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The Perceptions of Principals and Teachers of Vocational High Schools Regarding the Santripreneur Entrepreneurship Education Management Model at Islamic Secondary Schools in Kanigoro, Blitar, East Java

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Abstract
This study aims to describe the perceptions of the principals and teachers of Islamic Vocational High Schools in Kanigoro regarding the Santripreneur Entrepreneurship Education Management Model for Vocational High Schools [1]. The research questions are: (1) What are the perceptions of the principals and teachers of Islamic Vocational High Schools in Kanigoro concerning the Santripreneur Entrepreneurship Education Management Model for Vocational High Schools in terms of planning, human resource organization, implementation, and evaluation? and (2) How do the principals and teachers articulate their responses to the Santripreneur Entrepreneurship Education Management Model for Vocational High Schools?This study employs a quantitative approach with a descriptive study design for the first research question and a qualitative approach with a descriptive design for the second. Quantitative data were collected using questionnaire techniques and instruments, while qualitative data were gathered through in-depth interviews guided by interview protocols. Quantitative data analysis was conducted using descriptive statistics, while qualitative data were analyzed through interactive analysis techniques. The findings of this study indicate that (1) the Santripreneur Entrepreneurship Education Management Model is acceptable and applicable in Vocational High Schools, and (2) the model received positive responses and is expected to be implemented in Vocational High Schools, provided that monitoring elements are incorporated, and shared laboratory usage is adjusted according to departmental needs.

Keywords: Entrepreneurship Education, Perception, Santripreneur, Vocational High School Teachers, Management Model

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1. INTRODUCTION

Supriyono, Hidayaturrahman, and Putra identified the Santripreneur Entrepreneurship Management Model, which integrates learning activities in Islamic boarding schools (pesantren) and regular schools (Supriyono et al., 2024). Entrepreneurship education activities have been implemented and received positive responses from school stakeholders. This study's findings serve as a reference for application in similar Islamic vocational schools, although further research is necessary.

Currently, Islamic vocational high schools are striving to find effective management models for entrepreneurship education to enhance graduates' entrepreneurial capabilities. This phenomenon is also observed at the Islamic Vocational High School in Kanigoro, Blitar, East Java, where entrepreneurship education remains predominantly theory-based. The school requires an entrepreneurship education management model tailored to its specific circumstances. The Santripreneur Entrepreneurship Education Management Model for Vocational High Schools offers a potential solution (SMKS Islam Kanigoro, 2024). However, its implementation necessitates further investigation, which this study seeks to address.

A 2024 case study at the Anharul Ulum Islamic Vocational High School developed the Santripreneur Entrepreneurship Education Management Model. The model encompasses planning, organizing, implementation, and evaluation of entrepreneurship education. Planning involves shared decision-making among the principal, vice principals, department heads, teachers, and Islamic clerics (asatidz) (Supriyono et al., 2024). This collaborative process fosters consensus, reduces narrow perspectives, and enhances commitment to achieving school goals (Chi Keung, 2008). The organization stage clearly defines the roles and responsibilities of stakeholders from both the school and the pesantren, enabling synergistic collaboration. This builds trust among stakeholders and enhances their motivation and awareness to achieve the school's objectives (Gil-Garcia et al., 2019).

Entrepreneurship education is implemented through task-based approaches, including group assignments, laboratory work, teaching factory initiatives, and a SIPOC system, fostering students' enthusiasm and creativity. Teaching factory-based learning enhances students' creativity, competencies, and market-driven skills (Hasanah & Malik, 2018). Quality assurance activities focus on delivering high-quality services and products to consumers that meet or exceed expectations. This model has provided a solution for the Anharul Ulum Islamic Vocational High School.

Entrepreneurship education challenges persist in Islamic vocational schools, especially those integrated with pesantren. Preliminary studies at the Islamic Vocational High School in Kanigoro revealed that entrepreneurship education remains theoretical and lacks a suitable model for practical implementation. ADP, a teacher at Kanigoro, stated: "Entrepreneurship education here is still limited to theory and requires a model tailored to our context, where we educate students who also study in pesantren." (WW01/Gr-ADP/February 2024).

Non-participatory observations also revealed the absence of a comprehensive entrepreneurship education model, leaving the teaching of entrepreneurship as theory-based. ADP's statement aligns with discussions with the principal, highlighting the need for training and support to construct an effective model. The Santripreneur Entrepreneurship Education Management Model developed in the case study at Anharul

Ulum Islamic Vocational High School is considered a potential solution. However, testing its suitability for the context of the Islamic Vocational High School in Kanigoro is necessary. This study addresses this gap by testing the perceptions of principals and teachers in Kanigoro, providing insights into whether the model aligns with their needs and their articulated responses to refine its implementation at the school.

