

Navigating the Entrepreneurial Journey: Strategies for Effective Learning Management in Fostering Student Entrepreneurial Talent

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Abstract:

This research analyzes the management of student entrepreneurial talent development at State Vocational Schools in Banda Aceh City. The research uses a qualitative case study type approach. Data collection techniques were carried out through observation, interviews, and documentation studies. Research at SMK Negeri 1, SMK Negeri 2, and SMK Negeri 3 revealed several main findings. First, entrepreneurship learning planning in the three schools is carried out effectively with different strategies and focuses. Second, the implementation of entrepreneurship education shows a good approach, where each school adopts methods according to its context, cultivating various skills in its graduates. Third, despite differences in learning management, the process still follows standard guidelines and uses learning tools according to the Independent Curriculum. Obstacles included a need for more student understanding, motivation, and practicum costs. The solution includes competency tests, mid-semester exams, market days, and project assignments tailored to student competencies. Thus, vocational schools in Banda Aceh City aim to equip students with entrepreneurial intelligence and practical skills for business success.

Keywords: *Talent Development, Entrepreneurship, Skills*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang manajemen pengembangan bakat wirausaha siswa di SMK Negeri di Kota Banda Aceh. Penelitian menggunakan pendekatan kualitatif jenis studi kasus. Teknik pengumpulan datanya dilakukan melalui observasi, wawancara, dan studi dokumentasi. Penelitian di SMK Negeri 1, SMK Negeri 2, dan SMK Negeri 3 mengungkap beberapa temuan utama. Pertama, perencanaan pembelajaran kewirausahaan di ketiga sekolah dilakukan secara efektif dengan strategi dan fokus yang berbeda. Kedua, penerapan pendidikan kewirausahaan menunjukkan pendekatan yang baik, di mana setiap sekolah mengadopsi metode sesuai dengan konteksnya, menumbuhkan beragam keterampilan pada lulusannya. Ketiga, meski ada perbedaan dalam pengelolaan pembelajaran, prosesnya tetap mengikuti pedoman baku dan menggunakan perangkat pembelajaran sesuai Kurikulum Mandiri. Kendala yang ditemukan meliputi kurangnya pemahaman dan motivasi siswa serta biaya praktikum. Solusinya termasuk uji kompetensi, ujian tengah semester, market day, dan penugasan proyek yang disesuaikan dengan kompetensi siswa. Dengan demikian, sekolah kejuruan di Kota Banda Aceh bertujuan membekali siswa dengan kecerdasan kewirausahaan dan keterampilan praktis untuk sukses dalam bisnis.

Kata Kunci: *Pengembangan Bakat, Kewirausahaan, Keterampilan*

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INTRODUCTION

In an era marked by rapid technological advancements, economic globalization, and evolving workplace dynamics, the traditional paradigms of education are being challenged like never before (Aithal & Aithal, 2023). Conventional educational systems, often criticized for their rigidity and lack of real-world relevance, are facing mounting pressure to adapt to the dynamic needs of the 21st-century workforce (Sarkar, 2023). Amidst this backdrop, entrepreneurship has emerged as a cornerstone of modern education, offering a promising pathway to equip students with the skills, mindset, and experiences necessary for success in an increasingly entrepreneurial world.

The prevailing educational phenomena underscore a growing recognition of the limitations of traditional pedagogical approaches in preparing students for the complexities of today's socio-economic landscape (Mialkowska et al., 2023). Conventional classroom settings, characterized by rote memorization and standardized assessments, often fail to foster the critical thinking, creativity, and adaptability demanded by the contemporary business environment. Consequently, there is a palpable shift towards embracing innovative educational strategies that prioritize experiential learning, interdisciplinary collaboration, and entrepreneurial mindset development.

