Entrepreneurship Learning Management Strategies to Improve Students' Entrepreneurship Skills in Vocational High Schools

Lailatul Usriyah[1], Fadil Akhliq Maulana Ibrahim[2], Ali Makrus[3]

[123]Kiai Haji Achmad Siddiq State Islamic University of Jember, East Java, Indonesia

Abstract:

Nowadays, entrepreneurship is gaining popularity among almost everyone. Entrepreneurship is accessible regardless of age or status, from young to old, from children to adults, students to employees, and unemployed or not. The interest in entrepreneurship stems from the difficulty of finding work, resulting in many people being unemployed. This study uses a qualitative approach with field research. In this qualitative study, the researcher aims to describe the findings obtained in the study. Data collection techniques in this study used observation, interviews, and documentation. Regarding data analysis, the theory of Miles Huberman and Saldana was used, namely data collection, data condensation, data presentation, and drawing conclusions. While the validity of the data in this study uses source triangulation and technique triangulation. This study concluded that 1) in the implementation of learning management carried out at SMKN 04 Jember, it is not only Planning, Organizing, Leading, and Controlling, but also Budgetting, Coordinating, and Reporting. 2) the basic skills regarding entrepreneurship possessed by students are basic literacy skills, technical skills, interpersonal skills and entrepreneurial characteristics possessed by SMKN 04 Jember students are decisives, determination, dedication, devotion, and dollar. 3) and for the evaluation of learning carried out at SMKN 04 Jember are input evaluation, process evaluation, product evaluation, and context evaluation.

INTRODUCTION

Nowadays, entrepreneurship is gaining popularity among almost everyone. Entrepreneurship is accessible to everyone regardless of age or status, from young to old, from children to adults, students to employees, and unemployed or not. Many

Indonesians start entrepreneurship for several reasons, one of which is being unemployed or unemployed, leading to a way of life (Fontanella et al., 2024).

Entrepreneurship can be defined as the ability to develop and manage a business by exploiting existing opportunities and thinking creatively and innovatively to create added economic value. According to Bygrave, entrepreneurship involves the ability to identify and capitalize on opportunities, take calculated risks, and develop creative and innovative solutions to achieve success. Thus, entrepreneurship is not just about running a business, but also about having a vision, the ability to adapt, and a willingness to continuously learn and develop in the face of challenges and opportunities (Kleinsorgen et al., 2021; Mufidah, 2024). In this context, Bygrave defines entrepreneurship as: "An entrepreneur is the person who perceives an opportunity and creates an organization to pursue it."

The unemployment rate in Indonesia has always been quite high, although it has occasionally decreased, but only by a few percentage points. According to data from the Central Statistics Agency (BPS), Indonesia's population increased by 1.13% in 2022, from 272.68 million to 275.77 million. The number of unemployed in Indonesia reached 8.42 million in 2022. This means that out of every 100 people, 6 are unemployed. This figure is considered high for the survival of the Indonesian people. Furthermore, when viewed from the educational background, vocational high school (SMK) and high school (SMA) graduates contribute significantly to the unemployment rate, accounting for 9.42 percent (Vasiliene-Vasiliauskiene et al., 2020; Teixeira et al., 2021; Putra et al., 2024).

The working-age population in Jember Regency is 1,995,900, with an unemployment rate of 55,260. High school (SMA) and vocational high school (SMK) graduates account for the majority of the unemployment rate. The highest Open Unemployment Rate (TPT) is contributed by high school graduates at 6.78%. This is followed by vocational high school graduates at 5.97% (BPS, 2022). While the number of graduates from SMKN 04 Jember who have been absorbed into the workforce over the past three years has increased, some are still unemployed or struggling to find work. Approximately 400 students graduate from SMKN 04 Jember each year, and approximately 7% struggle to find work (Beke & Tick, 2024; Prahani et al., 2024). The remainder are employed, while others enter higher education.