The novelty of this research lies in its focus on testing the model's applicability to Kanigoro, as no similar studies have been conducted before. The findings from testing perceptions and stakeholder responses may lead to adjustments for limited implementation in Kanigoro and replication in other pesantren-based Islamic vocational schools through further research.

Theoretically, this study contributes to the development of the Santripreneur Entrepreneurship Education Management Model. Practically, it offers solutions to entrepreneurship education challenges faced by pesantren-based Islamic vocational schools. For future researchers, this study provides a reference for further research on entrepreneurship education models and practices in Islamic vocational schools.

2. LITERATURE REVIEW

Management is a critical process in any organization, including schools. Weaknesses in management aspects can hinder an organization's ability to compete and grow (Primasari et al., 2024). Management is defined as the process of planning, organizing, implementing, and evaluating activities necessary to achieve goals effectively (Supriyono, 2024). This process is essential in the field of education. In the context of entrepreneurship education in Islamic vocational schools, whether pesantren-based or non-pesantren, management plays a crucial role in managing resources within diverse cultural settings, including general school culture, Islamic values, and pesantren traditions. Activities such as planning, procurement, development, maintenance, and utilization of human resources are directed toward achieving shared goals, improving the performance of educators and staff, and fostering harmonious working conditions (Sadiah, 2019).

Entrepreneurship education in Islamic schools has unique characteristics, particularly in pesantren-based Islamic vocational schools. In pesantren settings, entrepreneurship education focuses on developing students' entrepreneurial skills and aims to nurture entrepreneurship that meets the students' own needs (Haryanti & Dhofir, 2022).

In Islamic boarding schools or pesantren-based institutions, entrepreneurship activities are harmoniously integrated with religious and worship values (Irfan et al., 2024). The entrepreneurship education process in these schools adopts a holistic approach, encompassing teaching, training, mentoring, and coaching. This process emphasizes developing cognitive, affective, and psychomotor skills linked to business activities.

Planning for entrepreneurship education serves as a crucial initial step. Ulfa & Firdausa (2021) identified two approaches to planning entrepreneurship education: practice-based planning with a hidden curriculum and entrepreneurship education practices adopting a "learning by doing" approach. In this approach, student activities are also connected to the management of business units within the pesantren.

The organization and evaluation of entrepreneurship education are integral components of the management process. Evaluation in entrepreneurship education at

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Islamic vocational schools involves comprehensive assessments, including input, process, and output evaluations. Additionally, product and customer aspects are also considered part of the evaluation framework.

3. METHODS

This study aims to describe the perceptions of leaders and teachers at Kanigoro Islamic Vocational School. Accordingly, a quantitative approach with a descriptive study design is appropriate. Additionally, the study explores the articulation of responses from the leaders of Kanigoro Islamic Vocational School, necessitating the application of a qualitative approach with a descriptive qualitative study design. According to Apuke (2017) quantitative research involves quantifying and analyzing variables to achieve objectives, utilizing numerical data analysis techniques that involve statistical methods. Meanwhile, according to Aurebah, (2023), qualitative research analyzes and interprets texts, interviews, and observations to uncover meaningful descriptive patterns of a phenomenon.

The research site is Kanigoro Islamic Vocational School, which offers both entrepreneurship education programs and pesantren education. This location was chosen based on recommendations from teachers at the school, followed by preliminary research. The subjects of this study include the Principal, Vice Principal, Pesantren Leaders, and Teachers, comprising a total of 24 respondents. Since the number of subjects is fewer than 100, all subjects were included as a saturated sample for quantitative data collection. For qualitative data collection, key informants were purposively selected, and additional key informants were identified using a snowball sampling technique.

Quantitative data were collected through questionnaires using a structured questionnaire instrument. Qualitative data were gathered through in-depth interviews, employing interview guidelines and recorded transcriptions; if recording was not feasible, interview notes were utilized. In addition to in-depth interviews, all subjects were provided with open-ended written questions, which were subsequently triangulated with the interview results. Data analysis was conducted using descriptive statistical analysis for quantitative data and interactive analysis for qualitative data.

