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IMPLEMENTATION OF EDUPRENEURSHIP: A LEADING PROGRAM IN THE FORM OF ACADEMIC GUIDANCE AT SDIT AL HUSNA

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Abstract

21st century learning demands adaptation of education to prepare students for global challenges and evolving technology. The Merdeka curriculum in Indonesia provides freedom to schools and students in determining the learning process that suits local needs. This study aims to assess the implementation of the edupreneurship-based academic guidance program at SDIT Al Husna, which includes deepening subject matter and developing independent learning skills. The method used was descriptive qualitative with data collection through observation. The results showed that this program succeeded in improving students' academic achievement with an average score increase of 20% in Mathematics, Science, and English subjects. In addition, the program also developed students' soft skills and entrepreneurial spirit through practical activities. Despite challenges in implementation, corrective measures can increase the effectiveness of the program. This study recommends the application of edupreneurship principles as a model for other schools in improving the quality of education and students' skills to face future challenges.

Keywords: Implementation; Edupreneurship; Academic Guidance

Abstrak

Pembelajaran abad ke-21 menuntut adaptasi pendidikan untuk mempersiapkan siswa menghadapi tantangan global dan teknologi yang terus berkembang. Kurikulum Merdeka di Indonesia memberikan kebebasan kepada sekolah dan siswa dalam menentukan proses pembelajaran yang sesuai dengan kebutuhan lokal. Penelitian ini bertujuan untuk menilai pelaksanaan program bimbingan akademik berbasis edupreneurship di SDIT Al Husna, yang mencakup pendalaman materi pelajaran dan pengembangan keterampilan belajar mandiri. Metode yang digunakan adalah kualitatif deskriptif dengan pengumpulan data melalui observasi. Hasil penelitian menunjukkan bahwa program ini berhasil meningkatkan prestasi akademik siswa dengan rata-rata nilai meningkat sebesar 20% pada mata pelajaran Matematika, IPA, dan Bahasa Inggris. Selain itu, program ini juga mengembangkan soft skills dan jiwa kewirausahaan siswa melalui kegiatan praktis. Meskipun terdapat tantangan dalam implementasi, langkah-langkah perbaikan dapat meningkatkan efektivitas program. Penelitian ini merekomendasikan penerapan prinsip-prinsip edupreneurship sebagai model bagi sekolah lain dalam meningkatkan kualitas pendidikan dan keterampilan siswa untuk menghadapi tantangan masa depan.

Kata Kunci: Implementasi; Edupreneurship; Bimbingan Akademik



INTRODUCTION

21st century learning presents new challenges and opportunities for educators and students. In a rapidly changing information age, skills such as critical thinking, collaboration, communication, and creativity are becoming increasingly important (Kusbandiyah, 2020; Nu'man, 2020). Therefore, education must adapt to prepare students for global challenges and evolving technologies (Minan & Afifah, 2021). One approach adopted in Indonesia is the Independent Curriculum, which is designed to give schools and students the freedom to determine learning processes that suit their local needs and contexts (Rahimah, 2022).

The Independent Curriculum emphasizes the importance of accommodating students' interests and talents, which is a crucial aspect of 21st-century learning (Habsy et al., 2024). By understanding that each student has a different learning style and interest, educators are required to create an inclusive and responsive learning environment. This includes the implementation of differentiated learning strategies, where teachers adjust teaching and assessment methods based on students' individual needs (Sarnoto, 2024).

Differentiated learning not only increases student engagement but also helps them reach their full potential (Andajani, 2022). By providing choices in how they learn and demonstrate their understanding, students feel more in control of their learning process. This is especially important in the context of the Independent Curriculum, which encourages students to become independent and active learners. So that the educational services provided by schools must be optimal, including by providing superior programs that support students' academic and non-academic development.

One of the excellent programs that can be implemented is academic guidance. This program is designed to provide additional support to students in understanding the subject matter, preparing for exams, and developing effective study skills. The existence of academic guidance allows students to more easily overcome learning difficulties and achieve better results. Thus, schools can create an inclusive and responsive learning environment, which supports the holistic development of students in facing future challenges.

Holistic academic guidance activities not only focus on improving academic achievement, but also on developing character, creativity, and entrepreneurial skills (Parasmita et al., 2022). One effort that can be made is to apply the concept of edupreneurship, which combines the spirit of entrepreneurship with education. Edupreneurship can be implemented through various programs, one of which is comprehensive academic guidance.