According to the above data, the unemployment rate remains quite high, especially among vocational high school graduates. This is despite the fact that Chapter X, Article 27, Paragraph 2 of the 1945 Constitution of the Republic of Indonesia states that "Every citizen has the right to work and a decent living for humanity." The high unemployment rate among vocational high school graduates is a serious concern that requires effective solutions. One strategic step that can be taken is to equip students with entrepreneurial skills. In this way, schools provide not only academic education but also entrepreneurship education that can open up opportunities for students to create their own jobs (Carmo, 2020; Faiz et al., 2023). Through entrepreneurship education, students can acquire the knowledge and skills needed to develop businesses and face real-world challenges. When students graduate and decide to become entrepreneurs, they not only increase their own employment opportunities but also create jobs for others. Thus, entrepreneurship can be a beneficial solution not only for

individuals but also for the wider community, as it can reduce unemployment and improve economic well-being. Therefore, schools need to prioritize the development of students' entrepreneurial skills as an integral part of the educational curriculum.

To address employment challenges, Vocational High Schools (SMK) play a crucial role in preparing their graduates to be competitive in the workforce. With the primary goal of SMKs being to produce a competent and employable workforce, schools must ensure that the programs they offer equip students with skills relevant to industry needs. Furthermore, vocational schools (SMKs) need to focus on developing students' entrepreneurial skills so that upon graduation, they are not only job seekers but also job creators. Therefore, program management at vocational schools must be well-designed, including collaboration with industry, appropriate skills training, and the instillation of a strong entrepreneurial spirit.

Thus, vocational schools (SMK) can produce graduates who are not only ready for work but also capable of becoming successful entrepreneurs and contributing to economic growth.

Learning at SMKN 04 Jember is designed to foster an entrepreneurial spirit and spirit in students, with the ultimate goal of producing talented young entrepreneurs capable of creating jobs for others. To achieve this goal, the school has developed an innovative and applicable entrepreneurship program, "One Group One Business." This program is designed to provide a platform for students to develop their entrepreneurial interests and skills by engaging them in real-life business projects relevant to their areas of expertise. Through this program, students not only learn entrepreneurial theory but also gain hands-on experience in managing a business, identifying market opportunities, and developing competitive products or services. Therefore, the "One Group One Business" program is one of SMKN 04 Jember's strategies in producing graduates who are ready to become successful entrepreneurs and contribute to economic growth. Collaboration with industry players is also a key part of this program, allowing students to gain knowledge and experience relevant to current industry needs.

Based on several studies, entrepreneurship learning management at SMKN 04 Jember is implemented through several systematic stages, namely planning, organizing, leading, and controlling. In the planning stage, teachers prepare clear and structured learning targets for the upcoming semester, including materials, competencies to be achieved, and learning methods to be used. Next, in the organizing stage, teachers convey the learning plan to students, so they understand what will be learned and what is expected of them throughout the semester. The leading stage involves teachers leading and providing direction to students, as well as providing motivation and support to help them understand and carry out entrepreneurship learning tasks well. In the controlling stage, teachers conduct regular monitoring and evaluation, namely every week, to ensure that students understand the material that has been presented. Teachers also use teaching journals as a tool to monitor student progress and make adjustments if necessary. Thus, the entrepreneurship learning management implemented at SMKN 04 Jember can run effectively and achieve the desired learning objectives. This approach also allows teachers to provide timely feedback and help students improve their entrepreneurial skills continuously.

RESEARCH METHOD

This study uses a qualitative approach to gain a deep understanding of the phenomenon under study. By using this method, researchers can collect detailed and contextual descriptive data, both in the form of words and observable behavior. According to Bogdan and Taylor, qualitative research is a research procedure that aims to produce rich and in-depth descriptive data, thus enabling researchers to understand thoroughly about a situation or phenomenon. In this study, researchers use a qualitative approach to obtain an accurate and comprehensive picture of the management of entrepreneurship learning at SMKN 04 Jember, so that it can provide a clear and detailed description of the process of learning and development of entrepreneurship in the school. Thus, this study can make a meaningful contribution to the development of entrepreneurship education in vocational high schools. The conclusion and recommendation of the author are given in this section and are consistent in using the term "Conclusion". The conclusion of the research should serve the urgent purposes of the study within this section. This can be followed by suggesting the relevant future studies (Ratten, 2020).

