



The Role of Entrepreneurship Education in the *Double Track Program* to Improve Students' Interest in Entrepreneurship at SMAN 1 Ngimbang

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Abstract: Entrepreneurial interest is needed by students to increase their self-confidence, as well as to foster positive character traits such as creativity, independence, and hard work. Students who have entrepreneurial skills tend to be more able to create jobs than look for jobs, which in turn can help reduce unemployment rates and improve community welfare. The purpose of this study was to determine the role of entrepreneurship education in the double track program to increase students' interest in entrepreneurship. The research method used qualitative descriptive descriptive qualitative methods by means of observation and interviews by going to the field. The location of this research was conducted at SMAN 1 Ngimbang, Lamongan Regency, East Java. Data analysis includes data reduction, data presentation, and data verification or conclusion. The researcher also used the source triangulation method and method triangulation to test the level of validity of the data. The results of the study found that

Keywords: Entrepreneurship Education, Double Track Program, Interest in Entrepreneurship

1. INTRODUCTION

Indonesia is a developing country with the fourth largest population in the world (Akasumbawa et al., 2021). Of course, the human resources available to advance the Republic of Indonesia are not lacking. The potential of these human resources can be maximized through planned education (Zulwiddi & Iswantir, 2023). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state (Elvira, 2021). In response to this, the Coordinating Minister for Human Development and Culture (Menko PMK) has proposed and enacted a law on 12 years of compulsory education in Indonesia. With the 12-year compulsory education program, all Indonesian children are required to attend school and the government is required to finance and provide all facilities (Margiyanti & Maulia, 2023). This program has been running since June 2015.

Along with the implementation of the compulsory education program, the highest level of education, namely high school, has encountered major problems. The latest data updated by BPS in 2023 stated that as many as 3.5 million high school graduates in Indonesia did not continue to attend school, work or receive training with the term *not in employment, education, and training* (NEET). In total, the number of young people aged 15 to 24 years who are classified as NEET is 9.9 million or equivalent to 22.25 percent of the 44.7 million young people in the Gen Z group. If detailed, the young people who are NEET are actually the ones in urban areas, namely 5.2 million people and 4.6 million in rural areas (bps.go.id). Therefore,

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the government needs to improve the infrastructure and supporting factors for the growth of more productive graduates.

One of the steps taken by the East Java government to overcome this is the *Double Track program* (Cholis et al., 2022) According to East Java Governor Regulation number 139 of 2018, *Double Track* is a term given to schools that organize two educational programs, namely formal education and entrepreneurship education programs. The *Double Track program* is an innovation program that emphasizes elements of creativity, including how existing learning is not *mismatched* and *misskilled* (Asrori et al., 2022). With the intention that something that is taught in schools is able to adopt and adapt to the needs of the community so that it can provide a way out of existing problems. The *Double Track system* is a learning system that combines high school learning methods that are given additional skills (Evawati et al., 2024). The addition of these skills makes students ready to work if they do not want to continue education to college. The *Double Track system* is conceptualized as an extracurricular activity with the provision that each student follows this double track for at least one year (Cholidah et al., 2024).

The most important educational process in shaping the quality of human resources is in learning activities (Mardhiyah et al., 2021). Through a learning process that is not based on life skills, it will only have an impact on theoretical mastery of knowledge. The curriculum structure in the Merdeka Curriculum is based on three things, namely competency-based, flexible learning, and Pancasila character (Rahayu et al., 2022). Learning that is theoretical or cognitive does not provide students with provisions for their future survival, so a learning formulation is needed that combines the three aspects above in a learning that is packaged into a practical program. This will have a greater impact on students because they have future skills (Anggraini et al., 2022). Instilling an entrepreneurial spirit and implementing economic-based activities and training that are creative and innovative in educational institutions can foster a strong attitude and mentality as provisions for students after graduating later (Paus et al., 2022). In order to produce students who are skilled and equipped with expertise in the creative economy field, schools can make efforts to improve students' skills through various systematic activities in the form of entrepreneurship education subjects.

Entrepreneurship education is a process of creativity and innovation in overcoming problems, obstacles with various risks and opportunities for success. So that the process of entrepreneurship education aims to develop attitudes, enthusiasm and abilities to create something of value for oneself and others (Saptono & Najah, 2018). Creative, innovative, independent, leadership, good money management and never give up are entrepreneurial

attitudes that must be instilled in schools (Rogel & Reginalde, 2024). Entrepreneurship education studies financial literacy, marketing, leadership, product management, negotiation, strategic thinking, soft skills, and many more (Sugiyono et al., 2019). Various methods identified in entrepreneurship education subjects are case studies, business plan making, problem solving, simulations and games, team or group-based discussions, guest speakers, seminars, individual and group projects, role plays and lectures (Seyi et al., 2024). This is needed as an effort to foster students' interest in starting entrepreneurship.

