

# The Santripreneur Vocational High School Entrepreneurship Education Management Model: A Single Case Study At Anharul Ulum Islamic Vocational High School In Blitar, East Java, Indonesia

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## Abstract.

*The present study reports a single case study on the Santripreneur Entrepreneurship Education Management Model at An Harul Ulum Islamic Boarding School in Blitar, East Java, Indonesia. This study aimed to disclose the model of Santripreneur Entrepreneurship Education Management. The focuses of this study were (1) Planning in contexts of Policies, Programs, and program dissemination, (2) Organization in contexts of roles, responsibility, and procedures (3) Implementation in contexts of Method, Process, Legalities, Facilities, and Practices, and (4) Evaluation contexts of process and results. This study employed a qualitative embedded single case study. Data were collected through interviews, observation, and documentation. The data was analyzed by using the interactive analysis model. The results of the research revealed the following propositions :(1).Synchronization of the curriculum content and time frame enables the Santripreneur Entrepreneurship Educators to implement both the vocational and Pesantren-based Islamic studies, (2) The shared laboratory and teaching factory usage enables creative and productive teachers to effectively implement the Santripreneur Entrepreneurship Education, (3) The use of the internal quality assurance standard provides the trust of the customers., and (4). The Santripreneur Entrepreneurship Education results in the students. These propositions were generated from the Santripreneur Entrepreneurship Model consisting of the planning, organizing, implementation, and evaluation characterized by the pesantren-based education resulting in students' entrepreneurial skills effectively.*

**Keywords:** Santripreneur, Islamic Vocational High Schools, Entrepreneurship Education and Management.

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## I. INTRODUCTION

Indonesian vocational high schools have been tremendously developed and improved. The curriculum is mandated to teach the Entrepreneurship and Creative Project for grades 11 for 7 learning hours per week and 12 for 8 learning hours per week. Such entrepreneurship lessons have to be managed for the format and times synchronization for Islamic Boarding Vocational High Schools. Anharul Ulum Islamic Boarding Vocational High Schools in Blitar, East Java, Indonesia has worked on this successfully. This school characterizes the Santripreneur Boarding School. This school conducts Entrepreneurship Education which does not only focus on the prescribed curriculum but also entrepreneurial practices on production and marketing within the circles of the Islamic boarding entities which is the so-called Pondok Pesantren with more than a thousand Santri living in. Furthermore, products resulting from this school's entrepreneurial education have been marketed to teachers, ustadz, ustadzah, parents, alumni, and the community around the boarding schools and Pesantren. Such entrepreneurship practices also have been supported by establishing a small medium company named CV Masa Depan Gemilang in 2020. There are three study streams served in this school. These are (1) Agricultural Product Processing Agribusiness, (2) Clinical Pharmacy and Community, and (3) Automotive Light Vehicle Engineering.

Visioning as a vocational high school to craft Islamic human resources who have faith and pity, who master science and technology, who have nationalism, and who have an independent entrepreneurial spirit, this school has become a preferred choice of study among other Islamic boarding schools [1]. The combination of the national and pesantren curricula has enabled the teachers, ustadz, and ustadzah to educate students successfully. A part of the unique situation of this school is that students must learn vocational knowledge and skills during the day times and they must learn religion at night time. Health and time management have been the concerns of this school. To manage such situations, educators and experts from higher universities often help this school. Managing the learning times and scope of learning has been the

main solution. Besides, program assistance in entrepreneurial learning has become an interest of this school's academic community. Sholihah, Malahayati, and Supriyono [2] found that students had a high interest and increased entrepreneurial skills after they were trained in the student's company, local pineapple product processing management, SIPOC Model (Supplier, Input, Process, Output, and Customers). Results of observations in August 2023 showed that there were increases in entrepreneurial activities with students' bazaars and community support. Interview with the principal Mr Onten on August 30<sup>th</sup>, 2023 revealed:

*“Our entrepreneurial activities have tremendously increased. We combine the curriculum program and special entrepreneurial initiatives. We produce cakes, beverages, herbal drinks, soaps and detergents, and house appliances based on the academic programs and the community's needs. Parents, alumni, and the community have bought the product and given positive feedback.” (WW-Onhadi-KS-01-SMKIARUM, 30082023,14:00-16:00).*

A member of the foundation superintendent body named Mr. Nathan confirms such statement as follows:

*“Today our entrepreneurship education is implemented much better than a year ago. Results of the students' entrepreneurial practices can fulfill the boarding school community, alumni, and the community around us.” (WW-Natan-YY-02-YPKHD, 30082023, 13:00-14:00).*

The above-mentioned phenomena have led the researcher to conduct a single case research to reveal the entrepreneurship educational management model.