Amidst the imperatives of the Fourth Industrial Revolution, marked by automation, digitalization, and rapid technological shifts, educational reform has become increasingly urgent. As industries undergo transformative changes, educational institutions must nurture agile, innovative, and resilient individuals capable of navigating an uncertain future (Odulaja et al., 2023). Entrepreneurship-based learning management emerges as a compelling pedagogical approach to address this challenge, bridging the gap between traditional education and the evolving demands of the contemporary workforce (Saputra et al., 2023). This study aims to explore the intersection of learning management and student entrepreneurial development, emphasizing the pivotal role of entrepreneurship in shaping the future of education (Aithal & Maiya, 2023). This research seeks to contribute to the ongoing discourse on educational innovation and student empowerment in the entrepreneurial age by examining underlying dynamics, research gaps, and transformative potential.

In recent years, there has been a growing interest in understanding the intricate relationship between learning management practices and developing students' entrepreneurial abilities (Hartati et al., 2024). At the core of this discussion lies the essential question: How can educational institutions effectively utilize learning management strategies to foster an entrepreneurial mindset and skill set among students? This inquiry recognizes that traditional learning management approaches, typically employing a one-size-fits-all model, often fail to cultivate the diverse competencies necessary for entrepreneurial success (Bougoulia & Glykas, 2023). In contrast to conventional methods focused on knowledge acquisition and standardized assessment, entrepreneurship-based

learning management prioritizes experiential learning, problem-solving, and the practical application of concepts.

By immersing students in entrepreneurial experiences, whether through simulation exercises, startup ventures, or internships, learning management practices can play a pivotal role in fostering an entrepreneurial mindset characterized by creativity, resilience, and risk-taking propensity (Steenkamp et al., 2024). Moreover, by integrating interdisciplinary perspectives and collaborative learning environments, educators can cultivate the holistic skill set required for entrepreneurial endeavors, encompassing areas such as leadership, communication, and adaptability.

Education, as outlined in Law No. 20 of 2003 concerning SISDIKNAS, aims to foster holistic development in students, encompassing religious, moral, intellectual, and practical skills (Permana & Sudrajat, 2022). Schools, particularly Vocational High Schools (SMK), play a crucial role in this process, spending a significant portion of students' daily lives. Recognizing the importance of entrepreneurship, international trends emphasize its integration into education to nurture a generation capable of innovation and risk-taking.

David McClelland's assertion underscores the significance of entrepreneurship in driving economic prosperity, with a target of 2% of the population being entrepreneurs (Alkhalailah et al., 2023). However, Indonesia's current entrepreneurship ratio lags behind ASEAN counterparts, prompting a push for improvement. The Minister of Cooperatives and Small and Medium Enterprises (UKM) aims for Indonesia to achieve an entrepreneurship ratio above 3.9% by 2024 (Suwardi & Kurniawan, 2022). To realize this goal, entrepreneurship education is being emphasized, integrating both soft and hard entrepreneurial skills into the curriculum. This initiative seeks to enhance the quality of human resources and produce graduates capable of competing globally. Ultimately, the aim is for Indonesian education to contribute problem-solving individuals to society, fostering progress rather than hindrance.

A review of existing literature reveals a burgeoning body of research exploring various facets of entrepreneurship education and its impact on student development and economic outcomes. Studies have examined the effectiveness of different pedagogical approaches, including experiential learning, simulation exercises, and mentorship programs, in fostering entrepreneurial competencies among students (Scholtz & Hughes, 2021). Moreover, research has delved into the role of contextual factors, such as institutional support, cultural norms, and regional economic conditions, in shaping the effectiveness of entrepreneurship education initiatives. Comparative studies across different educational systems and countries have provided valuable insights into best practices and challenges in implementing entrepreneurship education on a global scale. These studies have underscored the importance of early exposure to entrepreneurial concepts and experiences in influencing students' attitudes towards entrepreneurship and their propensity to pursue entrepreneurial ventures.

Despite heightened attention to entrepreneurship education, considerable research gaps persist, necessitating further investigation. While the significance of entrepreneurial skills is recognized, a deeper understanding of the most effective

pedagogical approaches and their influence on student outcomes is essential. There is a pressing need for research to evaluate the effectiveness of various entrepreneurship education models across diverse cultural and socio-economic contexts. Additionally, longitudinal studies are crucial to monitor the lasting impact of entrepreneurship education on students' career trajectories and their contributions to economic development. Furthermore, qualitative research is imperative to assess the quality of entrepreneurial ventures and the extent to which entrepreneurship education fosters sustainable, impactful entrepreneurship.