Entrepreneurial interest refers to an individual's desire, interest, and willingness to work hard to meet their life needs without fear of the risks that will occur (Osakede et al., 2017). This interest arises when someone has gained knowledge about entrepreneurship either from other people's experiences or from books on entrepreneurship. Entrepreneurial interest needs to be fostered in students with the aim of equipping students with life skills, namely being independent and able to face frequent changes (Stiadi, 2021). Entrepreneurial interest is considered very important to provide opportunities for students to become innovative, creative, independent individuals, and become leaders who are able to face challenges (Olokundun et al., 2018).

SMAN 1 Ngimbang as an educational facility in Lamongan, East Java, has implemented a double track program initiated by the East Java government . In its implementation, SMAN 1 Ngimbang provides 3 areas of expertise including multimedia (graphic design), culinary arts (pastry bakery), and make-up (hijab bride). Of course, SMAN 1 Ngimbang has also implemented an independent curriculum with one of the subjects being entrepreneurship education. Therefore, it is important to conduct research to determine the role of entrepreneurship education subjects in the *double track program* to foster students' interest in entrepreneurship. This is done as an effort to prepare life skills for high school graduates to choose a career as an entrepreneur. Thus, SMAN 1 Ngimbang can strive to maximize the potential of its graduates and reduce the number of NEETs in Indonesia.

2. THEORITICAL REVIEW

Interest in Entrepreneurship

Entrepreneurial spirit can grow when someone has an interest in the field of entrepreneurship (Firman & Putra, 2020). Entrepreneurial interest is a person's interest in creating a business by seeing the opportunities around them and daring to take risks that may occur in running a business (Chaska & Indrawati, 2018). Someone who is interested in entrepreneurship will be seen in behavior that leads to desire, it arises from within by daring to

take risks and responding quickly in handling existing opportunities or what is meant is people who want to work (Muliadi & Mirawati, 2020). Entrepreneurial interest is influenced by several factors, According to Portuguez Castro & Gómez Zermeño (2021) there are factors that influence entrepreneurial interest, including (1) Individual / personal factors, (2) Education, (3) Family encouragement, (5) Compulsion and circumstances. Meanwhile, according to Luis-Rico et al. (2020) stated that entrepreneurship is determined by achievement motives, optimism, value attitudes, and entrepreneurial status or success. The success of entrepreneurs is determined by entrepreneurial behavior. Entrepreneurial behavior is influenced by internal and external factors, internal factors are ownership rights, ability/competence and incentives, while external factors include the environment, where factors originating from the environment include government policies, role models, opportunities, competitors, resources, in addition to being influenced by activities.

Entrepreneurship Education

Entrepreneurship education is the science, art and behavior, nature, characteristics and character of a person who has the ability to realize innovative ideas into the real world creatively (Fayolle, 2018). Entrepreneurship education can be interpreted as a conscious and planned effort to develop a person's abilities, change mindsets, to create something with creativity and innovation to overcome problems with various risks and opportunities for success (Von Graevenitz, et al., 2010). According to Samwel Mwasalwiba (2010) explains that entrepreneurship education aims to produce creative entrepreneurs in the sense of individuals who have high creativity in carrying out their life activities in the future, especially in the business world or other professions, so that an entrepreneurial spirit can be formed in a person with all their competencies.

Double track program

East Java Governor Regulation No. 139 of 2018, Double Track is a term given to schools that organize two educational programs, namely formal education and entrepreneurship skills programs. In order to provide skills training to enter the workforce for high school graduates who do not continue to college, a double track program is being held in several high schools in East Java. This program integrates two educational programs, namely a formal program and an entrepreneurial skills program. The Double Track program is here as a solution to create high school graduates with quality human resources and equipped with additional skills that are relevant to entering the workforce.

High schools that are tasked with organizing the double track program are high schools that are close to vocational schools and the number of students who are 50% (fifty percent) or

more likely not to continue to college. This program requires educators with expertise certification issued by the National Professional Certification Agency. The cost of organizing the Double Track in high schools is charged to the East Java Provincial Revenue and Expenditure Budget at the Education Office.