Several research studies on entrepreneurship Education in Vocational High Schools have been done by several people. Firstly, research on the factors of entrepreneurial interest in contexts of entrepreneurship education, family situation, and self-efficacy of the students of State 50<sup>th</sup> Vocational High School in Jakarta revealed that the family situation and self-efficacy positively influence the interest in entrepreneurship [3]. Secondly, research on the influence of entrepreneurship education, entrepreneurial perception, and self-efficacy on accounting students' interest in entrepreneurship revealed that entrepreneurship education and self-efficacy influenced accounting students' interest in entrepreneurship [4]. Thirdly, another research on the influence of the entrepreneurship education and teaching factory model on the readiness of the Vocational Students' Entrepreneurship Act revealed that the entrepreneurship education and teaching factory model influenced the readiness of the Vocational Students' Entrepreneurship Act [5]. Lastly, the other research on the influence of curriculum design and extracurricular activities on the students' entrepreneurial mindset through inspirative roles revealed that the curriculum design did not influence directly the students' entrepreneurial mindset, but the extracurricular activities through inspirative activities directly influenced the students' entrepreneurial mindset [6].

These researches do not focus on the entrepreneurial education management model. Thus, these are not the same as the current research. In other words, there is a novelty in this current research. The focuses of this research were formulated as (1) how would the Santripreneur entrepreneurship education planning be in the context of Policies, Programs, and Programs Desimination?, (2) How would the organization of the Santripreneur entrepreneurship education be in the context of roles, responsibility, and procedures? (3) How would the implementation of the Santripreneur entrepreneurship education be in the contexts of Method, Process, Legalities, Facilities, and Practices?, and (4) how would the evaluation and results of the Santripreneur Entrepreneurship education be in the contexts of process and results. The objectives of this research were to describe (1) the Santripreneur entrepreneurship education planning in the context of Policies, Programs, and Programs Desimination, and (2) the organization of the Santripreneur entrepreneurship education in the contexts of roles, responsibilities, and procedures. (3) the implementation of the Santripreneur entrepreneurship education in the contexts of Method, Process, Legalities, Facilities, and Practices?, and (4) the evaluation and results of the Santripreneur Entrepreneurship education in the contexts of process and results.

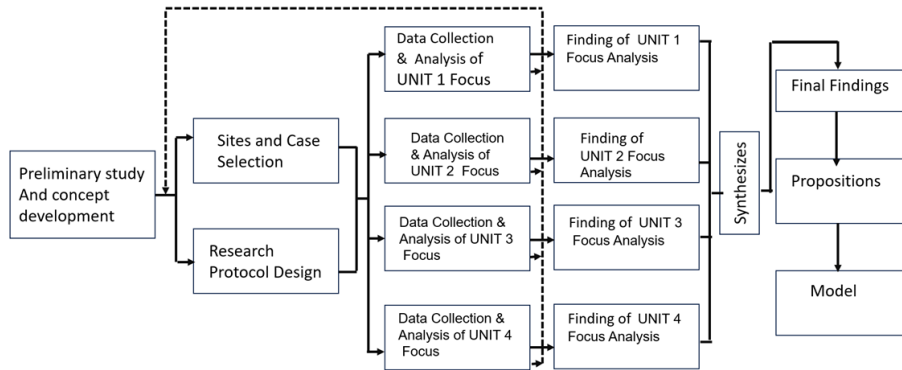
## **II. METHODS**

### **1. Approach and Design**

This research employed a qualitative approach. This research was concerned with qualitative data about behavior speech, situations, and phenomena. Qualitative research analyses and interprets teks,

interview results, observation results, and other nonquantitative data to find meaningful descriptive patterns of a phenomenon [7]. The design of this research was An embedded single case study because this research focuses on a single case study and divides the case into 4 units of case [8]. The following is the research framework.

