


Entrepreneurial Management in Realizing Student Entrepreneurship Education at SMKN 1 Buduran Sidoarjo

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ABSTRACT

This study aims to analyze and evaluate entrepreneurial management – covering Planning, Organizing, Implementing, and Supervising (POAC) – in realizing entrepreneurship education at SMKN 1 Buduran Sidoarjo. The research problem focuses on how the school's Teaching Factory, particularly the Titik Satu Kopi school café, manages its entrepreneurial program to develop students' entrepreneurial character amid the challenges of the Industrial Revolution 5.0 and the high unemployment rate among vocational graduates. This study employs a qualitative descriptive approach using a case study design. Data were collected through in-depth interviews with the principal, vice principal for curriculum, café manager, and supervising teachers; direct observation of café operations and student practice activities; and document analysis related to school entrepreneurship programs. Data were analyzed using the Miles and Huberman model – data reduction, data display, and conclusion drawing. The findings indicate three main results: (1) entrepreneurial management at SMKN 1 Buduran is effectively implemented through structured POAC stages, supported by BLUD regulations that provide financial and managerial flexibility; (2) the Teaching Factory café strengthens students' entrepreneurial character, particularly proactivity, innovation, responsibility, and risk-taking skills through real business practice; and (3) the café functions not only as a business unit but also as a practical learning laboratory that aligns school programs with industry standards. Theoretically, the study provides a model integrating managerial functions with practical entrepreneurship learning in vocational education. Practically, the findings offer recommendations for strengthening Teaching Factory management and serve as a reference for other vocational schools seeking to implement entrepreneurship-based learning.

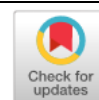
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INTRODUCTION

The Industrial Revolution 5.0 era brought great changes to society, both at the national and global levels. The rapid development of science and technology presents significant opportunities and challenges in various aspects of life, especially in the fields of education and employment. On the one hand, the advancement of digitalization provides convenience in communication, automation, and business activities. However, on the other hand, people who are unable to adapt to these changes have the potential to be left behind, thus contributing to rising unemployment.

This situation can be seen in the data of BPS East Java in Figures 2025, which recorded the number of unemployed as many as 1,020,651 people in the age group of 15 years and above. Sidoarjo Regency itself occupies the third highest unemployment position after Malang and Surabaya, which reaches 76,063 people. When viewed based on education level, high school graduates – both high school and vocational school – accounted for the largest number, which was 517,287 people (BPS, 2025). This condition shows that secondary education graduates still face competency challenges, especially in job skills and readiness to face the business world.

In the IR 5.0 era, adaptability, creativity, and entrepreneurial mindset are important factors in increasing the competitiveness of graduates. Entrepreneurial skills are needed to

open up new job opportunities, reduce the unemployment rate, and strengthen people's economic independence (Khamidi, 2024). Therefore, Vocational High Schools (SMK) as vocational education institutions have a vital responsibility in equipping students with knowledge, skills, and entrepreneurial character.

Entrepreneurship education at vocational schools not only serves to provide understanding of concepts, but also to form the courage to take risks, creativity, innovation, and independence of students. This process should ideally be carried out in a structured manner through the stages of education management: planning, organizing, implementing, and supervising (POAC) (Irfani, 2018). Thus, entrepreneurship programs can run effectively and provide a real learning experience for students.

SMKN 1 Buduran Sidoarjo is a vocational school that has a strong commitment to entrepreneurship education. Through the slogan "The Real Entrepreneur School", this school develops various Teaching Factory (TEFA) programs, one of which is the Titik Satu Kopi café business unit. This business unit not only functions as a means of service for school residents and the community, but also as a practice laboratory for students in implementing entrepreneurship theories learned in class. The success of this school in winning 1st place at SMK BLUD East Java Province shows the existence of effective entrepreneurial management in the management of the school's business unit.

Although many previous studies have discussed Teaching Factories and entrepreneurship education, there are still few studies that specifically examine management-based entrepreneurial management (POAC) in school business units such as cafes. In addition, studies that explore how school cafe-based entrepreneurship programs play a role in shaping students' entrepreneurial character and competencies are still limited. This is the research gap that this research wants to answer.

Based on this context, this study aims to analyze Entrepreneurial Management in realizing student Entrepreneurship Education at SMKN 1 Buduran Sidoarjo, focusing on four management functions: planning, organizing, actuating, and controlling in the Titik Satu Kopi café business unit.

In addition, this research has novelty in the form of mapping entrepreneurial management models in school business units as a form of implementing applicable entrepreneurship education. The results of this research are expected to be a reference for other vocational schools in developing business models based on entrepreneurial practices that are able to improve students' competencies and entrepreneurial character.