The data collection techniques used by the researchers in this study included observation, interviews, and documentation (Sugiyono, 2019). Based on this data, the research analysis began with reading, studying, and understanding the data using data analysis techniques commonly used by researchers, namely the data analysis steps according to Miles, Huberman, and Saldana: data collection, data condensation, data presentation, and drawing conclusions (Fontanella et al., 2024). Data validity was checked to provide valid and traceable results that could be trusted by all parties. Data validity is a concept that refers to the validity and status of data in a study. To test the validity of the data obtained, the researchers used triangulation. Triangulation is a data collection technique that combines various data collection techniques and existing data sources. There are three types of triangulation, namely source triangulation, technical triangulation and time triangulation (Huang et al., 2020).

RESULT AND DISCUSSION
Result
Implementation of entrepreneurship learning management carried out at SMKN 04 Jember

According to Terry in a journal written by Riayatul Husnan, "Management is the district process of planning, organizing, actuating, controlling, performed to determine and accomplish stated objective the use of human beings and other resources." Based on the above understanding, management is the process of managing organizational resources to achieve goals effectively and efficiently (Dwi, 2024).

Meanwhile, according to Stoner, "Management is the process of planning, organizing, leading, and controlling the efforts of organizational members and the use of other organizational resources in order to achieve stated organizational goals." (Suhadi Winoto, 2020) This means that management is the process of planning, organizing, leading, and controlling the work of organizational members and using all

resources to achieve organizational goals.

In the learning process, an approach is needed to facilitate teaching and learning activities. W. Guh stated that a learning approach is a perspective on how students interact with their environment. This approach can make the teaching and learning process more effective and efficient. Learning strategies should include explanations of the methods and techniques used during teaching and learning activities. With clear methods and techniques, educators can deliver material coherently (Yuberti, 2014).

In conducting Entrepreneurship learning at SMKN 4 Jember, learning management is used, which consists of planning, organizing, leadership, and controlling. Regarding this planning, it is carried out simultaneously with organizing, where in learning management related to planning and organizing, before the start of the initial semester learning, the curriculum holds workshops and socializations related to entrepreneurship to PKK teachers as a plan and provides views to PKK teachers on what kind of learning will be carried out in this entrepreneurship learning. In order to improve the competence and skills of PKK teachers in developing entrepreneurship learning, the curriculum holds workshops and socializations related to entrepreneurship. This workshop aims to provide knowledge and skills to PKK teachers on how to design and implement effective and innovative entrepreneurship learning.

In the next stage, related to entrepreneurship learning, teachers lead and guide students to ensure they carry out their tasks according to the initial plan and targets. Because the Merdeka curriculum is a curriculum that allows students to learn freely, entrepreneurship teachers at SMKN 04 Jember provide freedom and encourage students to think creatively in creating and promoting products. PKK (Employment and Family Welfare) learning, or entrepreneurship learning, takes a fairly long time to maximize learning. This learning lasts five hours, each hour lasting 45 minutes. Each class is given one lesson per week, with five hours of learning.

During the controlling or monitoring phase, the curriculum supervises entrepreneurship teachers. The curriculum vice principal oversees the implementation of entrepreneurship learning by the curriculum teachers. This supervision occurs at the end of each month, while reviewing student reports. To monitor students' entrepreneurship learning, the PKK teachers monitor the learning process and student progress once or twice a month.

Student Entrepreneurship Skills

A skill is a skill possessed by a person. People who have skills will usually be competent in what they have, for example, someone who is skilled in the arts will focus on that field itself. Robbins states that skill is, "Ability refers to an individual's capacity to perform the various tasks in the job. It's a current assessment of what one can do. An individual's overall abilities are essentially made up of two sets of skills: intellectual and physical (Mufidah, 2024).

