



# Management of Double Track Program For Empowerment of The Entrepreneurial Skills at Rural High Schools

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**Abstract.** High school students in their education learn science and technology with the hope that the government expects them to continue their studies at the university level. However, there is a gap between this expectation and the reality in rural high schools, where many graduates do not pursue higher education. This situation leads to another problem, which is the increasing number of unemployed high school graduates who lack job skills. This research aims to explore the management of the double-track program in East Java, which can provide vocational skills to high school graduates. The study employs a qualitative method with data collection techniques such as observation, interviews, and document analysis. The data sources for this research include school principals, treasurers, trainers, and program coordinators. The findings indicate that the management of the double-track program involves four stages: planning, organizing, implementing, and evaluating, which are related to student mapping, content and curriculum, trainers, facilities and infrastructure, budget, and certification. Additionally, the program's success is supported by partnerships with the industrial sector, which accommodates the needs of the students. The existence of the double-track program impacts high school graduates in rural areas by producing students who can pursue entrepreneurial ventures or work in institutions using the certificate obtained from the double-track program.

**Keywords:** Management, Entrepreneurial Program, Extracurricular

## 1 Introduction

The function of education for the high school level is listed in Peraturan Pemerintah Nomor 17 Tahun 2010 Tentang Penyelenggaraan dan Pengelolaan Pendidikan, namely that students study science and technology. In connection with this function, there are majors at SMA in the form of several study program designs as a need for competency development and further learning in student education in tertiary institutions. Based on these functions and directions, the government hopes for high school graduates to continue on to tertiary institutions.

However, there is a gap between this expectation and the reality that the average Higher Education Enrollment Rate (APK) in 2018 reached 30.19%, one of which is

East Java Province which is included in the below average area. In more detail, according to data from the East Java Provincial Education Office in 2018 it was explained that the total number of high school graduates in East Java was 172,063 graduates with a distribution of 116,772 graduates (67.87%) not continuing to tertiary institutions and 55,341 graduates (32.16%) continuing to college. High school graduates who do not continue their education to tertiary institutions can create a new problem, namely an increase in the number of unemployed, thus impacting the condition of the Human Development Index (Fatimah, 2018; Putra, 2018).

There are several factors influencing decision making that are the cause of high school graduates not continuing to tertiary institutions, including socioeconomic status, academic achievement, interests, ethnicity and family composition (Lee, et al., 2013). In addition, there are motivational factors and the desire to be independent looking for work (Arnawan, 2016; Pradja & Suwardi, 2018). On the other hand, there are high school graduates who delay their time going to college due to factors such as family income, parents' education, and low academic achievement (Wells & Lynch, 2012). As a result, many high school graduates continue their next activities by working. Thus, local educational institutions need to innovate educational programs that can improve the quality of high school graduates who are ready to work by providing knowledge, training employability and skills to overcome these problems (Lee et al., 2013).

Extracurricular activities can be used as an effort to increase the ability of students through the development of activities guided by the development of science, needs, technology and art which have long-term benefits (Rohmanasari, et al., 2018). Hayes (2014) explains that the positive impact of extracurricular activities can improve some of the student's skills that are implemented in life at school, work, or home. In addition, the application of skills from extracurricular activities can lead to higher academic success and ability to face future job opportunities (Fredricks & Eccles, 2006; Chia, 2005; Robles, 2012). There are 4 functions of extracurricular activities including development, social, recreational, and career preparation functions (Aqip and Sujak, 2011). Thus, innovation in educational programs through extracurricular activities is used as a consideration in the efforts of educational institutions, especially the East Java Provincial Education Office in collaboration with the Sepuluh Nopember Institute of Technology to launch the "Double Track High School" program aimed at increasing the working abilities of high school students in the Business and Industry World (Peraturan Pemerintah Nomor 17 Tahun 2010 Tentang Penyelenggaraan dan Pengelolaan Pendidikan).

The number of high schools in East Java implementing the *Double Track SMA Program* is still limited. The policy for the Double Track SMA program in its implementation at SMA N 1 Tongas has a 43% discrepancy with the indicators with Peraturan Gubernur Jawa Timur Nomor 139 Tahun 2018 tentang Program *Double Track* (Maula, 2021). In addition, the implementation of the Double Track SMA program has supporting factors and inhibiting factors that affect the results of the Double Track SMA program graduates (Maula, 2021; Yuningsih, 2022). The gaps in the Double Track SMA program relate to program management. Management as a process of planning, organizing filling of staff, leadership, and controlling to optimize the use of resources for implementing organizational goals effectively and efficiently (Hidayatullah, 2010). The existence of program management in this study can be used as a guide for high

schools in other regions with the same problem conditions in implementing the Double Track SMA program, so that they can maximize the resources they have.