Despite these contributions, there remains a need for further research to deepen our understanding of the mechanisms through which entrepreneurship education influences student outcomes and societal development. Future studies could explore innovative pedagogical approaches, evaluate the scalability and sustainability of entrepreneurship education programs, and investigate the role of digital technologies in enhancing learning outcomes and expanding access to entrepreneurship education opportunities.

Addressing these research gaps is essential for informing evidence-based policy and practice in entrepreneurship education. By bridging the divide between theory and practice, future research endeavors can contribute to the refinement and optimization of entrepreneurship education initiatives, ultimately empowering students to realize their full entrepreneurial potential and driving socio-economic growth.

This article comprehensively explores entrepreneurship education within the distinct context of SMKN Banda Aceh City. We critically analyze various pedagogical approaches to identify strategies that optimize student learning outcomes in entrepreneurship. Additionally, our investigation examines contextual factors influencing the effectiveness of entrepreneurship education, including institutional support and regional economic conditions. Drawing on existing research, we seek to elucidate the lasting impact of entrepreneurship education on students' entrepreneurial intentions, career paths, and contributions to economic development. Ultimately, our study aims to offer valuable insights into the design, implementation, and results of entrepreneurship education programs at SMKN Banda Aceh City, contributing to enhancing educational practices and empowering students in the dynamic field of entrepreneurship.

RESEARCH METHODS

This research employs a qualitative approach through a multi-site study conducted (Sari et al., 2023) at several vocational high schools (SMKN) in Banda Aceh City. Specifically, data was gathered from SMKN 1, SMKN 2, and SMKN 3. The data collection methods included observations, interviews, and documentation studies. The primary data sources were the school's key personnel, namely the principal, the Deputy Head of Curriculum, and the Entrepreneurship teachers. Through these methods and sources, the study aims to comprehensively understand the educational practices and administrative dynamics within these institutions.

The presentation of findings involves narrative elaboration, capturing the essence of interviews, observations, and documentation. Following Creswell's approach, data organization occurs categorically and chronologically, with continuous coding to identify recurring themes and patterns (Jailani, 2023). Throughout the analysis, main ideas are systematically recorded, transcribed verbatim from participant interviews and diaries, and reviewed iteratively to ensure comprehensive understanding. This iterative process enables a nuanced exploration of Entrepreneurship-Based Learning Management's dynamics, facilitating insightful interpretations and robust conclusions.

RESULTS AND DISCUSSIONS

Entrepreneurship-based learning in vocational high schools offers students a transformative educational experience (Subhani, 2022) rooted in entrepreneurial principles and emphasizing experiential learning, problem-solving, and innovation. Through practical experiences like business plan creation and real-world challenges, students cultivate an entrepreneurial mindset characterized by adaptability, initiative, and opportunity seizing (Bolzani & Luppi, 2021). This approach transcends traditional classroom boundaries, fostering active engagement with surroundings and harnessing entrepreneurial potential. Collaboration on entrepreneurial projects and industry partnerships provides hands-on experience and practical skills applicable to diverse career paths (Ewim, 2023). Furthermore, entrepreneurship-based learning instils a culture of innovation, empowering students to identify and pursue entrepreneurial opportunities within their chosen fields. As graduates enter the workforce or pursue further education, these competencies enable them to navigate changing environments, seize opportunities, and contribute meaningfully to their professions and communities (Atwell et al., 2022). Ultimately, entrepreneurship-based learning enriches the competency of vocational high school students, equipping them with the entrepreneurial skills and mindset essential for success in their chosen careers.

Planning for Entrepreneurship-Based Learning

Entrepreneurship-based learning planning serves as the foundational step in nurturing students' entrepreneurial spirit, equipping them with the readiness to compete in various sectors upon graduation. According to Ministry of Culture and Vocational Directorate General's Regulation No. 14 of 2021, Vocational High Schools (SMK) play a pivotal role in fostering students' interest and entrepreneurial mindset through productive, creative, and entrepreneurial lessons. Entrepreneurship education aims to imbue students with essential competencies and skills, directing their focus towards independence and innovation.