**Fig 1.** Research Framework adapted from Yin [8] and Supriyono [9]



**2. Research Location**

The location of this research was at Anharul Ulum Islamic Boarding Vocational High Schools at Kademangan village, Blitar, East Java Indonesia. This school has three streams with 225 students. These students have to learn vocational knowledge and skills at schools from 07:30 a.m. to 02:00 p.m. and learn Islamic religion from 03:00 p.m. to 11:00 p.m. They have to participate in the night and morning prayer from 03:00 a.m. to 05:30 p.m. They also have to participate in the morning sermon from 05:30 to 07:00 a.m. The subjects of this research were taken using purposive sampling with snowballing techniques to determine the key informants. A coding procedure was used. The key informants included Mr. Onten (the Principal), Mrs. Dew (the curriculum staff), Mrs. Arfa (the Department head 1), Mr. Huta (the Department head 2), Mrs. Latfa (the Department head 3), Mrs. Den (the curriculum vice principal), Mr. Bags (Teacher 1), Mr. Mail (Teacher 2), Mrs. Dev (Teacher 3), and Mrs. Eva (Teacher 4)

**3. Data Collection and Analysis**

Data were collected by using in-depth interviews, observation, and documentation. An interview guide and recording, field notes, and document notes were used to collect the data. The data were analyzed by using interactive model analysis [10] with the following procedures: (1) data collection, (2) data display, (3) data condensation, and (4) conclusion. Instruments of interview contact summary, observation contact summary, and documentation contact summary were used to analyze the data. The researcher also used a coding procedure. The Analysis included analysis of Within Unit of Case and Cross Unit of Case [2]. The validity and reliability of the data were obtained by checking the credibility, dependability, confirmability, and transferability by using triangulation, check and recheck, member check, and external check by Dr. Anik Haryati, M.Pdi. The researcher, as the main instrument, was present in all research process.

**III. RESULT AND DISCUSSION**

**1. The Santripreneur Entrepreneurship Education Planning**

The first research focus included planning in the context of Policies, Programs, and Programs Desimination. The interview results can be displayed as follows.

**Table 1.** The Santripreneur Entrepreneurship Education Planning (Policies, Programs, and Programs Desimination)

No.	Informant	Planning			
		Educational Document	Entrepreneurial Document	Practices	Notes
1	Mr. Onten	<ul style="list-style-type: none"> <li>National K13 Curriculum</li> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>Internal Quality Assurance</li> </ul>	<ul style="list-style-type: none"> <li>Legality: (IQAS)</li> <li>Curriculum Content: Grades 11 and 12/Grade</li> </ul>	<ul style="list-style-type: none"> <li>Shared Decision</li> <li>Both the Religion study program</li> </ul>