METHOD

This research uses a qualitative approach because the data collected is in the form of descriptions, explanations, and experiences of informants, not numbers or statistics. This approach was chosen considering that the research focuses on the entrepreneurial management process in the Teaching Factory (TEFA), a phenomenon that can only be understood in depth through direct observation, interaction with program actors, and document searching. The management process that includes planning, organizing, implementing, and supervising is a complex and dynamic activity, requiring a holistic exploration that cannot be explained through quantitative methods. Therefore, this study uses a qualitative descriptive method with a case study design to explore in depth how entrepreneurial management is implemented in the business unit of the Café Titik Satu Kopi school at SMKN 1 Buduran Sidoarjo, which is the real realization of TEFA-based entrepreneurship education. The research was carried out from September to October by involving key informants who were purposively selected, namely the Principal, Vice Principal for Curriculum, Manager of Café Satu Kopi, and entrepreneurship supervisors, who are considered to have direct knowledge and experience regarding the implementation of the program. Data collection was carried out through in-depth interviews to gain a comprehensive understanding of the informants, observation to see firsthand student activities and café operations as a form of learning implementation, as well as documentation to strengthen

primary and secondary data related to the program. The validity of the data is tested through confirmability to ensure that the research can be accounted for through trail audits, as well as credibility with source triangulation techniques and triangulation methods by comparing the results of interviews, observations, and documentation, and equipped with member checking to ensure the accuracy of information from informants. Data analysis was carried out based on the Miles and Huberman model through the process of data collection, data reduction, data presentation, and simultaneous drawing and verification of conclusions so as to produce a comprehensive understanding of entrepreneurial management in realizing entrepreneurship education at SMKN 1 Buduran Sidoarjo.

FINDINGS AND DISCUSSION

School Profile of SMKN 1 Buduran Sidoarjo

SMKN 1 Buduran Sidoarjo School, is one of the vocational high schools in the Sidoarjo area. Located on Jl. Jenggolo No.1B, Bedrek, Siwalan Panji, Buduran District, Sidoarjo Regency, East Java Province. SMKN 1 Buduran Sidoarjo has a very strategic location because it is right on the edge of the main highway, namely Jl. Raya Jenggolo, and is in the central area of Sidoarjo, making it easier to access roads and transportation. Because it is located on the main street and the center of the city has residential, cantonal, and industrial areas. So it is very supportive to be developed into an educational and entrepreneurial area. Supported by the beautiful environmental conditions, it further adds to the power of SMKN 1 Buduran Sidoarjo.

As the name implies, this school is designed to be able to prepare students to enter the world of work through vocational education. The output of SMKN 1 Buduran is expected to have professional skills and expertise in accordance with the interests of students, to be ready to work or entrepreneurship. SMKN 1 Buduran Sidoarjo is a Center of Excellence, where SMKN 1 Buduran is an Entrepreneurial and Industry-Based Printer that excels at the National and International levels. Such as winning 1st place in the Province as a BLUD Vocational School, at the National level of Jaura 1 in the field of fashion technology in August 2025, and an international achievement, namely the participation of the 10th Centerstage in Hong Kong in September 2025.

Vision and Mission

The vision of SMKN 1 Buduran Sidoarjo is to become the best, inspiring, and solutive vocational education unit for National Educators, while the Mission of SMKN 1 Buduran Sidoarjo is:

Developing Education and Pleatihan that is Adaptive, dynamic, characterful, competitive, Inspirational and Solution.

Preparing graduates who are ready to work, entrepreneurial in accordance with the needs of the world of work, and continue to higher education, which is based on faith and Taqwa, mastering science, technology and high competitiveness.

Developing synergy with the world of work as a whole in improving the quality of human resources, infrastructure, curriculum, and the application of human resources.

Develop a clean, inclusive, safe, comfortable and conducive environmental culture.

Managing funds professionally by applying the principles of efficiency, effectiveness, accountability and transparency in the pattern of financial management of the Regional Public Service Agency (PPK-BLUD)

Providing good educational services, maintaining and maintaining diversity.

Conducting graduation tracing and developing Cooperation with Alumni.

Sharing good practices with stakeholders and other educational units.

In accordance with the Vision and Mission of SMKN 1 Buduran School is committed to being able to produce its graduates ready to compete in the business world and have an independent entrepreneurial spirit, the seriousness of this commitment can be seen through the TeFA (Teaching Factory) program can integrate the learning process with direct

production activities with various kinds according to the department as a place of practice. SMKN 1 Buduran Sidoarjo, established on November 10, 1997, has been equipped with infrastructure facilities as a laboratory for students' experiments, so that students can directly implement the theories obtained in class. This infrastructure is in the form of international standard practical equipment.

Entrepreneurship Planning in Realizing Entrepreneurship Education

This planning focuses on the establishment and management of the Entrepreneurship Education program through Cafe Satu Kopi.

Entrepreneurship Education

Entrepreneurship education is closely related to vocational schools, namely as vocational schools which prepare graduates to be ready to work or entrepreneurship. So there needs to be learning that includes knowledge and skills according to what is needed by students So that the skills they get from school will be a great opportunity to enter the business world or industry. This can be realized through learning in schools that integrate theory and practice comprehensively. As is the case at SMKN 1 Buduran, entrepreneurship education is structured and visionary, this is in accordance with the school's vision to become the best, solutive, and inspiring vocational institution for the future of students. So that in educational planning, it is done very carefully. Which is the educational planning process is really adjusted to the needs of students. In order for the school to identify these needs, it was explained in the interview results that "We conducted a survey at the beginning of entering this school, what do students want, whether it is their desire to be entrepreneurial, whether it is their desire to go to industry or even continue to college, they are able to be entrepreneurial. Everything is adjusted to the needs of students in this case, so we should not prepare the curriculum based only on the wishes of the school, but based on the wishes of students and guardians."