Based on the statements above, there are successes and obstacles which can be identified how the management of the program. Further information is needed regarding the management process of the *Double Track SMA Program*. Thus, researchers conducted research on superior schools in the *Double Track High School Program*, namely SMA Negeri 1 Balen, which has a *track record* of achievement in the management of the *Double Track High School Program*. It is hoped that this can be used as a reference for schools that have not been actively involved in the *Double Track High School Program* and schools that are still not optimal in the management of the *Double Track High School Program*.

## 2 Methods

The approach used in this research is qualitative and case study research design. This study uses a case study design aimed at presenting data specifically related to the management of the *Double Track SMA program* by SMA N 1 Balen. Thus, the case study research design can detail the answers to how and why a case raised occurred, as well as provide a more comprehensive answer for researchers regarding the management of the *Double Track SMA program*. The research uses two forms of data sources, namely primary data sources and secondary data sources. Primary data is data obtained directly by researchers from appropriate, appropriate and responsible informants in the implementation of the *Double Track SMA program*. The informants referred to by the researcher included school principals, operators, administrators, trainers, and students involved in the program. Secondary data sources are indirect data sources that can provide additional information and strengthen the research data. Secondary data sources include archives of written and unwritten documents (pictures) related to the *Double Track SMA program*. Data collection techniques in this study using observation, interviews, and documentation. Observations related to the *Double Track SMA program* were carried out in direct stages, namely initial observations to observe environmental conditions and then continued with follow-up observations with interviews or direct observation of activities in the *Double Track SMA program*. Interviews were used to find and gather information related to the management of the *Double Track SMA program*. Documentation aims to explore historical data. Data analysis techniques in this study consisted of data collection activities, data condensation, data presentation and conclusions.

## 3 Results and Discussion

Based on observations and interviews conducted by researchers on February 16 2023, the SMA *Double Track* program began to be implemented at SMA Negeri 1 Balen in 2019 through a special selection. The *Double Track SMA program* is under the auspices of the East Java Provincial Education Office in collaboration with the Surabaya Sepuluh Nopember Institute. The term Double Track is a term given to schools that organize

two educational programs, namely formal education and entrepreneurship skills programs. The objectives of holding the *Double Track* Program include: (1) building entrepreneurial character and student skills, (2) providing competency and knowledge according to the areas of expertise students choose, (3) creating work-ready high school graduates according to skills certificates, (4) implementing experiences that can be developed after students take part in skills training both in the product and business fields, and (5) form a learning practice model that emphasizes the academic field and skill abilities in each organizing school unit (Sukemi, et al., 2019). Regarding the program's objectives, it is hoped that the *Double Track program* will enable high school graduates who do not go on to tertiary institutions to compete optimally with the additional skills and expertise program certification they have mastered (Asrori et al., 2022). The existence of additional skills is expected to provide ready-to-work provisions for students who do not continue on to tertiary institutions.

*Double Track* system is specifically for senior secondary education units that carry out regular teaching and learning activities (KBM) and skills training activities side by side by utilizing local wisdom and substituted in extracurricular activities whose implementation is carried out outside of regular KBM lesson hours (Sukemi, et al., 2019). The management of the *Double Track* SMA program at SMA Negeri 1 Balen uses a pattern of planning, organizing, implementing and controlling. The scope of focus in program management is guided by Peraturan Gubernur Jawa Timur Nomor 139 Tahun 2018 tentang Program Double Track including student mapping, training materials and program development, infrastructure, trainers and financing.

The planning phase begins based on the background and objectives of the program, student mapping, trainer planning, infrastructure planning, budget planning and collaboration with business partners. The background to the existence of the program is that 60% of high school graduates who do not continue their studies are related to the purpose of the DT program as a vehicle for developing employability for high school students who do not continue their studies. Student mapping is carried out by outreach at MPLS events in grade 10 with the aim of introducing the program and outreach to each grade 11 by collecting data on students who are interested in participating in the program and majors they are interested in. Preference will be given to majors that already existed in the previous period. There are 3 majors at SMA N 1 Balen, namely catering, TKR and multimedia. Assessment of student selection based on student character and commitment in daily learning activities. Determination of trainers is prioritized from school teachers who have expertise in the appropriate department, if there is still a shortage of trainers then recruit practitioners through partner collaboration. Before the program starts, trainers receive training in Surabaya by ITS for 3 days discussing the curriculum, materials and modules that will be used in learning. Planning for facilities and infrastructure is carried out by first checking the equipment owned by the school, then if there is equipment that is not owned or lacking, it is purchased and rented through partner cooperation. Budget planning is carried out according to guidelines from the center for central subsidy funds, namely the income funds are the same as the expenditure funds. From the center, the funds received by each child are Rp. 300,000.00, with details of 50% for equipment rental and the remainder for material needs. If there is a shortage of funds from the center (DT), then

there will be financial assistance from schools (student activities) and school committees. Planning for DUDI partner collaboration is carried out by making a list of DUDI partners to target and preparing the documents (proposal and MoU). Collaboration with DUDI partners regarding apprenticeships, trainers, equipment rental and purchasing of materials at affordable prices.