To realize the *Perdikemendikbud* mandate at Banda Aceh State Vocational High Schools, the first crucial step is meticulous planning, as defined by (Chambers et al., 2021) as the systematic preparation of actions to achieve predetermined goals. Following this, the school must establish clear objectives, encompassing academic excellence, skill development, and values instillation, in line with the desired entrepreneurial spirit. As emphasized by Larsen (2022),

instilling entrepreneurial character is paramount, reflecting an inherent attitude within an entrepreneur. Moreover, according to Aithal & Aithal (2023), students must possess the ability to identify market potentials and analyze business opportunities, fostering innovative business development in alignment with contemporary trends. Subsequently, identifying and assessing students across competency units, as highlighted by Steenkamp et al., (2024), enables educators to discern individual potentials and facilitate the cultivation of entrepreneurial spirit effectively.

To enhance teaching effectiveness and student learning outcomes, principals at Banda Aceh City State Vocational High Schools mandate teachers to create tailored learning modules for specific competency units. These modules offer structured goals, learning materials, and assessment tools, aligning with teacher competence in various aspects – integration of entrepreneurship education into the curriculum and practical activities fosters business acumen among students. The teaching factory strategy, a priority in these schools, combines classroom learning with practical experience in a simulated business setting, equipping students with hands-on skills and real-world insights. Crucial to this strategy is determining the costs of each practicum and securing financing through the School Operational Assistance Fund. Through systematic planning and analysis, school principals ensure holistic student development and effective achievement of educational goals, particularly in nurturing entrepreneurial talents.

Implementing for Entrepreneurship-Based Learning

According to Law Number 20 of 2003, Article 15 and Regulation No. 14 of 2021 by the Ministry of Culture and Vocational Directorate General, vocational education in Vocational High Schools (SMK) aims to equip students with the skills and entrepreneurial spirit necessary for the workforce. This education prepares students for employment in formal and entrepreneurial sectors, aligning with contemporary job market demands by emphasizing relevant knowledge, skills, attitudes, and values. The success of vocational education hinges on its responsiveness to evolving trends and technological advancements. Effective school and learning management guides students towards fulfilling careers and meaningful societal contributions.

Implementing entrepreneurship learning in vocational schools is imperative as entrepreneurs are adept at identifying and seizing business opportunities (Antoniadou & Kanellopoulou, 2024). Integrating entrepreneurship education into vocational curricula equips students with the skills to identify and exploit such opportunities, fostering an entrepreneurial spirit within these schools. This integration combines learning about creative products and entrepreneurship with vocational subjects, instilling entrepreneurial values into students' daily behaviours. Practical activities, like establishing business units within schools, provide tangible platforms for students to apply their entrepreneurial knowledge and skills (Khasawneh, 2024). These units are managed professionally and utilize internal and external resources to yield profits and nurture creativity, which are vital for business success. Additionally, entrepreneurship learning in vocational

schools requires understanding students' characteristics and needs, with teachers playing a pivotal role in adapting learning materials to accommodate diverse student profiles.

To effectively implement entrepreneurial learning activities, schools must adopt a flexible curriculum that accommodates diverse student needs and learning styles (Permana & Sudrajat, 2022). Teachers, equipped with knowledge of managing heterogeneous classrooms, adapt learning approaches to suit students' varying requirements (Zerai et al., 2023). While curriculum modifications may not always be feasible, teachers possess the autonomy to tailor materials and teaching methods according to students' needs and circumstances. This adaptive approach ensures that entrepreneurship learning remains inclusive and accessible to all students, regardless of their backgrounds or abilities. Thus, the success of entrepreneurship education in vocational schools hinges on the ability to provide tailored learning experiences that empower students to embark on entrepreneurial endeavors confidently.