The validity and reliability of the questionnaire were assessed through a trial conducted on test subjects at another school, Anharul Ulum Islamic Vocational School. Validity testing was performed for each questionnaire item using the Product Moment correlation technique, as follows (Sujarweni & Endrayanto, 2012).

$$r_{xy} = \frac{\Sigma nXY - \Sigma X \Sigma Y}{\sqrt{(n \Sigma X^2 - (\Sigma X)^2)(n \Sigma Y^2 - (\Sigma Y)^2)}}$$

Where r_{xy} represents the Pearson correlation coefficient between the instrument item to be used and the corresponding variable, x is the score of the instrument item being tested, and y is the total score of all instrument items within the variable. n refers to the number of respondents. The calculated r_{value} is compared to the critical r_{value} from the table, with degrees of freedom (df) equal to n-2 at a 5% significance level. If $r_{table} < r_{value}$ the item is categorized as valid. Reliability testing is performed collectively for all question items using Cronbach's Alpha formula [9], as follows:

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$$r\left[\frac{k}{(k-1)}\right]\left[1-\frac{\sum\sigma_b^2}{\sigma_t^2}\right]$$

Where r is the reliability coefficient of the instrument (Cronbach's Alpha), and k is the number of question items,

$\sum\sigma_b^2$ total item variance σ_t^2 total variance.

Before conducting the questionnaire trial, it was validated by an expert, Dr. Anik Haryati, M.Pd. However, the researcher also utilized SPSS 27 as an alternative.

Quantitative data analysis was conducted using the following procedures: (1) Determining the highest and lowest scores, (2) Determining the class interval, (3) Calculating the range, (4) Determining the class interval, (5) Calculating the mean, median, mode, and standard deviation, and (6) Determining the variable tendency table. Once the achievement level of score criteria for each indicator was obtained, it was described according to the variable tendency table in categories such as Poor, Fair, Good, and Very Good. The model is considered appropriate and usable if it falls within the Good and Very Good categories. However, if respondents provide feedback on the overall model with the criteria of Poor, Fair, Good, and Very Good, the researcher will use this response and proceed to calculate the total Likert scale score (Fajri, 2024).

Qualitative data analysis was conducted using the interactive data analysis technique based on the model of Miles, Huberman, and Saldana [2], which includes (1) data collection, (2) data display, (3) data condensation or reduction, and (4) drawing conclusions. Data condensation or reduction was performed using the "smoke chimney" technique. The interview data analysis instrument used the interview contact summary. Data validity was ensured through source triangulation and triangulation of techniques, including interviews and written open-ended questions.

Overall, the research followed these procedures: (1) Conducting preliminary research, determining the location and subjects of the study, (2) Preparing the research protocol, (3) Testing the research instruments, (4) Presenting the model, (5) Collecting data for model perception testing, (6) Analyzing the data, (7) Drawing conclusions, and (8) Writing the research report.

4. RESULTS

4.1 Validity and Reliability Results

The results of the instrument validity test can be described in the following Table 1.

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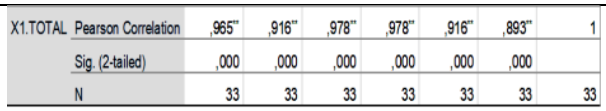
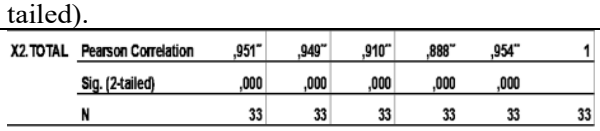
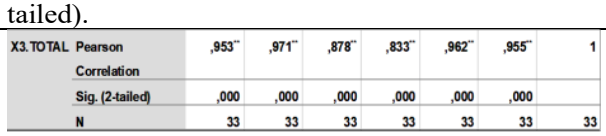
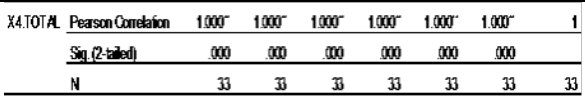
Table 1. The validity result

No	Kategori	Hasil (SPSS27)	Kesimpulan
1	Perencanaan	 **. Correlation is significant at the 0.01 level (2-tailed).	Valid
2	Pengorganisasian	 **. Correlation is significant at the 0.01 level (2-tailed).	Valid
3	Pelaksanaan	 **. Correlation is significant at the 0.01 level (2-tailed).	Valid
4	Evaluasi	 **. Correlation is significant at the 0.01 level (2-tailed).	Valid

The instrument used for quantitative data collection is valid. The results of the instrument reliability test are as follows:

Table 2. The reliability result

Reliability Statistics

Cronbach's Alpha	N of Items
1.000	6

4.2 The results of the perception test of school leaders and teachers regarding the Santripreneur Entrepreneurship Education Management Model in Vocational High Schools.