The organizing stage consists of determining the program management and organizational structure. The determination of program administrators is in accordance with guidelines from the center, there are 4 administrators with official decrees including those in charge, operators, administrators, and trainers. If additional administrators are needed, discussions and agreements will be held with internal stakeholders at the school. The preparation of the organizational structure of the DT program in schools is in accordance with the guidelines from the center, namely at the top there is the school principal as the person in charge, then the coordination line under the KS has operators and administrators, then the coordination line down there are trainers and DUDI partners.

The implementation phase consists of implementing various learning activities, special activities, KUS activities, apprenticeship activities, and certification test activities. The implementation of learning activities is carried out every Saturday at SMA N 1 Balen. Activities start in the morning until noon with a discussion of material from theory to practice. There are 3 majors including TKR, multimedia, and culinary management. The number of classes for each department is 1 class containing 30 students. The implementation of special activities aims to be the application of the results of learning activities. Special activities in DT programs such as bazaars and events from the center. In special activities, students sell and promote KUS products. Students do not spend money on special activities, related to venture capital obtained from schools and financial assistance from parents. The formation of the KUS activity group (Student Business Group) was directed by the trainer at the beginning of learning. In this activity, students form groups that produce a special product to be marketed and KUS is handled by the students themselves in group business development and monitored by the trainer. Internship activities are carried out in collaboration with DUDI partners and students are required to have skills related to their majors. The form and duration of the apprenticeship are included in the authority of the trainer. The implementation of the certification test is carried out by ITS which is carried out in each school. There are 2 types of tests, namely CBT and practical tests. For practical tests, ITS is assisted by trainers as testers of student abilities. The form of practical test assessment depending on the trainer's authority can be in the form of individual or group tests. The results of the CBT test certification were not distributed to schools in detail, only in the form of final scores/predicates with 4 categories: A, B, C and D which were directly listed on the certificate. The attendance requirement is 120 JP.

The control stage consists of incidental evaluation, scheduled monitoring, and program evaluation. Incidental evaluations are carried out to discuss activities in ongoing programs related to preparations and constraints in activities. An incidental evaluation is carried out between trainers, operators and administrators, then the results of the discussion are conveyed by the operator to the school principal. Scheduled monitoring is carried out in the form of financing reports and activity reports.

Monitoring of financing reports is carried out between administrators and school principals once a month and every time there is a special event (before and after the event). Monitoring of activity reports is carried out between the administrator and ITS through a logbook which contains minutes of activities, student attendance, and documentation. The overall program evaluation was carried out by internal parties (school administrators) and external parties (East Java Provincial Education Office and ITS). Program evaluation by school administrators is carried out at the end of DT program activities, while program evaluation by the East Java Provincial Education Office and ITS is carried out at the end of each term in the form of money and LPJ.

By using this management model, schools can achieve achievements, including in 2020, namely 1st place in the Best DUDI Partner Development School, 1st place in the Best Student in the TKRO field and 2nd place in the Packaging Competition category, then the achievement in 2021 is 1st place in the Best DUDI Partner Development School. The results of the DT program graduates are in accordance with the objectives of the DT program. The school facilitates infrastructure and collaboration with DUDI partners for graduates of the DT program to develop.

## 4 Conclusion

Based on the results of observations, interviews and documents from schools, it can be concluded that the management patterns used by schools in the DT program are planning, organizing, implementing and controlling. The planning phase begins based on the background and objectives of the program, student mapping, trainer planning, infrastructure planning, budget planning and collaboration with business partners. The organizing stage consists of determining the program management and organizational structure. The implementation phase consists of implementing various learning activities, special activities, KUS activities, apprenticeship activities, and certification test activities. The control stage consists of incidental evaluation, scheduled monitoring, and program evaluation. By using this management pattern, it is considered significant and has a major influence on the results of the DT program. schools can achieve achievements in the DT program event and can provide advanced facilities for graduates of the DT program. Thus, it is hoped that the description of the management of the DT program can be used as a guide for schools that will implement the DT program so that it runs well with appropriate results.

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