However, to ensure the success and effectiveness of the Double Track Program, evaluation is a crucial component. Evaluation can help measure the extent to which the program has a positive impact on students and achieved the desired educational goals. Evaluation can also provide valuable insights to schools, local governments, and related stakeholders regarding the effectiveness and efficiency of the program.

3. RESEARCH METHODS

Based on the problems studied, this study uses a descriptive qualitative method by means of observation and interviews by going to the field. Observations and interviews were carried out with the aim of determining the role of entrepreneurship education in the double track program at SMAN 1 Ngimbang to increase students' interest in entrepreneurship. In this study, the researcher acted as an instrument as well as a data collector, because in descriptive qualitative research the presence of the researcher is absolutely necessary. The location of this research was conducted at SMAN 1 Ngimbang, Lamongan Regency, East Java. The informants in this study included: (1) Principal; (2) Vice Principal for curriculum, coordinator of the implementation of the *double track program*; (3) Teachers in charge of multimedia expertise (graphic design), culinary arts (pastry bakery), and make-up (hijab bride); (4) entrepreneurship teacher; and (5) Students who took the double track program with each chosen area of expertise.

Data analysis begins with conducting observations and in-depth interviews with informants, namely those who truly understand and know the situation of the research object. After conducting the interview, data analysis begins with making a transcript of the interview results, by playing back the recording of the interview results, listening carefully, then writing down the words heard according to what is on the recording. After the researcher writes the interview results into a transcript, the researcher performs data reduction, data presentation, and data verification or conclusion. The researcher also uses the source triangulation method and method triangulation to test the level of validity of the data.

4. RESULTS AND DISCUSSION

SMAN 1 Ngimbang is located in Lamongan Regency, East Java. This school has a state status with A Accreditation that implements the independent curriculum. Of course, all subjects

given to students have been integrated with the curriculum. One of the compulsory subjects included in the independent curriculum is Entrepreneurship Education (PKWU). This subject begins to be taught in grade X with a duration of 2 JP each week. The values taught in PKWU education include being creative in processing food ingredients in the surrounding environment, to teaching students to foster an entrepreneurial spirit. PKWU is intended to provide theoretical and practical knowledge as provisions for students to continue their career choices as entrepreneurs.

In addition to the entrepreneurship education provided to its students, SMAN 1 Ngimbang has also been appointed by the East Java government as the implementer of the double track program since 2022. This program is designed to improve the skills of grade X and XI students. The SMAN 1 Ngimbang double track team in collaboration with the Surabaya Institute of Technology (ITS) selected 90 students from all applicants to take part in intensive training. In this program, students are divided into three majors: graphic design, pastry bakery, and hijab bridal makeup, with each major accepting 30 students. The purpose of this division is to ensure that students get a learning experience that suits their interests and talents. In addition, this division also facilitates program management and allows students to focus on developing more specific skills. Double Track program activities are carried out flexibly, which are basically outside school hours. Usually on Thursdays after school or Saturdays, from 08.00 - 12.00 WIB. The total number of teaching hours in the double track program is 120 JP. This is done to the maximum to provide students with the opportunity to deepen their knowledge and skills in a supportive environment.

The implementation of the double track program held by SMAN 1 Ngimbang lasted for six months. The Double Track activity at SMAN 1 Ngimbang began with training conducted by certified trainers. The training was conducted for approximately 2 months. The training activities were intended to introduce participants to various knowledge related to the topic of skills being followed, then carry out practices according to the field being followed. In the 3rd and 4th months, participants were guided by trainers to produce products or services according to the field being followed. Then in the 5th and 6th months, participants carried out real entrepreneurial activities. They could market products online through social media or do offline marketing by utilizing DT MART and take advantage of various events held such as the Ramadhan Festival, PHBI Bazaar or bazaars when there were events at school. Students at the end of the program took a Computer Based exam facilitated by ITS and took a practical exam that was assessed directly by the trainer. After participants went through the various processes,

if they passed, students would be given an official certificate from ITS which could later be used to apply for jobs according to the field being followed.

All students of SMAN 1 Ngimbang who take the double track program also take entrepreneurship education subjects. The implementation of both is mutually continuous and has a close relationship with the same goal, namely to equip students to have a strong, independent, and innovative entrepreneurial spirit. With the hope that SMAN 1 Ngimbang can produce graduates who have soft skills according to the fields they are taking, who later after graduating can become entrepreneurs independently and reduce the unemployment rate of graduates who do not continue to college. The steps taken by SMAN 1 Ngimbang have made a positive contribution to the development of student skills and increasing career and entrepreneurship opportunities.