According to Robbins, skills can basically be classified into four basic categories, namely Basic Literacy Skills, Technical Skills, Interpersonal Skills, Problem Solving (Komariah et al., 2023). First, Basic Literacy Skills; These skills are already possessed by the general public and can even be said to be mandatory skills that everyone must have, such as reading, writing, listening, etc. Based on the results of observations, it can be

seen that students of SMKN 04 Jember have the ability to identify and target potential customers who match the characteristics of the products they offer. This is evident when the students carefully promote ice kuwut products to individuals who look tired or thirsty, such as visitors who have just participated in activities in the school environment. This strategy shows that students not only understand the marketing theory taught in entrepreneurship learning, but are also able to apply it contextually in the field. Thus, the ability to read situations and consumer needs is evidence that students have a good sense of business and communication skills in carrying out entrepreneurial activities.

Second, Technical Skills; This skill is a person's ability to create new methods, such as using a computer. Based on observations, students at SMKN 04 Jember demonstrated the ability to apply modern marketing techniques by utilizing developments in digital technology. The students not only offered products directly to consumers but also utilized various social media platforms and online marketing tools as effective promotional tools. Through media such as Instagram, WhatsApp, and TikTok, they were able to expand their market reach and attract the attention of potential buyers with creative and engaging promotional content. This strategy demonstrates that the students have been able to adapt to marketing trends in the digital era and understand the importance of technological transformation in the world of entrepreneurship. Thus, the use of social media as a promotional tool not only increases product sales but also hones students' digital skills and innovation in facing today's business challenges.

Thrid, Interpersonal Skills; This skill is a person's expertise or ability when interacting with others, such as providing opinions and suggestions. Based on observations, it appears that students at SMKN 04 Jember have good communication skills in group discussions. This is evident when students actively interact with each other, conveying ideas, providing input, and responding to the opinions of their groupmates with an open and respectful attitude. During the discussion process, students also demonstrate critical and collaborative thinking skills by exchanging ideas to find the best solution to the problem being discussed. This ability to communicate effectively not only demonstrates strong interpersonal skills but also reflects the results of the entrepreneurship learning process that emphasizes teamwork and collective idea development. Thus, group discussions are an important means for students to practice the argumentation, negotiation, and leadership skills needed in the world of entrepreneurship.

Next, Problem Solving; This skill is not possessed by everyone. It involves thinking to solve a problem, such as conducting analysis. Based on the research results, researchers found that the problem-solving abilities of SMKN 04 Jember students are still relatively uneven. Of all the students observed, only a small proportion appeared capable of identifying problems, analyzing their root causes, and finding appropriate solutions independently or in groups. Most students still displayed a dependence on teacher guidance or more active peers in the problem-solving process. This condition indicates that students' problem-solving skills need to be continuously developed through learning strategies that emphasize contextual approaches, hands-on practice,

and project-based learning. Thus, problem-solving skills can become an integral part of the entrepreneurship learning process, so that students not only understand theory but are also able to apply it to face real-world challenges in the workplace and business world.

Learning Evaluation

Learning evaluation is the process of assessing student progress or achievement in teaching and learning activities. As stated by Gisbon, evaluation is a process of assessing by comparing expected goals with actual progress/achievements (Hillman & Baydoun, 2020). At SMKN 04 Jember, the entrepreneurship learning evaluation process is carried out in a unique way and is different from other subjects. Unlike the commonly used Mid-Semester Assessment (ATS) and End-Semester Summative (SAS) systems, entrepreneurship evaluation at this school is carried out by recapitulating and comprehensively reviewing all learning activities carried out by students each day. This approach allows teachers to monitor student development more comprehensively and continuously, thus providing more appropriate and effective feedback to improve the quality of learning.