Through the survey, it can be seen that schools in preparing the curriculum are not carried out unilaterally but based on the factors of students' needs and interests as the main subjects in implementation, so that it can be known that students' needs lead to the business world, or the industrial world. In this case, schools can prepare the right curriculum to facilitate the talents and interests of all students while seeing what opportunities are needed by the industrial world and the business world. SMKN 1 Buduran Sidoarjo implements a national curriculum, but the aspect is different compared to other vocational schools, namely the development of the curriculum prepared by SMKN 1 Buduran Sidoarjo, this as the results of the interview also explained that:

"The preparation of the curriculum of SMKN 1 Buduran adjusts to the needs of students. The national curriculum does have learning outcomes, then we will translate it in the field Together with the industries, there are some that are adapted to the industry. Indeed, it is our discretion to develop a curriculum. Where is the curriculum of vocational schools that is collaborated with the National curriculum. So that the curriculum is flexible which can be developed through KOSP (Operational Curriculum of Education Units). The curriculum development process is also accompanied by the industry, so that the curriculum that is prepared is really adapted to the needs of students and the industrial world."

Entrepreneurship education at SMKN 1 Buduran can be seen from the learning process that develops from theory in the classroom and practice in the production kitchen, then Field Work Practice (PKL) in industry, into the **Teaching Factory (TeFA)** program. This TeFA is an update from the ministry of education that allows students to do fieldwork practice at school first before practice in industry, to complete the skills needed. The learning process is that there are various integrated subjects. Namely elective subjects and subjects according to the major. The Teaching Factory units are business labotarium to be able to implement the implementation of entrepreneurship. Teaaching Factory units include Edotel (Hospitality), Titik Satu Coffee (drinks), Pawon (culinary), Edo Bakery (culinary), Agement (Clothing). Meanwhile, the discussion of entrepreneurship management here related to entrepreneurship is in the Coffee One Point unit, the implementation of entrepreneurship education at the coffee

point one has several related subjects, such as elective subjects (mapil) and collaborative subjects. Elective subjects such as, food and beverage processing. The Entrepreneurship subject is collaborated with related business actors.

School Cafe Program Planning

The establishment of the café was more or less established in 2018, The background of the establishment of this program is in accordance with the school's vision, namely "to become the best, inspiring, and solutive vocational education unit for National Education, and to realize this vision as stated in the mission, one of which is correlated, namely being able to prepare graduates who are ready to work, entrepreneurial according to the needs of the world of work, and continue to higher education, which is based on faith and piety, mastering science, technology and high competitiveness"

Thus, in accordance with what is excelled by SMKN 1 Buduran as the real Entrepreneur school, it is evident through these visions and missions that the school strives to produce graduates who are not only competent, expert, and can be absorbed in the industrial world, but also prepare entrepreneurial characters who can create the business world independently and relevant to the needs of the community. And in accordance with the school's mission at point 5, namely "Managing funds professionally by applying the principles of efficiency, effectiveness, accountability, and transparency in the pattern of financial management of the Regional Public Service Agency (PPK-BLUD)" based on this mission, it can be known that in realizing school entrepreneurship education through the established business unit is also supported by BLUD, where financial management is under direct supervision by BLUD. Adjusting the school's vision and mission, survey activities are also carried out to new students when they first enter school, and the results of the survey can be known the needs and interests and desires of students, one of which is becoming an entrepreneur, the school is trying to realize and realize it by establishing a school café business unit called Titik Satu Kopi, this school business unit (Titik Satu Kopi) is also under the supervision of BLUD.

The coffee point café unit is part of (TeFa), this is to diversify learning that starts from subjects (mapel) in the classroom, namely intracurricular learning activities. become a learning Teaching Factory, which integrates the production process or services in real terms into learning, so that it is diversified into various business units through Tefa. This one-point coffee café unit is part of entrepreneurship managed by the school. The subjects related to the one-point coffee café business unit are optional subjects, abbreviated as "MaPil" which is related to lessons in making hot and cold drinks. Furthermore, in learning at the café, there will be a supervisor who is responsible for achieving student competencies. Where the supervisor is in accordance with the teacher of the chosen subject in his class, as a supervisor it is necessary to make a teaching and assessment module that will be used as a design of activities and assessment of student skills. In the learning activity, Cafe Titik Satu Kopi will be a practice place for students to make food and beverage products, which begins with conducting research on products and market research. The goal is to prepare graduates to enter the Business and Industrial World (DUDI), in line with the school's visions and missions and student needs. Entrepreneurship education can be realized through school cafes, which can be collaborated with several related subjects according to the major.