		<ul style="list-style-type: none"> <li>Program</li> <li>• Semester Program</li> </ul>	<ul style="list-style-type: none"> <li>Standard (IQAS)</li> <li>• No S-PIRT yet</li> <li>• No Halal Cert yet</li> </ul>	<ul style="list-style-type: none"> <li>10 begin to be introduced for entrepreneurship practice</li> <li>• Learning times: Synchronized</li> <li>• Desimination by staff meeting and parents meeting</li> </ul>	<ul style="list-style-type: none"> <li>and Entrepreneurship Education (run well)</li> </ul>
2	Mrs. Dew, Mrs. Arfa, Mr. Huta, Mrs. Latfa	<ul style="list-style-type: none"> <li>• National K13 Curriculum</li> <li>• Annual Program</li> <li>• Semester Program</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Quality Assurance Standard (IQAS)</li> <li>• No S-PIRT yet</li> <li>• No Halal Cert yet</li> </ul>	<ul style="list-style-type: none"> <li>• Legality: (IQAS)</li> <li>• Curriculum Content: Grades 11 and 12/Grade 10 begin to be introduced for entrepreneurship practice</li> <li>• Learning times: Synchronized</li> </ul>	<ul style="list-style-type: none"> <li>• Shared Decision</li> <li>• Both the Religion study program and Entrepreneurship Education (run well)</li> </ul>
3	Mrs. Den	<ul style="list-style-type: none"> <li>• National K13 Curriculum</li> <li>• Annual Program</li> <li>• Semester Program</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Quality Assurance Standard (IQAS)</li> <li>• No S-PIRT yet</li> <li>• No Halal Cert yet</li> </ul>	<ul style="list-style-type: none"> <li>• Legality: (IQAS)</li> <li>• Curriculum Content: Grades 11 and 12/Grade 10 begin to be introduced for entrepreneurship practice</li> <li>• Learning times: Synchronized</li> <li>• Desimination by staff meeting and parents meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Shared Decision</li> <li>• Both the Religion study program and Entrepreneurship Education (run well)</li> </ul>
6	Mr. Bags, Mr. Mail Mrs. Dev Mrs. Eva	<ul style="list-style-type: none"> <li>• National K13 Curriculum</li> <li>• Annual Program</li> <li>• Semester Program</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Quality Assurance Standard (IQAS)</li> <li>• No S-PIRT yet</li> <li>• No Halal Cert yet</li> </ul>	<ul style="list-style-type: none"> <li>• Legality: (IQAS)</li> <li>• Curriculum Content: Grades 11 and 12/Grade 10 begin to be introduced for entrepreneurship practice</li> <li>• Learning times: Synchronized</li> <li>• Desimination by staff meeting and parents meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Shared Decision</li> <li>• Both the Religion study program and Entrepreneurship Education (run well)</li> </ul>

The results of the interviews with the principal, the curriculum vice principal, the curriculum staff, the three department heads of the study streams, and the four creativity and entrepreneurship project teachers showed that there were no different answers among them. The main educational policy used for the Santripreneur Entrepreneurship Education was the K13 national curriculum. The school has not started the Freedom curriculum. In this curriculum Creativity and Entrepreneurship Project shall be taught in grade 11 (7 hours per week) and grade 12 (8 hours per week). Formally grade 10 has no allocation for creativity and Entrepreneurship. All informants informed that these have been modified to synchronize with the religious education program for the Pesantren (Islamic Boarding Schools). Therefore, they provided smaller hours on theories on the normal school day and rung more times on entrepreneurial practices both on the normal school day time and the pesantren times. To implement the school vision, grade 10 are given entrepreneurship practices. So, the national curriculum policy especially on the time frame is modified and the schools create internal quality assurance standards. Such interview results are confirmed with the results of observation and document analysis.

All informants said the same issues on the legality of the product. To commercialize the products, an enterprise shall have the so-called PIRT letter from the government. PIRT Letter is the legalization of the homemade product being commercialized publically. Since all products made by the students are part of the education and they cannot be categorized as a small home industry, while they do not have the PIRT letter yet, they are supported by the internal Quality Assurance Standard. All principal, Vice Principal, and

Department heads of study streams are committed to establishing the semester and yearly programs. All entrepreneurship programs have been disseminated to all teachers in the staff meeting and parents in the parents meeting. The results of the participative observation confirmed these results. Documents of the yearly and semesterly programs as well as minutes of staff meetings and parent meetings confirmed the results of the interviews. A part of the successful understanding and agreement among teachers and parents is the shared decision.

*“We always communicate with the heads of departments, teachers, and internal staff first for all of the initiatives of synchronization and modification to fit with Pesantren's study. This is important because students come here not just to learn in the formal mainstream education, but more than to learn Islamic Religion in the Pesantren. Afterwards, we explained to the parents. The results are shared decision and successful program implementation” (WW-Onhadi-KS-01-SMKIARUM, 30082023,14:00-16;00).*

## 2. The Organization of the Santripreneur Entrepreneurship Education

The second research focus included the roles, responsibilities, and procedures.

Results of the interview can be displayed in the following table.