Preparing lesson plans is a crucial phase in the entrepreneurship-based learning process, where teachers at Banda Aceh City State Vocational High Schools (SMK) design programs tailored to students' needs (Megawati, 2023). These plans must be adaptable to the evolving demands of the industrial landscape and Society 5.0. Teachers foster student autonomy by allowing them to select materials and project ideas within a structured framework, empowering creativity and entrepreneurial development. Initial assessments are vital for understanding students' needs and abilities, enabling customized learning experiences. As Luqman and Sugiarto (2022) advocate, vocational schools must align methodologies with industry standards to prepare students for the workforce or entrepreneurial endeavours. By immersing students in authentic learning environments, vocational schools equip them with essential skills and readiness for the industrial realm.

Insights from interviews with teachers at Banda Aceh City State Vocational Schools highlight the multifaceted nature of entrepreneurship learning in developing students' entrepreneurial talents. Employing diverse approaches, from student-centred pedagogies to industry-relevant practices, is essential. Vocational programs must include activities that enhance productivity and proficiency, integrating instructional strategies that balance creative exploration, practical relevance, and student-centeredness. This holistic approach equips students with the competencies and adaptability needed for the industrial world, ensuring their preparedness for diverse professional settings. Thus, diverse pedagogical approaches in entrepreneurship education create a dynamic learning environment, empowering students to thrive in the industrial landscape.

Management for Entrepreneurship-Based Learning

Entrepreneurship education aims to cultivate an entrepreneurial culture, empowering individuals to seize opportunities and innovate across various domains (Ogabo et al., 2022; Monroe-White & McGee, 2024). At State Vocational Schools in Banda Aceh City, teachers utilize a blog system for weekly entries, aligning with the Independent Curriculum's integration of knowledge and skills.

This approach enables students to apply their knowledge practically, fostering autonomy and entrepreneurial acumen. While entrepreneurship education nurtures students' capacity to market products or services, measuring success remains complex, transcending statistical metrics. According to the Decree of the Head of the Educational Standards, Curriculum, and Assessment Agency, students gain insights into their skills programs, cultivating passion and vision for their learning activities. This multifaceted development highlights the intricate nature of assessing entrepreneurial progress.

While the entrepreneurial spirit encompasses multifaceted dimensions, its success eludes quantification and varies according to individual contexts. The process of acquiring entrepreneurial skills is as critical as the outcomes achieved (Kakouris & Liargovas, 2021). Given the nuanced and context-dependent nature of entrepreneurship, qualitative assessments, such as observations, project evaluations, and personal reflections, offer more apt measures of students' entrepreneurial progress (Farndale et al., 2023). Emphasizing the learning process, skills enhancement, and practical experiences emerges as a more effective approach in nurturing students' entrepreneurial spirit. This approach acknowledges the dynamic nature of entrepreneurship, wherein skills and attitudes evolve continuously. By prioritizing experiential learning and skills development, educators foster an environment conducive to entrepreneurial growth, empowering students to navigate the complexities of the entrepreneurial landscape with agility and resilience.

Banda Aceh City State Vocational School emphasizes collaboration with the business industry to enhance students' entrepreneurial talents, offering invaluable practical experience and industry networking opportunities. This collaboration helps students achieve academic and non-academic excellence, equipping them with specialized skills tailored to workforce demands (Chen, 2022). Schools focus on augmenting students' understanding of entrepreneurship to further these skills, nurturing their capacity to innovate and lead (George et al., 2021). Recognizing the importance of aligning with industry demands, structured activities such as internships provide practical immersion and essential skill development. Through strategic collaboration and targeted initiatives, Banda Aceh City State Vocational School aims to empower students with the competencies necessary for entrepreneurial leadership and success in the dynamic business landscape.

Banda Aceh City State Vocational School continues to nurture students' entrepreneurial aspirations through its Guest Teacher Program, which invites successful entrepreneurs to be guest instructors. This program inspires students to pursue business careers and benefits entrepreneurs by identifying talent and fostering potential collaborations with educational institutions. Additionally, the school organizes market days each semester, providing students with hands-on business experience. These market days help develop essential entrepreneurial skills such as interpersonal communication, creativity, and leadership. Through these initiatives, the school aims to cultivate a culture of entrepreneurship, equipping students with the skills and mindset needed for success in the dynamic business world.