Things that need to be prepared to realize this program include: the existence of café management assistance from DUDI (Dunia Usaha Dunia Industri) directly related to operational management based on the results of interviews that "We collaborate with MSMEs, like Hana Gemilang, she is the one who helps to pioneer this one-point coffee café business which is related to its management"

It is known that internal management is carefully prepared through direct assistance from café MSME actors from Pasuruan, both related to the creation of the name, concept form, *branding* and also the arrangement of the café. Then related to the readiness of schools in entrepreneurship, namely schools need to register business licenses, Entrepreneurship through school cafes must have legality that is officially recognized as an identity in the implementation of entrepreneurial activities. The one-stop coffee café is part of the school's business activities which already have a business license by obtaining a NIB (Business

Identification Number). Based on the results of the documentation, it is known that the one-point coffee café is registered as a KBLI MSE-scale business activity, with code 56303 as the type of production, namely a drinking house/café, with a business license for operational preparation, and or commercial business activities and has been certified halal products facilitated by BPJPH.

Organizing Entrepreneurship in Realizing Entrepreneurship

The organization regulates the structure and working mechanism of the entrepreneurship program at Cafe Titik Satu Kopi. Be it the organizational structure of the café, related human resources, and infrastructure facilities that support entrepreneurial activities.

Organizational Structure

Regarding experts, involving teachers of subjects related to entrepreneurship, teachers who are involved in teaching at Cafe Point Satu Kopi are called supervisors, which function as intensive mentors to help students to understand theories and their application in real practice in school cafes. The supervisor in charge of the elective subject (mapil) at the coffee point café is Mrs. Lilik.

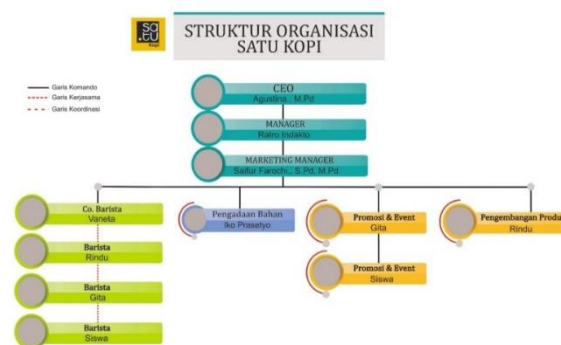


Figure 1. Organizational Structure of Titik Satu Kopi

Based on the results of the documentation study, there is a clear organizational structure. Where the formation of experts is adjusted to needs. The structure of the organizational structure that was formed was the one who acted. The one who acts as the CEO at Titik Satu Kopi is the Principal, where the principal's leadership becomes a central role related to entrepreneurial management. The principal as CEO, is responsible for managing, developing, and creating school independence. Including the procurement of recruited human resources must be in accordance with needs such as the Manager, as the person in charge of the café the manager plays an important role in acting as the management of the entire café. while Employees (Baristas) are needed employees who serve as baristas, taken from the Alumni of SMKN 1 Buduran, including Vaneta, Rindu, Gita. These baristas will help the students to practice at the café. Employees who serve as promotional teams, namely gita and students who will practice in cafes, the promotion team acts as a strategy maker to suit the interests and trends in the market. So that it can further develop cafes and be in great demand by the community.

Compiling a Schedule of Activities

JADWAL PIKET TITIK KOPI							
NO	Nama Siswa	Senin, 6 Okt 25	Selasa, 7 Okt 25	Rabu, 8 Okt 25	Kamis, 9 Okt 25	Jumat, 10 Okt 25	Minggu, 12 Okt 25
1	PUTRI IS'ADA	13.30 - 20.00	13.30 - 20.00	7.00 - 14.00	7.00 - 14.00	7.00 - 14.00	OFF
2	RAHMADINA NUR SEPTIASA	7.00 - 14.00	7.00 - 14.00	13.30 - 20.00	13.30 - 20.00	OFF	15.00-20.00
NO	Nama Siswa	Senin, 13 Okt 25	Selasa, 14 Okt 25	Rabu, 15 Okt 25	Kamis, 16 Okt 25	Jumat, 17 Okt 25	Minggu, 19 Okt 25
1	NAYLA AGNI AL - QISTI	13.30 - 20.00	13.30 - 20.00	7.00 - 14.00	7.00 - 14.00	7.00 - 14.00	OFF
2	OLIVIYA NOVIYANTI	7.00 - 14.00	7.00 - 14.00	13.30 - 20.00	13.30 - 20.00	OFF	15.00-20.00
NO	Nama Siswa	Senin, 20 Okt 25	Selasa, 21 Okt 25	Rabu, 22 Okt 25	Kamis, 23 Okt 25	Jumat, 24 Okt 25	Minggu, 26 Okt 25
1	MORGANA DESAR BANU SAN	13.30 - 20.00	13.30 - 20.00	7.00 - 14.00	7.00 - 14.00	7.00 - 14.00	OFF
2	NAJAA KHAIRUNISA MURIZA	7.00 - 14.00	7.00 - 14.00	13.30 - 20.00	13.30 - 20.00	OFF	15.00-20.00
NO	Nama Siswa	Senin, 27 Okt 25	Selasa, 28 Okt 25	Rabu, 29 Okt 25	Kamis, 30 Okt 25	Jumat, 31 Okt 25	Minggu, 2 Sep 25
1	LUTFIANA PUTRI BAHARUDIN	13.30 - 20.00	13.30 - 20.00	7.00 - 14.00	7.00 - 14.00	7.00 - 14.00	OFF
2	MOCH. RAFLY NAUFAL AFKA	7.00 - 14.00	7.00 - 14.00	13.30 - 20.00	13.30 - 20.00	OFF	15.00-20.00