**Table 2.** The Organization of the Santripreneur Entrepreneurship Education

No.	Informant	Organization			
		Roles	Responsibilities	Procedures	Notes
1	Mr. Onten	<ul style="list-style-type: none"> <li>Principal Controls students</li> <li>All heads of departments manage the Santripreneur Entrepreneurship education</li> <li>Teachers implement the Entrepreneurship Education Program</li> </ul>	<ul style="list-style-type: none"> <li>The principle is to ensure students are disciplined to participate in both school and pesantren programs</li> <li>All heads of the departments are responsible for Entrepreneurship Education management</li> <li>All the Creativity and Entrepreneurship teachers are responsible for the implementation</li> </ul>	<ul style="list-style-type: none"> <li>Morning routine</li> <li>Supervision</li> <li>Implementation</li> <li>Practice Coaching</li> <li>Evaluation</li> <li>Exhibition</li> </ul>	<ul style="list-style-type: none"> <li>Together in parents meetings</li> </ul>
2	All Heads of the Departments	<ul style="list-style-type: none"> <li>Principal Controls students</li> <li>All heads of departments manage the Santripreneur Entrepreneurship education</li> <li>Teachers implement the Entrepreneurship Education Program</li> </ul>	<ul style="list-style-type: none"> <li>The principle is to ensure students are disciplined to participate in both school and pesantren programs</li> <li>All heads of the departments are responsible for Entrepreneurship Education management</li> <li>All the Creativity and Entrepreneurship teachers are responsible for the implementation</li> </ul>	<ul style="list-style-type: none"> <li>Morning routine</li> <li>Supervision</li> <li>Implementation</li> <li>Practice Coaching</li> <li>Evaluation</li> <li>Exhibition</li> </ul>	<ul style="list-style-type: none"> <li>Together in parents meetings</li> </ul>
3	All Teachers	<ul style="list-style-type: none"> <li>Principal Controls students</li> <li>All heads of departments manage the Santripreneur Entrepreneurship education</li> <li>Teachers implement the Entrepreneurship Education Program</li> </ul>	<ul style="list-style-type: none"> <li>The principle is to ensure students are disciplined to participate in both school and pesantren programs</li> <li>All heads of the departments are responsible for Entrepreneurship Education management</li> <li>All the creativity and Entrepreneurship teachers are responsible for the implementation</li> </ul>	<ul style="list-style-type: none"> <li>Morning routine</li> <li>Supervision</li> <li>Implementation</li> <li>Practice Coaching</li> <li>Evaluation</li> <li>Exhibition</li> </ul>	<ul style="list-style-type: none"> <li>Together in parents meetings</li> </ul>

The results of the interview with all of the informants for the organization of Entrepreneurship Education revealed the same answers. The participative observation and the document analysis also confirmed the interview. So, in terms of the organization, the principal takes the role of the student's supervisor. He is responsible for ensuring that all students participate in classes and Entrepreneurship Education Programs accordingly since they also have to participate in the students' learning at night times.



*“I have to control students and ensure that all students participate in Entrepreneurship Education. Sometimes, in the morning when the sessions were due, some students were not present. They fall asleep in their boarding. So, I do morning routine supervision and close supervision for the Entrepreneurship education practices.” (WW-Onhadi-KS-02-SMKIARUM, 30082023,14:00-16:00).*

The principal gives the authority to the department heads of all study streams to manage entrepreneurship education management. Meanwhile, the product creative and entrepreneurship teachers are assigned to implement the sessions and lead the students' bazaar. The principal is responsible for the presence and checking of the students' health. The department heads of the study streams are responsible for the preparation, implementation, coordination, and evaluation of Entrepreneurship Education. The product creative and entrepreneurship teachers are responsible for the implementation of entrepreneurship education and the implementation of Bazaars. Such an organization turns out to be very effective as confirmed by the results of observation. The observation showed that students are disciplined in practice and successful in the bazaar measured by the parents' feedback and the product sales.

### 3. The implementation of the Santripreneur Entrepreneurship Education

The third research focus included the methods, Processes, Legalities, Facilities, and Practices?, Results of the interview can be displayed in the following table.