The results of the perception test on the Santripreneur Entrepreneurship Education Management Model at SMK Islam Kanigoro are as follows:

4.2.1 Planning Category

Responses to the statement regarding the planning of Santripreneur Entrepreneurship Education in Vocational High Schools, involving curriculum policy analysis (K13 or the applicable curriculum), revealed that 88.2% of respondents agreed and 11.8% strongly agreed. Responses to the statement regarding the planning of Santripreneur Entrepreneurship Education at the school, which includes the Annual Program and Semester Program, showed that 88.2% agreed and 11.8% strongly agreed. Responses to the statement about planning Santripreneur Entrepreneurship Education,

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which involves school policy analysis, revealed that 88.2% agreed and 11.8% strongly agreed. The statement that the Santripreneur Entrepreneurship Education Plan at SMK should be socialized to parents through a parent meeting yielded 76.6% agreement and 29.4% strong agreement.

The results of the perception test on the planning category show that all respondents agreed on the planning process, which includes (1) curriculum policy analysis (K13 or applicable curriculum), (2) Annual and Semester Programs, (3) school policy analysis, and (4) socialization to parents.

4.2.2 Organizing Category

Responses to the statement on the role of the school principal in controlling student discipline in the Santripreneur Entrepreneurship Education Management Model showed 70.6% agreement and 29.4% strong agreement. Responses on the role of the vice-principal in coordinating the curriculum in the Santripreneur Entrepreneurship Education Model showed that 76.5% agreed and 23.5% strongly agreed. Responses regarding the role of the head of the vocational program in managing teaching and learning revealed that 76.5% agreed and 25.5% strongly agreed. Responses regarding the role of the PKK teacher in teaching both theory and practice revealed that 82.4% agreed and 17.6% strongly agreed.

The results of the perception test on the organizing category show that all respondents agreed on the organizing process, which includes (1) the principal controlling student discipline, (2) the vice-principal coordinating the curriculum, (3) the head of the vocational program managing teaching and learning, and (4) the PKK teacher teaching theory and practice.

4.2.3 Implementation Category

Responses to the statement regarding the implementation of Santripreneur Entrepreneurship Education, using the Task-Based Learning method, showed that 82.4% agreed and 17.6% strongly agreed. Responses to the statement regarding the proportion of 70% practice and 30% theory in teaching and learning showed that 76.5% agreed and 23.5% strongly agreed. Responses regarding the use of a shared laboratory in teaching and learning showed that 76.5% agreed, 17.6% strongly agreed, and 5.9% disagreed. Responses regarding the use of a shared teaching factory in the Santripreneur model showed that 82% agreed and 17.6% strongly agreed. Responses to the statement regarding the use of a coaching strategy in teaching and learning showed that 82.4% agreed and 17.6% strongly agreed. Responses regarding the involvement of direct marketing, direct sales, and bazaars in teaching and learning showed 70.6% agreement and 29.4% strong agreement.

The results of the perception test on the implementation category show that all respondents agreed on the implementation of Santripreneur Entrepreneurship Education, which includes (1) the use of the Task-Based Learning method, (2) 70% practice and 30% theory, (3) the use of a teaching factory, (4) the use of a coaching strategy, and (5) the involvement of direct marketing, direct sales, and bazaars. However, 5.9% of respondents disagreed with the use of a shared laboratory. Despite this, the majority (94.1%) agreed with the use of a shared laboratory. Thus, the use of a shared laboratory should be considered based on the school's condition.

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4.2.4 Evaluation Category

Responses to the statement on using academic supervision in evaluating the Santripreneur Entrepreneurship Education showed that 82.4% agreed and 17.6% strongly agreed. Responses to the statement on using managerial supervision in the evaluation process showed that 82.4% agreed and 17.6% strongly agreed. Responses to the statement on using formative evaluation in the evaluation process showed that 88.2% agreed and 11.8% strongly agreed. Responses to the statement on using summative evaluation in the evaluation process showed that 88.2% agreed and 11.8% strongly agreed. Responses to the statement on using learning process evaluation to ensure the learning process meets targets showed that 88.2% agreed and 11.8% strongly agreed. Responses to the statement on using product evaluation to ensure the products produced by students meet the targets showed that 76.5% agreed and 23.5% strongly agreed.

The results of the perception test on the evaluation category show that all respondents agreed that the evaluation of Santripreneur Entrepreneurship Education is conducted with (1) academic supervision, (2) managerial supervision, (3) formative evaluation, (4) summative evaluation, and (5) product evaluation to ensure the products meet the target.