Figure 2. Student Picket Schedule at Point One Coffee

Preparing Activity Schedules is closely related to Intracurricular activities, learning enters into intracurricular through theoretical learning in the classroom. According to the results of the interview, that "There is a collaborative between maples. For example, there is a project to make late art, we will convey it to the adaptive normative teacher. Because not all teachers are willing to be collaborative. Because the mapil, it is related to making hot and cold drinks. But if it is related to this service related to the food and beverage service map (PMM) related to the squen of service In practice, where students who have been determined according to the list will take turns carrying out entrepreneurial activities directly".

That way, the mapel that enters the activities in the one-coffee point café is an optional subject of study, this subject has a path through coordination between the mapil supervisor and the café manager, so that the mapil supervisor can make a practice schedule outside of in-curricular activities, which independently through the one-coffee point business unit will be implemented gradually.

Based on the results of the document study, it can be seen that there is a division of the picket schedule at one coffee point, which is specifically carried out by grade XI students who take elective subjects. They will carry out entrepreneurial activities directly. According to the schedule as a guideline for students to carry out tasks in a structured manner in the Cafe Satu Titik Kopi business unit starting from Monday to Friday, but if there are students who want to deepen their skills more they are allowed until Sunday. Students listed in the schedule have the obligation to carry out the duties in accordance with the SOP that has been made by the Manager and supervisor.

Sarana Prasarana

The provision of the necessary facilities and infrastructure must support entrepreneurial activities, based on the results of observations at the coffee shop one coffee point is complete, including: Coffee *grinder*, Coffee maker or *espresso machine*, Table and chair equipment, digital payment, and Procurement of **developer machines**, which is a portable coffee maker that can be carried anywhere so that it is possible to be carried at an event. So it can be concluded that the infrastructure facilities at the coffee shop one coffee station provided are complete, including *espresso coffee machines*, *coffee grinders*, and developer coffee tools that can be taken anywhere.

Human resource development

In order to realize good entrepreneurial management, it is necessary to improve the school's entrepreneurial ability. In this case, the school conducts partner activities by collaborating with HEG'S cafe, related to mentoring café management and online marketing, so that it is hoped that through this activity it can increase the effectiveness and success of the coffee point in forming *the entrepreneurial spirit* and the success of the café as a school business unit.

In addition, according to the results of the interview, namely "There is Human Resources Development, yesterday we were also related to coffee at the mecure hotel, it was a webinar and paid. It just so happens that the service teacher, following the development of human resources, we at the Mecure Hotel get a certificate as well"

Based on the results of the interview, it can be seen that human resource development is very important to support success in the management and implementation of entrepreneurship through the one-point coffee café unit. So that the proactive attitude of the supervisor in participating in a coaching activity can improve the competence of teachers in teaching coffee making skills to students theoretically and practically.

Implementation of Entrepreneurship in Realizing Entrepreneurship Education

Entrepreneurial Activities

Training

Before students do practical activities at the café directly. Students who will be on duty are given knowledge and skills briefing by the barista first. They will be *trained* by a barista for 1 week. This process is carried out by a Barista Team who are experienced in their fields, so as to provide training activities professionally and in accordance with the procedures at a coffee point café. This is done with the aim of introducing and preparing students to various

entrepreneurial activities and various supporting infrastructure. It is hoped that the students who will be on duty can adjust more quickly and can adopt various knowledge and skills that have been provided by baristas, be it methods, strategies, techniques, and the use of advanced technology. So that it can minimize the occurrence of mistakes and smooth the process of activities in the future.

Pre-Shift Briefing

This activity is a mandatory activity that needs to be done before starting other activities. The students were guided by the supervisor for approximately 15 minutes. This is done to be able to ensure that all service implementations for guests can run comfortably. In accordance with the SOP, things that are done such as discussing related to the preparation of raw materials, inviting all staff or students who are practicing to give suggestions or discuss problems, and find solutions together. In this briefing activity, the supervisor also acts to provide clarification if there is anything that needs to be discussed further and motivate the participation of all staff or students involved.

Grooming

The next activity is to carry out grooming, this activity is carried out every day before the start of work activities. Where the supervisor will pay attention to the appearance of the staff and students who will work to comply with the procedure. Excellent personal appearance is an important indicator of this is done to provide an image of hygiene and sanitation. Grooming should be in accordance with procedures where the supervisor must ensure important aspects of appearance such as skin hygiene, neat hair, dental hygiene which is odor-free and kept fresh. A clean and tidy appearance is an important aspect of service to guests, which provides a sense of security and comfort. From sisni shiva, he was taught the importance of order, order, and obedience to procedures and rules in carrying out duties. In the context of training, if students do not pay attention to their appearance in accordance with eating procedures, it will be considered a violation of SOPs, and can result in student assessment.