**Table 3.** The Implementation of the Santripreneur Entrepreneurship Education

No.	Informant	Implementation			
		Method	Process and Practices	Legalities And Facilities	Notes
1	Mr. Onten	<ul style="list-style-type: none"> <li>• Task Based Method</li> <li>• 30% Theories, 70% Practices</li> <li>• Shared Laboratory &amp; Teaching Factory</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Learning</li> <li>• Laboratory and Teaching Factory Practices</li> <li>• Supply and Input processing</li> <li>• Product Processing</li> <li>• Boarding Community Marketing and Selling</li> <li>• Exhibition</li> </ul>	<ul style="list-style-type: none"> <li>• No PIRT and Halal Certification</li> <li>• Internal Quality Assurance Standard</li> </ul>	Products: <ul style="list-style-type: none"> <li>• Cakes and Beverages</li> <li>• Herbal Drinks</li> <li>• Soap and Detergent</li> <li>• Home Appliances</li> </ul> Market Segments: <ul style="list-style-type: none"> <li>• Pesantren Community</li> <li>• Alumni</li> <li>• Parents</li> </ul>
2	All Heads of the Departments	<ul style="list-style-type: none"> <li>• Task Based Method</li> <li>• 30% Theories, 70% Practices</li> <li>• Shared Laboratory &amp; Teaching Factory</li> <li>• Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Learning</li> <li>• Laboratory and Teaching Factory Practices</li> <li>• Supply and Input processing</li> <li>• Product Processing</li> <li>• Boarding Community Marketing and Selling</li> <li>• Exhibition</li> </ul>	<ul style="list-style-type: none"> <li>• No PIRT and Halal Certification</li> <li>• Internal Quality Assurance Standard</li> </ul>	Products: <ul style="list-style-type: none"> <li>• Cakes and Beverages</li> <li>• Herbal Drinks</li> <li>• Soap and Detergent</li> <li>• Home Appliances</li> </ul> Market Segments: <ul style="list-style-type: none"> <li>• Pesantren Community</li> <li>• Alumni</li> <li>• Parents</li> </ul>
3	All Teachers	<ul style="list-style-type: none"> <li>• Task Based Method</li> <li>• 30% Theories, 70% Practices</li> <li>• Shared Laboratory &amp; Teaching Factory</li> <li>• Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Learning</li> <li>• Laboratory and Teaching Factory Practices</li> <li>• Supply and Input processing</li> <li>• Product Processing</li> <li>• Boarding Community Marketing and Selling</li> <li>• Exhibition</li> </ul>	<ul style="list-style-type: none"> <li>• No PIRT and Halal Certification</li> <li>• Internal Quality Assurance Standard</li> </ul>	Products: <ul style="list-style-type: none"> <li>• Cakes and Beverages</li> <li>• Herbal Drinks</li> <li>• Soap and Detergent</li> <li>• Home Appliances</li> </ul> Market Segments: <ul style="list-style-type: none"> <li>• Pesantren Community</li> <li>• Alumni</li> <li>• Parents</li> </ul>

Based on the interview, the method of the Santripreneur entrepreneurship education at Anharul Ulum Islamic Boarding Vocational School was managed by using task task-based learning approach.

*“We teach them with just 30% theories and 70% practices. We group them into several production groups, each of which consists of 5 students. We directly gave them tasks to plan for production, buy ingredients, select the input, process the production, market and sell the product in boarding areas and exhibitions.” (WW-Mr. Bags--01-SMKIARUM, 01092023,14:00-16:00).*

The participative observation during the processes in the first week of September showed confirmed evidence. Documentation on the teacher preparation and journal also confirmed the practices. Students of the Agricultural Product Processing Agribusiness used a shared teaching factory to produce the beverage which needed a laboratory, they also used a shared laboratory. They produced cakes and beverages. Students of the Clinical Pharmacy and Community can also produce commercialized herbal drinks. They used both the shared laboratory and the teaching factory. Uniquely, students of Automotive Light Vehicle Engineering produced home appliances with welding works, and some of the students who are interested in producing cakes are allowed to work in groups with the students of the Agricultural Product Processing Agribusiness. All department heads of the streams and teachers said that they used the coaching method.