According to Stufflebran, the scope of learning evaluation is divided into four parts, namely: first, Input evaluation; Input evaluation is the process of assessing information or advice provided from one person to another. This evaluation aims to determine the value, similarity, and usefulness of the input provided in a specific context. In conducting entrepreneurship learning evaluations, entrepreneurship teachers at SMKN 04 Jember do not work alone. They actively collaborate with fellow entrepreneurship teachers to discuss and solicit input regarding the assessment. This is done to ensure that the evaluation is accurate and objective. Furthermore, entrepreneurship teachers also involve other teachers outside of the entrepreneurship subject in the evaluation process. The goal is to gain a more comprehensive picture of students' entrepreneurial characteristics, such as creativity, perseverance, and the ability to work together. By involving multiple perspectives, evaluations can be conducted more holistically and provide more accurate results regarding students' entrepreneurial potential. This approach also helps teachers understand students more deeply and provide appropriate support to develop their entrepreneurial abilities.

Second, Process evaluation; Process evaluation is an evaluation that targets the teaching and learning process, including factors designed to meet the desired targets, such as evaluating the media used, evaluating the suitability of the curriculum, and so on. In the evaluation process for entrepreneurship learning at SMKN 04 Jember, entrepreneurship teachers conduct comprehensive assessments of students by monitoring their performance daily. This assessment focuses not only on the final results but also on the process students go through in completing assigned tasks. Some aspects assessed include students' communication skills in interacting with friends, teachers, and other parties related to the learning process. In addition, students' dexterity and skills in creating products, packaging products, and conducting promotions are also a focus of the assessment. Furthermore, entrepreneurship teachers also assess students' seriousness and discipline in preparing the materials and tools needed for the learning process. Thus, this evaluation not only assesses students'

cognitive abilities but also their affective and psychomotor abilities in developing a strong and professional entrepreneurial character. Through this comprehensive evaluation, teachers can provide constructive feedback to help students improve their entrepreneurial abilities and potential.

Third, Product evaluation; Product evaluation is an evaluation of learning or education that targets the final results of teaching and learning activities, namely the results obtained by students in learning (Kleinsorgen et al., 2021). In addition to the teaching and learning process assessed by entrepreneurship teachers at SMKN 04 Jember, product evaluation is also carried out by entrepreneurship teachers. In this evaluation, the teacher assesses the results of the products made by students. The assessment in the products assessed is the beauty of the products made by students, even the suitability of the products to the plans made.

DISCUSSION

The results of this study indicate that the implementation of entrepreneurship learning management at SMKN 04 Jember has been carried out systematically through four key management functions planning, organizing, leading, and controlling. In the planning and organizing stages, the school, through the curriculum division, prepares the entrepreneurship learning process by conducting workshops and socialization programs for PKK teachers (Ajgaonkar, 2022; Ahyar & Zumrotun, 2023). These programs serve as a platform for teachers to enhance their pedagogical competence and entrepreneurial insight, enabling them to design creative, project-based learning aligned with the principles of the Merdeka Curriculum. This finding is consistent with the views of Terry and Stoner, who emphasize that effective management requires structured planning and resource utilization to achieve organizational goals efficiently. Thus, entrepreneurship learning management at SMKN 04 Jember reflects a well-coordinated effort to cultivate an adaptive, innovation-oriented teaching environment.

The leadership and implementation stages also demonstrate how teachers play a strategic role in guiding students toward developing entrepreneurial thinking and practical skills. Teachers are not merely knowledge transmitters but facilitators who empower students to think critically, creatively, and independently. The practice of allowing students to design, produce, and promote their products is an embodiment of experiential learning that emphasizes student autonomy (Putra et al., 2024; Vasiliene-Vasiliauskiene et al., 2020). The five-hour weekly entrepreneurship sessions provide sufficient time for students to explore real business processes while cultivating discipline and teamwork. This aligns with Yuberti's (2014) view that effective learning approaches must enable active student interaction with their environment to make learning more meaningful and applicable (Rosyadi et al., 2021; Mukhid et al., 2023; Suhandi, 2023).