The overall results of the perception test on the Santripreneur Entrepreneurship Education Management Model show that 70.6% of respondents rated it as good, and 29.4% rated it as very good. From this response, it can be calculated that 70.6% of respondents rated it very good (12 respondents), and 29.4% rated it good (5 respondents). The total score from this response summary is as follows: very good = 12 X 5 = 60, and good = 5 X 5 = 25 (where 12 is the total number of respondents and 5 is the Likert scale score). The total score is 85.

The interpretation of this score is calculated using the formula for the interval or percentage index: Total score/Y x 100, and the percentage index formula is 100/5 = 20. The criteria for interpreting the score are as follows: 0% – 19.99% = Very Disagree/Bad/Very Poor, 20% – 39.99% = Disagree/Not Good, 40% – 59.99% = Neutral, 60% – 79.99% = Agree/Good, 80% – 100% = Strongly Agree/Very Good. Using the formula for the percentage index, the final score is calculated as follows: Total score/Y x 100 = 85/85 x 100 = 100%, which indicates that the model is good and accepted. Thus, the Santripreneur Entrepreneurship Education Management Model is accepted and can be applied at SMK Islam Kanigoro Blitar.

4.3 The results of the interview on the articulation of responses from the leadership and teachers of SMK Islam Kanigoro.

The results of the interviews with respondents, which explored the articulation of responses from the leadership and teachers of SMK Islam Kanigoro, showed that: (1) This planning is very good if implemented, as it not only trains an entrepreneurial spirit but also equips students with skills for life after graduation. (2) The planning within this entrepreneurial education management model is very helpful in the development and management of education at vocational high schools. (3) The presence of planning in the Santripreneur entrepreneurial education management model prepares students to face the workforce and develop their potential within a broader community. (4) It would be excellent if such planning were socialized to all school members and parents. (5) The principal, vocational program teachers, PKK teachers, and all other teachers can collaborate to train students in entrepreneurial skills. (6) The organization of the

Santripreneur entrepreneurial education management model is very effective as it helps in the process and role distribution of those involved to achieve the best results. (7) It equips students with entrepreneurial skills based on Islamic boarding school values. (8) Organization in this context is necessary to facilitate coordination and synchronization of entrepreneurial education in the SMK. (9) Organization should not only involve PKK teachers but must include others as well. (10) Supervision by various parties, especially the principal, is very important to enhance student motivation and performance. (11) It is hoped that practical training in Santripreneur entrepreneurial education management will be provided. (12) The implementation process is very good. (13) The implementation of entrepreneurial education using the Santripreneur model is very suitable to be taught to all school members, as it can enhance students' creativity in entrepreneurship. (14) The evaluation conducted through supervision, process evaluation, and product evaluation is very effective in assessing the success of the products and the implementation process. (15) Evaluation of entrepreneurial education in the Santripreneur model is essential to ensure that the products created by students meet the targets. (16) Competency assessment through practical skills, business innovation, and entrepreneurial attitudes is necessary to ensure the effectiveness of the program. (17) I believe the Santripreneur entrepreneurial education model in SMK is already well-implemented, as it not only encourages students to innovate and create but also provides them with new knowledge. (18) It can improve the quality of the program and ensure that students receive high-quality entrepreneurial education. (19) Evaluation is needed to check the quality of the products. (20) It can generate products through processes that become valuable learning experiences. (21) There should always be monitoring and evaluation, either from the institution or practitioners who have a deep understanding of the entrepreneurial world. (22) The use of shared laboratories can generally be done but must be considered in light of the specific needs.

From these responses, it can be concluded that the Santripreneur Entrepreneurial Education Management Model is suitable for implementation at SMKS Islam Kanigoro. One element raised by respondents for improvement is the monitoring and evaluation process. In this context, the monitoring element is considered insufficient, even though supervision processes are already in place. This suggests a recommendation for further implementation of the model and future research.

5. CONCLUSION

The conclusions of this study are as follows: (1) The Santripreneur Entrepreneurial Education Management Model in Vocational High Schools is acceptable and feasible for implementation in entrepreneurial education at SMK. (2) The response from the school leadership and teachers towards this model is positive, with feedback highlighting the inclusion of a monitoring process and the consideration of laboratory use to analyze the specific needs of students' majors.

The researcher recommends that the Islamic Private Vocational School in Kanigoro conduct intensive training to implement the Santripreneur Entrepreneurial Education Management Model, taking into account the use of shared laboratories that align with the students' majors and the monitoring process. For future researchers, it is suggested that the results of this study be used as a reference for further research, such as experiments or research and development.

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