Service Area Set-up

Before opening guest services, staff or students need to prepare the service area. This activity is also called Front of House, where students ensure the availability of all service equipment is available. And adjust as the equipment is right where it should be and ensure it is in a clean and neat condition in accordance with the SOP (table ware). The placement of equipment and the preparation of this service is like placing and storing similar equipment in its place, this makes it easier to operate later. In addition, in order to ensure the sanitary hygiene of each equipment, checking the functionality of the equipment, inspecting the availability of raw materials, sometimes a larger storage capacity is needed, especially when there is a request or event from the customer. And thoroughly check the kitchen area and the front area. Here students practice to understand the importance of preparation before starting an entrepreneurial activity, the right set-up or initial preparation is included in essential operational management and produces efficiency and success of a business and minimizes the existence of mistakes, delays and unwanted problems.

Welcoming Guests at Outlets and Greeting

Welcoming guests is important, because it is the first moment to create a good impression when dealing with customers. In accordance with the standards where in order for guests to get good service, it is necessary to have an officer who welcomes guests at the dpan when guests or customers enter the coffee spot café area. To create comfort and uniformity, officers need to give greetings to customers. This welcome and greeting must be in accordance with the SOP, this teaches students the importance of behavioral ethics towards customers. By providing good and professional hospitality, it will increase the value and trust of a coffee shop in the eyes of customers.

Presenting Menu

To provide uniformity in service to customers, in this case the staff or students in charge show the menu to the customer. Before showing the menu book, the book must be checked for condition and make sure that nothing is folded, torn and in a clean condition. This is done to ensure the quality of service. Presenting menus must also be done according to the

SOP, in addition to that this activity teaches students the need to have good communication skills, and in-depth knowledge related to the available products/ menus. So that students are able to provide accurate information and in accordance with the availability and desires of customers.

Taking Orders/Taking Notes of Guest Orders

Taking Order activities must be carried out quickly, namely quickly and precisely. As a top priority, namely accuracy in recording orders from customer. Where to make sure that you have prepared tools for ordering, whether it is done manually such as preparing stationery and note books, or digitally, namely using a PC or tablet. Recording must be done in detail, such as recording the date, guest name, table size, to the type of order, and the number of orders. In this activity, students are taught precision and precision in order taking, in order to reduce order errors, students need to carry out order management. So that the accuracy of the order can be guaranteed and maintain professionalism in duty.

Concocting Drinks

This activity is a very important activity for students on duty, who must be able to concoct or make drinks according to customer orders. The activity of concocting drinks at the coffee point café received direct guidance both from the supervisor through the chosen subjects and through the barista mentor both from alumni and outside baristas who were presented directly as guest teachers at the school café. Learning cold hot drink making skills is integrated with elective subjects, so that students can practice directly in cafes through the guidance of teachers as based on the results of the documentation study it is known that, there are several learning activities such as making non-alcoholic drinks, namely coffee (espresso, americano, coffelatte, cappuccino, robbana, moccacino, avocado coffe) or non coffee (chocolate latte, greentea latte, taro late, tiramisu latte), and making latte art (like rosetta, heart).



Figure 3. Learning how to make latte art drinks

In learning activities such as latte art loading where students are taught basic techniques on how to make microfoam, pour milk and create basic patterns. In line with that, the supervisor collaborates with the alumni who work as baristas by bringing directly to the café as a guest teacher, where the guest teacher is tasked with deepening the learning that has been given by the supervisor. Baristas can demonstrate latte art making directly with their own techniques and patterns. After observing the demonstration, students will take turns to practice making latte art. Which will be able to concoct or make various drinks independently according to the customer order menu at the coffee point café.

The process of concocting or making drinks must be done in accordance with the cafe's SOPs, one of which is that making drinks must be done at the bar stand, by following the recipe as taught. Here, the knowledge and skills that have been learned by students are very necessary in concocting drinks, be it hot or cold drinks. The suitability of taste and recipe must be ensured, the temperature and accuracy of the size of the drink must be ensured, as well as the cleanliness. Here students must also be able to distinguish between hot and cold cups or beverage containers that have different standards. For hot drinks, such as hot coffee, whether

it is espresso, latte, or cappuccino, usually use special glasses, while for cold drinks such as iced coffee or non-coffee drinks, you can use plastic cups with a one-dot coffee logo.

Serving Drinks and Snacks

In this activity, staff or students who are in charge of serving drinks and snacks must be done quickly and precisely, where the order is delivered to the customer's table using *a tray*. In the presentation of drinks and snacks, in this case students who serve as *sataf* must re-confirm whether the order that has been given is in accordance with the order. Serving activities to the guest table must be carried out according to SOPs, and a friendly and friendly communication style.