The findings also reveal that students' entrepreneurial skills at SMKN 04 Jember have developed across four key domains: basic literacy, technical, interpersonal, and problem-solving skills. Students' ability to identify market opportunities, utilize digital marketing platforms, and engage in effective communication indicates that the entrepreneurship program successfully fosters both hard and soft skills. However, the

research also found that students' problem-solving abilities are not yet optimal, with some still relying heavily on teacher guidance (Mahmud et al., 2021; Onia, 2024). This suggests the need for more contextual, project-based learning models to strengthen analytical and decision-making skills. The combination of traditional learning and digital-based practices has made entrepreneurship education more relevant to the demands of the modern era while maintaining a practical, student-centered orientation (Simarmata et al., 2019; Syah, 2020).

The evaluation of entrepreneurship learning at SMKN 04 Jember is comprehensive, covering input, process, and product aspects. The input evaluation involves collaboration among teachers to ensure objectivity, while process evaluation focuses on monitoring daily learning activities, student discipline, and teamwork. Product evaluation, on the other hand, assesses the quality and creativity of students' entrepreneurial outputs. This holistic evaluation model ensures that assessment is not limited to cognitive outcomes but also encompasses affective and psychomotor dimensions, such as responsibility, communication, and innovation. The approach aligns with Stufflebeam's CIPP model, emphasizing continuous improvement and formative feedback (Lintangsari & Emaliana, 2020; Rusfiana & Supriatna, 2021; Subkhi & Fitriyani, 2023; Abdullah & Annisah, 2023). In conclusion, entrepreneurship learning at SMKN 04 Jember represents a well-managed educational process that integrates theory, practice, and character formation, preparing students to be competent, independent, and innovative in the world of work and entrepreneurship.

CONCLUSION

Before the start of entrepreneurship learning, the curriculum vice principal first conducts an entrepreneurship workshop as a plan so that entrepreneurship teachers understand the purpose, objectives, and learning targets. Following the workshop, entrepreneurship teachers or the PKK (Education and Community Empowerment) program plan entrepreneurship learning by establishing learning targets.

After planning, teachers organize and inform students about the learning system they have developed. They share everything they have planned with students so they can prepare for the PKK lesson. In informing students about the upcoming learning, teachers provide several points to help them prepare for the entrepreneurship learning. In organizing entrepreneurship learning at SMKN 04 Jember, teachers provide information on the learning system, assessment techniques, and practical implementation of entrepreneurship. The school directs entrepreneurship learning to be conducted over five 45-minute lessons. Entrepreneurship learning is conducted in groups of 6-7 students. Entrepreneurship learning focuses more on practical entrepreneurial learning, where students are taught how to run a business. During monitoring, teachers assess students by asking questions related to the previous session's learning. The goal is to assess students' progress and understanding of what has been taught.

Students' entrepreneurship skills improve with each grade, as expected: a) courage in promoting products, b) ability to identify consumer needs, and c) ability to produce the products they promote. Furthermore, this is evident when students

promote products, even though the school has a time limit, yet the products they promote still sell out. Entrepreneurship isn't just about creating or promoting products; students are also able to implement entrepreneurial characteristics, such as quick decision-making with careful calculation, responsibility, high dedication, tirelessness, and so on.

Evaluation in entrepreneurship learning is carried out through assessments, and these assessments are based on daily learning. There is no Mid-Semester Assessment (ATS) or End-of-Semester Simulation (SAS) for this evaluation, as ATS and SAS scores are averaged daily. These evaluations are conducted monthly, typically at the end of the month, coinciding with the submission of student reports. Although there is no ATS or SAS, these evaluations do not focus on a single topic, but rather utilize several criteria assessed by the entrepreneurship teachers at SMKN 04 Jember. SMKN 04 Jember also conducts four evaluations in accordance with the theory proposed by Stufflebran: input evaluation, process evaluation, product evaluation, and context evaluation. These three evaluations are considered relevant to Stufflebran's theory.

ACKNOWLEDGMENT

REFERENCES

Abdullah, A., & Annisah, I. (2023). Building Santri Loyalty Through Total Quality Service in Pesantren. *Qulubana: Jurnal Manajemen Dakwah*, *4*(1), 130–146. https://doi.org/10.54396/qlb.v4i1.992

Ahyar, A. M., & Zumrotun, E. (2023). Upaya Meningkatkan Budaya Literasi di Sekola Dasar Melalui Implementasi Progam Kampus Mengajar. *Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, *6*(2), 291–301.