The main objective of this study is to assess the implementation of the academic guidance program and to find out the important components that contribute to its success. In addition, this study aims to provide practical suggestions for further improvement and development.

RESEARCH METHODS

The method used in this study is a descriptive qualitative method. Descriptive research according to Hamdi & Bahrudin (2014) is a research method aimed at describing existing phenomena, which are taking place at present or in the past (Pratiwi & Puspito Hapsari, 2020). The data for this study were obtained by means of observation . As for object from research This is student students at SDIT Al Husna totaling 50 people, the sample used namely purposive sample.

RESULTS AND DISCUSSION

SDIT Al Husna as one of the private elementary schools in Sukabumi Regency has implemented the concept of edupreneurship through an academic guidance program. This academic guidance program is in the form of in-depth study of subject matter and enrichment, as well as assistance in completing assignments and projects given by the teacher. Through this program, students will receive additional support to master the subject content while developing the independent and collaborative learning skills needed in the Merdeka Curriculum (Hartono et al., 2022) .

In this academic guidance program, teachers act as facilitators who help students explore their interests and talents, and develop effective learning strategies (Hayati, 2022) . Through intensive mentoring, students will be encouraged to become independent learners who are able to plan, implement, and reflect on their own learning process. In addition, this program will also provide space for students to collaborate with their friends in completing the assigned project tasks.

This program is based on the results of an agreement with parents of students and all teachers, and integrates Islamic teachings to improve student resilience and character (Asror, 2021) . Thus, teachers are selected who truly have the competence to accompany these students.

In preparing the planning of an edupreneurship-based academic guidance program, SDIT Al Husna took several strategic steps. First, the school analyzed the needs of students and the surrounding environment to identify potential that could be developed. Second, the school prepared program objectives that not only focused on improving academic achievement, but also on developing students' character, creativity, and entrepreneurial skills.



Edupreneurship encourages innovation in teaching methods and learning materials (Umatin et al., 2024) . Edupreneurship is a concept that combines education *with* the principles of entrepreneurship (Arta et al., 2023) (Nur & Subiyantoro, 2022) , which aims to create an innovative, independent, and sustainable learning environment .

The implementation of an edupreneurship-based academic guidance program at SDIT Al Husna showed various significant positive results, both in improving academic achievement and developing soft skills and entrepreneurial spirit in students.

The implemented academic tutoring program has shown significant improvement in students' academic achievement. Based on the results of the exams before and after participating in the program, there was an average increase of 20% in Mathematics, Science, and English. This shows that the personalized approach in learning is able to meet the specific needs of each student, which has a positive impact on their academic achievement.

In addition to improving academic achievement, the program also succeeded in developing various soft skills in students. Interviews and group discussions with students showed that they felt more confident, had better communication skills, and were better able to work in teams. Presentation sessions and group projects that were part of the private tutoring program helped students develop these skills. The implementation of edupreneurship also succeeded in instilling an entrepreneurial spirit in students. Through activities such as business simulations, mini exhibitions, and entrepreneurship projects, students learned about business planning, time management, and risk taking. As many as 70% of students who participated in the program showed a greater interest in entrepreneurial activities and had a better understanding of the business world.

The program not only helps their children in improving academic achievement but also in developing social and personality skills. Teachers also report that students who participate in the academic tutoring program show higher motivation to learn and more active participation in regular classes.

The results of the study showed that the implementation of edupreneurship in the academic guidance program at SDIT Al Husna was very effective in improving academic achievement and developing soft skills and entrepreneurial spirit in students. This approach successfully created a more dynamic and interesting learning environment, which contributed to increasing students' learning motivation. Innovation in teaching methods, which combined conventional teaching methods with practical entrepreneurial activities, proved effective in attracting students' interest and making learning more relevant to real life.



Despite the many successes achieved, there were several challenges in implementing the program, including limited resources such as time and facilities, and resistance to change from some in the school community. Several teachers reported that they found it difficult to manage limited time and facilities to implement the program optimally. These challenges need to be addressed so that the program can run more effectively and sustainably.

CONCLUSION

The implementation of edupreneurship through academic guidance program at SDIT Al Husna has shown positive results in improving academic achievement, developing soft skills, and instilling an entrepreneurial spirit in students. Although there are challenges in implementation, appropriate corrective steps can help overcome these obstacles and increase the effectiveness of the program in the future. Thus, this approach can be a model for other schools that want to adopt the principles of edupreneurship in an effort to improve the quality of education and develop students' skills to face future challenges.

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