The teaching and learning processes and practices consist of group tasks, laboratory and teaching factory works, and the so-called SIPOC works. This made evidence that training given to the students was practiced. The process of input supplying, input selection, production, marketing and selling, and targeting customers were made by the students themselves. Unfortunately, this school has not received the so-called PIRT legal letter yet. This is due to the situation that the PIRT legal letter is given to the single home business. Meanwhile, the production in this school is a process of the teaching factory. Therefore, the school made the internal quality assurance standard. The designated products were: (1) cakes and beverages for the Agricultural Product Processing Agribusiness stream; (2) herbal drinks, soap, and detergent for the Clinical Pharmacy and Community streams; and (3) home appliances for Automotive Light Vehicle Engineering streams. The latter concerns no matters of the automotive light vehicle engineering due to the limited facilities.

*“We still cannot make them practice in the real automotive light vehicle engineering business. We still have limited facilities and experts to teach the related business.”* (WW-Mr. Huta--01-SMKIARUM, 02092023,14:00-16:00).

The school conducted monthly exhibitions at the time of the parents' meeting program. The shared laboratory and teaching factory in fact can support the Santripreneur Entrepreneurship Education teaching process and production practices effectively for all students from all three streams without specializing the facilities. The facilities provided by the school are, therefore shared laboratory and a shared teaching factory. According to teachers and students who were encountered during the observation, parents and the community surrounding the boarding schools have given positive feedback and also ordered products from this school. The absence of the PIRT legalization has not made the customers doubtful due to the practice of quality assurance by using internal quality assurance.

#### 4. The Evaluation and Results of the Santripreneur Entrepreneurship Education

The last focus of this research was the evaluation and results of the Santripreneur Entrepreneurship Education, The Results of the research can be displayed as follows.

**Table 4.** The Evaluation and Results of the Santripreneur Entrepreneurship Education

No.	Informant	Evaluation		
		Process	Results	Notes
1	Mr. Onten	<ul style="list-style-type: none"> <li>• Supervisory evaluation</li> <li>• Formative Evaluation</li> <li>• Summative Evaluation</li> <li>• Process and Product Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate teaching preparation, process, and evaluation with supervision</li> <li>• Limited defects in products</li> <li>• Adequate safety handling</li> <li>• On target products</li> <li>• Limited waste</li> </ul>	<ul style="list-style-type: none"> <li>• Food processing waste is handled adequately</li> <li>• Limited safety handling system</li> <li>• All qualified products for consumers were sold</li> </ul>
2	All Heads of the Departments	<ul style="list-style-type: none"> <li>• Evaluation with supervision</li> <li>• Formative Evaluation</li> <li>• Summative Evaluation</li> <li>• Process and Product Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate teaching preparation, process, and evaluation with supervision</li> <li>• Limited defects in products</li> <li>• Adequate safety handling</li> <li>• On target products</li> <li>• Limited waste</li> </ul>	<ul style="list-style-type: none"> <li>• Food processing waste is handled adequately</li> <li>• Limited safety handling system</li> <li>• All qualified products for consumers were sold</li> </ul>
3	All Teachers	<ul style="list-style-type: none"> <li>• Evaluation with supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate teaching preparation, process, and</li> </ul>	<ul style="list-style-type: none"> <li>• Food processing waste is handled adequately</li> </ul>