In line with what was conveyed by the coordinator of the double track program of SMAN 1 Ngimbang that this program has brought about a significant transformation in the approach to entrepreneurship learning. This program is designed to not only strengthen students' academic knowledge, but also to develop skills that are relevant to the world of work. Thus, students get the opportunity to learn while practicing the skills they learn directly. The success of this program is reflected in the various success stories of students who have taken advantage of this opportunity. For example, some students have successfully utilized the entrepreneurial skills they learned to open their own businesses, such as snack shops. This not only helps them financially, but also provides valuable experience in managing a business. In addition, there are students who have pursued their passion in the beauty field and have succeeded in becoming professional Make-Up Artists (MUA). They not only learn about makeup techniques, but also about the business and marketing aspects of the beauty industry. This shows how the Double Track program can pave the way for students to achieve their dreams, even without formal education in college.

Then the entrepreneurship teacher also gave the same response, that entrepreneurship education with this double track program cannot be separated. Directly, he conveyed several benefits that can be felt, namely helping to build the school's image as an innovative and quality educational institution as well as a means of school promotion so that through this program the school can promote itself and attract the interest of prospective students and their parents. In addition, it can also improve children's skills because the Double Track program is designed to improve students' practical and academic skills. The next benefit is training the entrepreneurial spirit which in addition to academic skills, this program also focuses on developing the entrepreneurial spirit and preparing students for their future. Then for other broader benefits,

this Double Track program aims to develop talents, individual interests, and career opportunities for students.

The level of usefulness of entrepreneurship education in the double track program for students can provide skills according to the field that the students are taking and of course provide income to students even though they are still students. As conveyed by several students, they agree that the entrepreneurship education they received in class is very helpful in implementing the double track program. Because the material in the field of expertise such as pastry bakery, graphic design, and bridal makeup wearing the hijab in the double track program is closely related to the entrepreneurship education taught in class. The entrepreneurship education lesson material delivered is relevant to all activities in the double track program. Students who take the double track program and take entrepreneurship education tend to be interested in doing entrepreneurial activities. Based on the search for graduates of SMAN 1 Ngimbang, there are 6 students who are entrepreneurs and 49 students who work out of 90 students who have taken the double track program.

Iswan (2018) stated that there is a positive relationship between entrepreneurial spirit and educational problems in Indonesia, especially in terms of financing. At least entrepreneurship can increase independence, creativity, innovation, and efficiency in order to achieve educational goals. According to the resource person, the Double Track program has great benefits, not only in improving student skills but also in forming an entrepreneurial spirit and making a positive contribution to the image of school education. Iswan (2018) revealed the program implementation process so that it can be carried out by all parties in the organization and the motivation process so that all parties can carry out their responsibilities with full awareness and high productivity. This is in line with the phenomenon in the field which states that the role of the principal is very large in implementing the program. They have the responsibility to prepare training plans, monitor their implementation, and supervise the procurement of necessary materials and equipment. In addition, trainers, facilitators, and administrative officers also participate in supporting various aspects of the program.

5. CONCLUSION AND SUGGESTIONS

Based on the explanation above, it can be concluded that entrepreneurship education has important materials that are designed in such a way, it is attempted to provide theoretical and practical knowledge as provisions for students to continue their career choices as entrepreneurs. At SMAN 1 Ngimbang, students are provided with entrepreneurship education in class and are given the opportunity to participate in a double track program. This program is

designed to improve students' skills. In this program, students are divided into three majors: graphic design, pastry bakery, and hijab bridal makeup, with each major accepting 30 students. All SMAN 1 Ngimbang students who take the double track program also take entrepreneurship education subjects. The implementation of both is mutually continuous and has a close relationship with the same goal, namely to equip students to have a strong, independent, and innovative entrepreneurial spirit. With the hope that SMAN 1 Ngimbang can produce graduate participants who have soft skills according to the field they are taking, who later after graduating can become entrepreneurs independently and reduce the unemployment rate of graduates who do not continue to college. The steps taken by SMAN 1 Ngimbang have made a positive contribution to the development of student skills and increasing career and entrepreneurship opportunities.

Therefore, the role of the principal, curriculum vice principal, double track program coordinator, entrepreneurship education teachers, trainers, and students must have the same goal so that the benefits of the program can achieve maximum results. Although it has shown satisfactory results, mentoring and evaluation also need to be done to integrate entrepreneurship education with technology and information, and improve the performance of the double track program.

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