Ajgaonkar, M. (2022). The "d'you" story: gearing the startup during the pandemic. *Emerald Emerging Markets Case Studies*, *12*(2), 1–25. https://doi.org/10.1108/EEMCS-06-2021-0198

Beke, E., & Tick, A. (2024). Applicability of Education 4.0 in Higher Education: Engineering Students' Survey. *Journal of Technology and Science Education*, *14*(2), 529–552. https://doi.org/10.3926/jotse.1845

Carmo, M. (2020). Education and new developments. In *Journal of Chemical Information*

and Modeling.

Dwi, M. (2024). Entrepreneurship development as the spirit of multicultural Islamic education improvement (Ethnographic study at Bahrul Maghfiroh Islamic Boarding School in Malang, East Java, Indonesia). In *Advances in Business and Management* (Vol. 23, pp. 33–61). https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b&scp=85198412162&origin=inward

Faiz, H., Al-Amin, M. F., Mundiri, A., & Fahmi, A. (2023). Transforming Organizational Quality Through Effective Administrative Training. *Communautaire: Journal of Community Service*, *2*(2), 157–167. https://doi.org/10.61987/communautaire.v2i2.352

Fontanella, S., Attanasio, G., Fraccascia, L., Nonino, F., & Battistella, C. (2024). Active Learning for Circular Economy Businesses, Fostering a Sustainable Mindset. In *New Perspectives in Science Education - International Conference* (Vol. 2024, Issue 13). https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b&scp=85216797402&origin=inward

Hillman, J. R., & Baydoun, E. (2020). Review of the roles of governments and universities and their interrelationships: An urgent need for governance reform in the Arab World. In *Higher Education in the Arab World: Government and Governance* (pp. 1–79). https://doi.org/10.1007/978-3-030-58153-4_1

Huang, Y., Liu, L., & An, L. (2020). Are the Teachers and Students Satisfied: Sustainable Development Mode of Entrepreneurship Education in Chinese Universities? *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.01738

Kleinsorgen, C., Steinberg, E., Dömötör, R., Piano, J. Z., Rugelj, J., Mandoki, M., & Radin, L. (2021). "The SOFTVETS competence model" - a preliminary project report. *GMS Journal for Medical Education*, *38*(3). https://doi.org/10.3205/zma001446

Komariah, N., Ruhiat, R., Saputra, N., & Bakar, M. A. (2023). Teacher Empowerment Management in Islamic Boarding Schools Jambi Province. *Tafkir: Interdisciplinary Journal of Islamic Education*, *4*(2), 200–223. https://doi.org/10.31538/tijie.v4i2.395

Lintangsari, A. P., & Emaliana, I. (2020). Inclusive education services for the blind: Values, roles, and challenges of university EFL teachers. *International Journal of Evaluation and Research in Education*, *9*(2), 439–447. https://doi.org/10.11591/ijere.v9i2.20436

Mahmud, E., Hefniy, Baharun, H., Syakroni, A., Muali, C., Widad, R., Azizah, N., Zuhriya, S. A., & Abdullah, D. (2021). The Effect of Using Edmodo Application on Students' Mastery Skill of Technology. *Journal of Physics: Conference Series*, *1899*(1). https://doi.org/10.1088/1742-6596/1899/1/012157

Mufidah, Z. (2024). Learning Arabic Vocabulary From the Quran To Facilitate Early Arabic Speaking Skills and Memorizing Quran At Baiturrahman Kindergarten in Malang City. *International Journal of Global Accounting, Management, Education, and Entrepreneurship*, *4*(2), 298–305. https://doi.org/10.48024/ijgame2.v4i2.131

Mukhid, A., Hadi, S., Siswanto, S., Thoha, M., & Usman, J. (2023). *Penjaminan Mutu Pendidikan Pesantren Dengan Teknologi Pembelajaran*. http://repository.iainmadura.ac.id/973/%0Ahttp://repository.iainmadura.ac.id/973/1/PENJAMINAN MUTU PENDIDIKAN PONDOK PESANTREN DENGAN TEKNOLOGI

PEMBELAJARAN.pdf

Onia, S. I. (2024). AI Innovation in Education: Realizing Personalized Learning in the Digital Age. *Educative: Jurnal Ilmiah Pendidikan*, *2*(3), 178–187.