The conclusion is, an integrated approach between theory and practice, support from industry, guest teacher programs, entrepreneurial activities, and learning projects are the keys to managing entrepreneurial learning and fostering students' entrepreneurial talents at State Vocational Schools in Banda Aceh City. This prepares students to become active and successful members in the world of business and industry. No one can teach or describe the entire process other than people who have gone through that cycle. Entrepreneurship lessons professional influence individuals to learn at different stages of the entrepreneurial process, fulfilling varied roles, such as facilitator in detecting opportunities and generating business ideas in the innovation stage, legitimizing during the implementation stage, as a successful entrepreneur making the action one himself. Institutions can invite entrepreneurs to participate in Q&A sessions with students, present their success stories, and share their experiences.

Obstacles in Managing Entrepreneurship-Based Learning in Fostering and Developing Students' Entrepreneurial Talents

In the pursuit of educational goals, obstacles inevitably arise, hindering the smooth progression of learning activities. Bolzani & Luppi, (2021) highlights these obstacles as learning problems that teachers encounter during the teaching process. These challenges may manifest as unresolved issues that impede effective learning experiences. It is crucial for teachers to recognize and address these obstacles promptly, as they play a significant role in evaluating the effectiveness of the learning process. Ignoring or overlooking these challenges undermines the quality of education and inhibits students' academic progress. Therefore, proactive measures must be taken to anticipate, rectify, and seek solutions to overcome these obstacles, ensuring that the learning environment remains conducive to students' growth and development.

The entrepreneurship education program at Banda Aceh City State Vocational School shows promise, despite facing challenges related to students' limited understanding and interest in entrepreneurship. While the implementation may not be optimal, fostering an entrepreneurial spirit among vocational students remains crucial. Entrepreneurship equips students with essential skills, fostering innovation, independence, and competitiveness in the job market or as future business owners. To cultivate this spirit effectively, entrepreneurship education plays a pivotal role, offering students the knowledge and skills needed to thrive in various professional endeavors (Ahmad et al., 2023). Recognizing the significance of an entrepreneurial mindset, especially for vocational students, underscores the importance of providing them with the tools and knowledge to navigate the complexities of the business world or excel in their chosen careers.

Developing an entrepreneurial spirit among students yields significant benefits, notably fostering independence and innovation (Ahmad et al., 2023; Sriwahyuni et al., 2023). Such a mindset encourages creative thinking and problem-solving, empowering students to identify new opportunities for value creation and profit generation. However, the practical aspect of entrepreneurship learning presents its own set of challenges. Some students may struggle to translate theoretical knowledge into practical application during practicums due

to limited experience in the business world. This necessitates more intensive guidance and support to bridge the gap between classroom learning and real-world entrepreneurship (Resch & Schrittmesser, 2023). Moreover, varying skill levels among students further compound the challenge, potentially hindering their mastery of essential entrepreneurial concepts. Despite these obstacles, effective support and tailored interventions can enhance students' readiness to become competent entrepreneurs in the future.

Vocational Vocational Schools (SMK) play a crucial role in equipping students with the skills and competencies essential for success in the workforce, as emphasized. SMKs implement a competency-based curriculum that prioritizes vocational education, integrating practical experiences such as practicums and internships in industry. These hands-on learning opportunities not only hone practical skills but also deepen students' understanding of theoretical concepts, as noted by (Megawati, 2023). Additionally, SMKs place significant emphasis on character development and professionalism, preparing students not only for technical roles but also for the demands of the modern workplace. By prioritizing both skill development and character formation, SMKs ensure that graduates are well-equipped to thrive in their chosen careers and contribute meaningfully to society.

Solutions to overcome obstacles to Entrepreneurship-Based Learning Management

In the realm of entrepreneurship learning within vocational schools, addressing obstacles necessitates the implementation of strategic solutions tailored to the specific challenges encountered. Solutions encompass proactive steps or actions aimed at resolving impediments and optimizing the learning process, encompassing both practical and theoretical facets of education (Kholidah, 2022). Banda Aceh City State Vocational School adopts Administrative Supervision and Learning Supervision as fundamental strategies in mitigating obstacles. Through supervision, the school enhances learning quality, fosters consistency and compliance, nurtures teacher professionalism, ensures efficient learning administration, and maximizes the effectiveness of educational programs. By proactively identifying and addressing challenges through systematic supervision, the school endeavors to create an environment conducive to student success and entrepreneurial skill development.