Clear-Up

The clear-up activity is carried out after the customer finishes the meal and is finished. Students on duty must clean the finished drinking and dining utensils to the back area. Here students need to pay attention to cleanliness and speed in cleaning the table. If it is too slow, it will reduce the good service in the service.

Handling Guest Complaints

In addition to service activities and concocting drinks and snacks, students are also taught how to handle guest complaints. Good service is being able to listen to complaints or suggestions from customers. Complaints or suggestions submitted by guests regarding the services and products of the café are a correction that must be corrected or constructive criticism for the development and goodness of the coffee point café. Everything must be served well by receiving corrections in a friendly manner, and if there are complaints, they are accepted sincerely and apologizing. After that, the obstacle must be conveyed to the supervisor and conveyed to the manager as the person in charge at the coffee point café. So that an evaluation will be carried out, to get a strategic solution in improving café management.

Marketing strategy

In addition to teaching entrepreneurial skills, students are also taught to be able to do marketing where they must be able to market a coffee point café that is better known in the community. Starting with forming a marketing team that will create a special strategy so that the café is more crowded with buyers and more widespread in the community. From the results of the interview, information was obtained: "the promotion is carried out through the creative team to be marketable on Instagram (social media), later Students also make events that are in great demand by the public, sometimes there are events such as watching together or playing mobile legends, other activities. Kids need to be able to learn how to make a difference."

Based on the results of the interview, it can be seen that there is a formation of a content creator team as a marketing team, where the team is formed from the café's own membership, they can market through social media such as creating an account on Instagram or through Tik Tok. In order to be able to do promotion well, here students can do market research activities first to find out what forms of trends are developing or what activities are popular with the community. An example that has been successfully done is to create a football watch event, or a mobile legend game event that is popular among students. It was further confirmed by another informant that: "In addition, it is introduced through school events such as GELI (Recognize and Buy Movement) activities carried out when new students enter MPLS school, schools invite parents to get to know more school programs and activities and students where they must carry out activities *Overview* One of the products in the school is at Cafe Satu Kopi."

Based on the urian above, in marketing, schools teach students to be able to make promotional strategies so that coffee point cafes are in great demand and known to the public. In addition, so that the school café can be further developed, managers also do marketing, namely introduction to institutions or institutions such as education office events or *Event* campus, so that students can further hone their skills by getting orders at major events such as events from the education office or campus activities, one of which is at Muhammadiyah University. In addition to routine activities at the café, based on the results of the interview above, there is a special activity to introduce the one-coffee point as a school business unit,

namely the GELI (Kenali Dan Beli Movement) activity, where this activity is carried out during the MPLS period, through GELI activities there are many parents of students who come and learn about the activities at the school more deeply, one of which is the one-coffee point unit. The guardians of students here are represented as part of the community, so that with the hope that more and more people will recognize the one-point coffee café.

Entrepreneurship Supervision in Realizing Entrepreneurship Education

The last entrepreneurial management function is supervision, where supervision at SMKN 1 Buduran of the school café, namely the point of one coffee, is designed in accordance with the planning objectives. The supervision process at the one-point café is carried out by the supervisor, café manager, principal and BLUD. Monitoring activities to see and record the progress of the progress process carried out in the implementation of practices in cafes systematically. While this evaluation includes an evaluation of the process in practice and the final performance in carrying out tasks in the café. In the coffee point cafe there is a form of supervision, namely:

Monitoring

The monitoring process is part of the supervision activities. Monitoring or observation can be done by external parties and internal school parties. This is in accordance with the results of the interview that it can be seen that

" Monitoring of the café is carried out from the outside, namely from the BLUD periodically, while monitoring from the inside is carried out by the school"

Monitoring from the inside, which is carried out by the school internals, is carried out every day in the one-point coffee business unit by the café manager. The monitoring function here is an action to correct the existence of deviant or inappropriate activities. From the beginning of the activity to the end of the activity at the café, students and employees are always supervised, including the suitability in carrying out the daily picket schedule.

Monitoring is also carried out by the MaPil supervisor periodically, because the learning process is still ongoing so the supervisor is obliged to monitor how students practice while at the café. In this case, the supervisor can observe the level of understanding of the theory that has been taught and the suitability of the practice carried out. Such as making a coffee menu produced by students, whether it is in accordance with the *standard recipe* or not. As well as how students can implement the technique of making various cold hot drinks well as taught by the teacher.

Based on the results of the interview, it can also be known that SMKN 1 Buduran as part of SMK BLUD, receives monitoring from outside parties, namely by BLUD. The monitoring is to supervise fund managers in an accountable and transparent manner in the pattern of financial management. This supervision process where the school must report once every 1 month to BLUD. So that the income and profits of the school's business unit can be known.