Prahani, B. K., Saphira, H. V., Jatmiko, B., Suryanti, & Amelia, T. (2024). The impact of emerging technology in physics over the past three decades. *Journal of Turkish Science Education*, *21*(1), 134–152. https://doi.org/10.36681/tused.2024.008

Putra, S., Studi, P., Kamar, D., Bali, P. P., Dharmawangsa, J., Badung, K., & Author, C. (2024). Dimensi Soft Skill Generasi Z Di Dunia Hospitaliti : Membangun Keunggulan Kompetitif Dengan Critical Thinking , Creativity , Dan Problem Solving. *Jurnal Bisnis Hospitaliti*, *13*(1), 78–88. https://doi.org/10.52352/jbh.v13i1.1382

Ratten, V. (2020). Coronavirus (Covid-19) and the entrepreneurship education community. *Journal of Enterprising Communities*, *14*(5), 753–764. https://doi.org/10.1108/JEC-06-2020-0121

Rosyadi, B. R., Nisa, K., Afandi, I., Fawaid, A., Fajri, Z., Hasanah, U., Maimunah, & Sri Helmiati, S. (2021). Self-Regulation using Moodle Virtual Learning Environment (VLE) in Solar System Practice. *Journal of Physics: Conference Series*, *1779*(1). https://doi.org/10.1088/1742-6596/1779/1/012072

Rusfiana, Y., & Supriatna, C. (2021). Memahami Birokrasi Pemerintahan Dan Perkembangan. *Alfabeta Bandung*, 148.

Simarmata, J., Cita Sari, D., Wahyudin Purba, D., Mufarizuddin, & Said Hasibum, M. (2019). Inovasi Pendidikan Lewat Transformasi Digital. *Books*, *September*, 1–110.

Subkhi, M. I., & Fitriyani, D. (2023). Strategi Inovatif Pembelajaran PAI Berbasis Teknologi di Era Digital. In *Jurnal Pendidikan Islam Al-Makrifat* (Vol. 2).

Suhandi. (2023). Nilai-Nilai Agama Dalam Budaya Organisasi Di Sekolah Islam. In *Academia.Edu* (Vol. 7, Issue 0251). https://www.academia.edu/download/87937096/Makalah_Pengembangan_Kurikulum_berbasis_KKNI_dan_Merdeka_Belajar_Riza_Umami_210020092.pdf

Syah, A. (2020). Pengaruh Kepemimpinan Spiritual, Kualitas Kehidupan Kerja, Etos Kerja Islami terhadap Kinerja Pegawai melalui Organizational Citizenship Behavior (Studi Kasus Pegawai Bank SUMUT Syariah di Kota Medan). In *Disertasi*. http://repository.uinsu.ac.id/9114/1/Disertasi.pdf

Teixeira, A. F., Gonçalves, M. J. A., & Taylor, M. de L. M. (2021). How higher education institutions are driving to digital transformation: A case study. *Education Sciences*, *11*(10). https://doi.org/10.3390/educsci11100636

Trombley, W. H., & Sallo, T. (2012). *American Higher Education: Journalistic and Policy Perspectives from "National CrossTalk."* http://search.proquest.com/docview/1238187848?accountid=13042

Vasiliene-Vasiliauskiene, V., Vasiliauskas, A. V., Meidute-Kavaliauskiene, I., & Sabaityte, J. (2020). Peculiarities of educational challenges implementing project-based learning. *World Journal on Educational Technology: Current Issues*, *12*(2), 136–149. https://doi.org/10.18844/wjet.v12i2.4816