Educational supervision, as emphasized by Bradley Setiyadi (2020: 79-81), has an important role in supporting schools and facilitating the achievement of educational goals (Kilag & Sasan, 2023). Serving as a liaison between schools and government agencies, supervision is critical in helping students toward individual developmental milestones (Flynn et al., 2023). Additionally, it helps teachers' professional growth by providing guidance and feedback to improve their teaching practices. In addition, educational supervision plays an important role in fostering collaboration between schools and communities, ensuring alignment with community preferences and improving teachers' pedagogical skills. Through assessing teacher abilities, supervision acts as a catalyst for improvement, motivating educators to perfect their teaching methodology and optimize the teaching and learning process. In the context of training and coaching students'

entrepreneurial talents at Banda Aceh City State Vocational Schools, effective educational supervision is very necessary in fostering an environment that is conducive to students' holistic development and academic success.

As emphasized by the Directorate of Educational Personnel, academic supervision is crucial for guiding teachers to enhance the quality of the learning process. This supervision covers various aspects, including curriculum preparation, learning strategies, technology use, assessment practices, and action research. It aims to build teacher capacity to manage the learning process and achieve educational goals effectively, ultimately improving student outcomes. Performance assessments in academic supervision evaluate teacher actions, strengths, weaknesses, and overall classroom effectiveness (Tambrin et al., 2021). Banda Aceh City State Vocational School leverages these insights to overcome obstacles and enhance teaching and learning, ensuring optimal student development and academic achievement.

The supervision framework in Banda Aceh City State Vocational Schools encompasses vital components such as learning planning, classroom teaching, assessments, and reporting, conducted every three months to ensure the ongoing enhancement of teaching resources and quality. It involves comprehensive oversight, addressing teaching methodologies, administrative support, and targeted guidance for individual student challenges. Despite efforts to identify and mitigate learning process barriers, more robust follow-up measures are necessary for intervention effectiveness. Schools also conduct program evaluations to systematically assess the educational initiatives' progress, achievements, and efficacy, providing insights into student performance, teaching effectiveness, program quality, and overall educational outcomes, facilitating informed decision-making and continuous improvement endeavours.

CONCLUSION

In conclusion, the entrepreneurship-based learning initiative across State Vocational Schools in Banda Aceh City reflects a concerted effort to nurture students' entrepreneurial talents. While each school adopts unique strategies, they all share the goal of equipping students with practical skills and industry-relevant knowledge. Despite variations in competency offerings, the implementation process remains consistent, guided by the principles of the Independent Curriculum. Nevertheless, challenges such as students' limited understanding of automotive science or marketing concepts and financial constraints during practicum implementation pose significant hurdles to effective entrepreneurship education. Schools have implemented measures such as competency tests, mid-term exams, market day competitions, guest teaching, industry collaboration, and tailored project assignments to address these challenges. These solutions aim to enhance students' entrepreneurial abilities, preparing them for success in the industrial and service sectors.

The endeavours of State Vocational Schools underscore the significance of instilling an entrepreneurial mindset among students, prioritizing traits like independence, innovation, and adaptability. Despite variances in competency offerings, the overarching objective remains consistent: nurturing students'

entrepreneurial spirit and readiness for the workforce. The schools aim to bridge the gap between theoretical learning and real-world application through collaborative engagements with industry partners, tailored learning experiences, and targeted assessments. Entrepreneurship-based learning empowers students to explore, innovate, and surmount challenges, equipping them with the skills and resilience crucial for success in a dynamic professional landscape. Ultimately, the commitment to entrepreneurship education reflects a broader vision of empowering future generations of entrepreneurs and leaders, fostering economic growth and innovation in Banda Aceh city and its environs.

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