and the community business unit.

3.1.4 Marketing

There were five stages carried out by the vocational high schools in marketing stage. First, school created products, which was the earliest ideas in business. The second is the idea behind the product, which makes it obvious that customers would adore a product that gives the highest levels of performance, quality, and creative complements. Through this idea, business focuses its efforts on making better products and keeping them getting better. Third, the schools' business unit created strong sales and marketing activities.

The fourth stage was advisory marketing, which contradicted the first three. According to this finding, the key to attaining the company's objectives was to combine advisory activities more successfully than competitors did in order to identify and fulfill consumers as the target market's requirements and aspirations. Fifth, the marketing activity was carried out with the idea of social construction. This idea encouraged schools as marketers to incorporate social and ethical standards into their marketing strategies since there were frequently tensions between the goals of boosting a business' earnings, the significance of ensuring customers' pleasure, and consideration for the general welfare.

3.2 Discussion

The system approach for managing entrepreneurial-based schools is started with the planning stage. This stage includes the process of creative thinking, focusing on the availability of the current human resources, the schools' infrastructure in terms of technology, commodities, transportation, marketing, and any other elements that might be important for the development of entrepreneurship, as well as the social dynamics and economic potential of the environment. That is to say, the system approach examines creativity and innovation from an educational standpoint and plans a framework for entrepreneurship, creativity, and innovation education that emphasizes sustainability and employs creative problem-solving. This notion is strengthened by some studies in Taiwan and Portuguese which found that the planning stage includes designing curriculum in creativity, innovation, and entrepreneurship education for different education level and transitioning technical and vocational education in developing economies on the road to sustainable development (Jardim, 2021; Shu et al., 2020).

In managing the preparation stage of the Vocational High School entrepreneurship program, the schools' system approach is carried out through the schools' freedom in assessing all the possibilities to establish a school entrepreneurship program. Some programs carried out such as visiting relevant business or one that has a similar entrepreneurship program and then write an entrepreneurial proposal. This finding is supported by the study conducted in the United States, Germany, and Saudi Arabia, stating that the objectives, methods, and organizational structures of entrepreneurship education were formed by preparing schools' autonomy in relation to societal imaginaries (Al-Mamary & Alshallaqi, 2022; Wadhvani & Viebig, 2021). However, this finding needs attention from other studies in China found that mostly a high level of organizational dedication and commitment results from a high level of team member trust, and culture (Du et al., 2020; Lyu et al., 2021). Therefore, instead of simply establishing an entrepreneurship program, schools need to ensure this high level of trust in the team for teachers or students interested in innovation or entrepreneurship in groups to ensure good operating performance of the entrepreneurship program.

The implementation stage found in Vocational High Schools includes some activities such as creating an entrepreneurial production/service unit to construct a profit-taking business, involving the students in entrepreneurship education, and engaging the students in entrepreneurial practice. This system approach is relevant to what (Berezovska et al., 2020; Prianto et al., 2021) found in their study, which states that establishment as a business centre that is usually used for students to practice entrepreneurship. The business center gives students the freedom to engage in entrepreneurial activities. In short, it is also able to significantly raise human quality in the field of education through entrepreneurial practices in the business center.

Marketing is the last part of system approach for entrepreneurial-based school management. In this phase, the Vocational High Schools create products, conduct research on product ideas, create strong sales and marketing, activate advisory marketing, and create concepts of social construction through its business unit. In creating product, consumers will prefer products that are readily available and offered at affordable prices since at least two situations support this supposition. First, when people are more interested in receiving the product than in the product's specialization and second, when a product's price needs to be reduced in order to reach a wider market. This is in line with the study stating that customers often will not purchase enough of the products when the price and the product are not competitive and innovative (Adams et al., 2019; Gilmore et al., 2020). Therefore, the relation of product creation, ideas, sales, and advisory marketing is essential in marketing.

Vocational High School's role in entrepreneurship is to identify the requirements, needs, and interests of its target market to satisfy the customers more effectively and efficiently than its rivals. However, the social construction aspects must be considered as studied (Ratten & Usmanij, 2021) since entrepreneurship can lead to tensions as present profitable but monotonous operations may be neglected in favour of searching for the next ideas. For that reason, entrepreneurship in schools be flexible while preserving and enhancing both customer and societal welfare.

Some studies discuss entrepreneurial management in schools which focuses on innovation and knowledge management (Rofiaty, 2019), entrepreneurship education management (Almeida et al., 2021), and the students' entrepreneurial intent model (Boubker et al., 2021). However, these studies do not reveal the stages in the management model, and therefore, this study fulfill the gap between the studies of the school entrepreneurship management model through the exploration of stages of implementation, especially in Vocational High Schools.

4. CONCLUSION

Vocational High Schools must consider their school administration to overcome a number of problems, including external partners issues, funding issues, human resources issues, infrastructure concerns, marketing issues, and momentum issues, to establish entrepreneurship-based schools. The preparation stage (P), the planning stage (P), the implementation stage (I), and the marketing stage (M) are all parts of the system approach used to develop the vocational high school that is based on entrepreneurship in the Deli Serdang Regency. This PPIM Management model can be used to address contextual issues and emerging trends in entrepreneurship-based school management. Although there may be some disadvantages as well, vocational high schools have the ability to build entrepreneurship-based management for schools. This study has some shortcomings, particularly with relation to data collection methods. In order to gain more complete data and comparable results, the subsequent researcher could expand on mixed-method techniques. The evaluation stage component of the various competences in Vocational High Schools should potentially be expanded upon in future studies. In addition, managing partnerships and digital entrepreneurship may also be a fascinating field to explore.

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