	<ul style="list-style-type: none"> <li>• Formative Evaluation</li> <li>• Summative Evaluation</li> <li>• Process and Product Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• evaluation with supervision</li> <li>• Limited defects of products</li> <li>• Adequate safety handling</li> <li>• On target products</li> <li>• Limited waste</li> </ul>	<ul style="list-style-type: none"> <li>• Limited safety handling system</li> <li>• All qualified products for consumers were sold</li> </ul>
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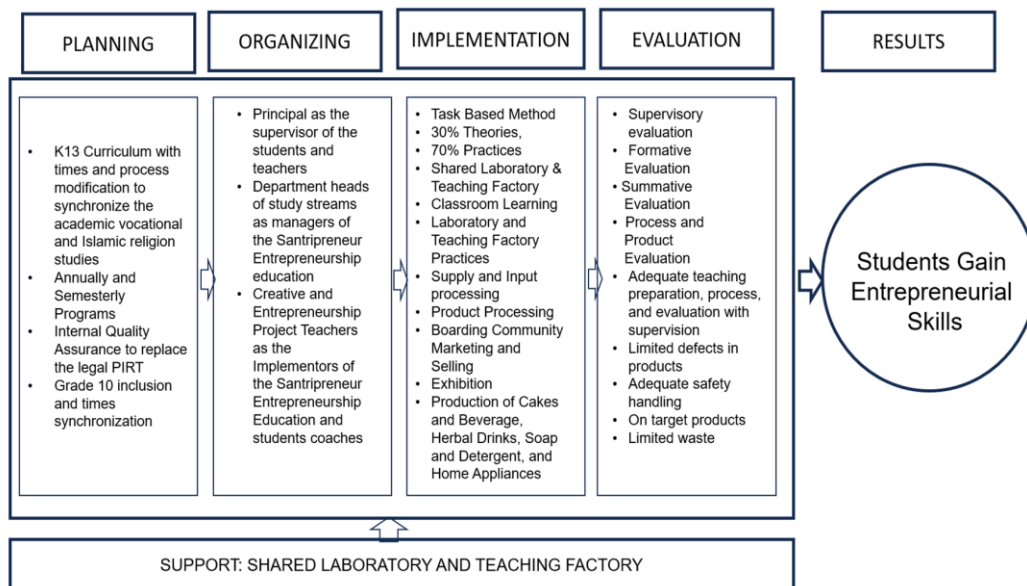
Based on the interview the evaluation was done by having the supervisory evaluation, formative evaluation, summative evaluation, and process and product evaluation. Supervision was made by the principal. The formative and summative evaluations were made by the department head of the three streams for each of their stream. The process and product evaluation were conducted during the production process of the creative and entrepreneurship learning by the creative and entrepreneurship project teachers. Results of the research showed that there was limited practice of standard safety handling. The safety behavior practices were still limited in teaching and learning, but not yet covered the factory handling. It was found that teachers had adequate teaching preparation, process, and evaluation. There was also adequate safety handling which was limited to the students' practices. There was limited waste and the production was on target. All products were sold out. Teachers explained that students gain entrepreneurial skills in business planning, production, marketing, selling, and cost structuring.

“With all limitations that we have finally students have entrepreneurial skills.

They can make a business plan, do production, marketing, selling, and structure production costs that include benefit.” (WW-Msr. Dev--01-SMKIARUM, 03092023,14:00-16;00).

Synthesizing the results of the four units of analysis, the model of Santripreneur Entrepreneurship Education Management at Anharul Ulum Islamic Boarding School can be drawn as follows.

**Fig 2.** Model of Santripreneur Entrepreneurship Education Management at Anharul Ulum Islamic Boarding School



From the results of the research, the following propositions were developed:

1. Synchronization of the curriculum content and time frame enables the Santripreneur Entrepreneurship Educators to implement both the vocational and Pesantren-based Islamic studies.
2. The shared laboratory and teaching factory usage enables creative and productive teachers to effectively implement the Santripreneur Entrepreneurship Education.
3. The use of the internal quality assurance standard provides the trust of the customers.
4. The Santripreneur Entrepreneurship Education results in the student's entrepreneurial skills gain.



#### IV. CONCLUSION

This research concludes that The model of the Santripreneur Entrepreneurship Education Management at the Anharul Ulum Islamic Boarding Vocational High School comprises: (1) the shared decision of the planning that allows the principal, vice principal, department heads of the study stream, and teachers to modify the K13 Curriculum in terms of the learning format and times to synchronize the vocational and Pesantren-based Islamic studies. Such planning was accompanied by the annual and semester plan, (2) Roles and responsibilities organization that was not overlapping, (3) teaching and learning implementation using the task-based method, high percentage on the practices, shared laboratory and teaching factory, and making the community target as customers, and (4) evaluation of the teaching and learning process, students' product using the internal quality assurance standard. The students were provided opportunities to market and sell their product to the boarding school community, the public community around the boarding school, alumni, and parents by having monthly exhibitions. Finally, Students gain entrepreneurial skills in the business plan, production process, selling and marketing, and cost structuring.

#### V. ACKNOWLEDGMENTS

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