Short-Term Evaluation

This daily evaluation activity is carried out by the café manager in an unstructured manner, where the process is carried out every day after completing the task. Students and baristas will report the entire day's activities at the café to supervisors and managers. In order to realize good entrepreneurship education, this evaluation is needed as a form of controlling student activities while learning entrepreneurship at cafes. Including whether it is in accordance with the structure and daily picket schedule, and in one day there are complaints from customers that will be obstacles in entrepreneurial activities. This evaluation is carried out in the same way as Pre-Shift Briefing, where the submission of reports is done orally and in real time so that it can be known directly if there are problems, or student disagreements with SOPs and schedules in carrying out tasks. So that treatment or corrections and solutions related to existing problems can be carried out. Such as reinforcing SOPs and rules in the one-point coffee café as a tool of controlling students to be in accordance and return to procedures or improvements in terms of service or making drinks and food menus made.

The evaluation process is also carried out by the supervisor, where the Elective Subjects supervisor conducts an assessment based on the results of monitoring, where the supervisor provides an assessment of the achievement of skills that have been carried out during the activities at the café so that it is carried out in stages, this is in accordance with the following interview results:

"The implementation from this is carried out until 4, you are able to do it, we observe the first day of our briefing related to point number 1, this is what is done until point number 4. Today we observe in one week, you are able to do it in one week, students are only able in points 1 and 2, so each child is different, there are those who are able to reach 3 in one week, so we can assess. When we will have the assessment depends on the children themselves, so it is not the teacher who decides."

Based on the results of the interview, it can be seen that the assessment process can be carried out periodically every week, because it adjusts to the student's ability level. Where each student has a different level of skill, so if the student feels that he has mastered, the student will independently and proactively ask for an assessment from the supervisor concerned. It can be concluded that the supervisor's assessment evaluation schedule is not determined by the teacher but by the student concerned.

Monthly Evaluation

Monthly evaluation activities implemented at the coffee point one café were carried out to see the form of knowing the level of success of students in participating in entrepreneurial activities. This activity is carried out in a structured manner where, it is carried out once every 1 month. Structured financial reporting is held obtained by CAFE, which is in the form of income that has been obtained based on the management of the school cafe business unit. It teaches students to do entrepreneurial management. Which will then be reported to the café manager, the café manager will make a report to the treasurer by making a report to the BLUD (Regional Public Service Agency) through the application. Based on the findings, it is known to provide significant financial autonomy to schools that allow the management of income generated from the one-point coffee café unit as a TeFa business unit. So that based on the results of reporting to BLUD, the level of profit obtained through school café entrepreneurship activities can be evaluated. So that you can make a strategy or design to increase the sales target of the one-point coffee café, or make the right marketing strategy to improve the sales of the one-point coffee café.

Long-Term Evaluation

Meanwhile, a long-term evaluation was also carried out by the school's internal party on the entrepreneurship of the one-point coffee café. Where this evaluation activity is carried out once a year for TeFa's business units, one of which is the one-point coffee business unit, the long-term evaluation is carried out by involving all stakeholders. In this internal evaluation of the school, it is included in the agenda of the RKAS (School Activity Plan and Budget) meeting, this is in order to be able to evaluate, adjust and plan the right budget for the needs of new activities or programs related to the development of learning in schools, including the coffee point café unit for the next year. So that it can have a positive and targeted impact on school entrepreneurship activities.

Discussion

Entrepreneurial Management that has been carried out at SMKN 1 Buduran Sidoarjo, has been very good where in management theory According to George R. Terry, 1958 explains related to the management function, which consists of four functions called POAC, namely *Planning* , *Organization* , *Actuating* , *Controlling* . Entrepreneurship Management at SMKN 1 Buduran is in accordance with POAC, where it starts from Planning, Organizing, Implementation, and Supervision. The Entrepreneurship Management of SMKN 1 Buduran is also in accordance with Article 15 of Law Number 20 of 2003 concerning the National Education System which regulates that vocational education is secondary education that prepares students, especially to work in certain fields. As part of the national education system, SMKN 1 Buduran has prepared its graduates to become graduates who excel in professional skills according to students' interests, to be ready to work or entrepreneurship.

This Entrepreneurship Management is able to realize entrepreneurial education optimally. Through the one-point coffee café unit, it is integrated starting from **the structured planning of** the school cafe program such as adjusting the curriculum to the needs of students, planning legality as a business unit by obtaining a NIB, the second **is Organizing** where there is a clear organizational structure from the CEO to staff or employees, the provision of complete infrastructure, and a systematic picket schedule. In **the implementation**, students carry out various entrepreneurial activities and skill development which will form an entrepreneurial spirit, such as Proactive where students can actively pursue market opportunities such as conducting direct surveys of the market, namely trends and menus that are liked in the coffee point café, innovation where students are able to innovate by forming a creator team where they make various innovations both through social media promotion (social media) and Make events according to trends, and dare to take risks through the use of existing resources and skill development, then discipline where students on duty in the café carry out according to the procedures and SOPs in the coffee point café. Meanwhile, **supervision** has been evaluated both unstructured, namely daily reports through discussion activities and structured by making monthly sales reports and managers reporting them to the Regional Public Service Agency (BLUD) as external monitoring. This is in accordance with Permendagri No. 79 of 2018 which explicitly lists vocational schools as one of the types of BLUD in the field of education. periodic supervision by the BLUD, this system encourages more transparent financial accountability.

CONCLUSION

Entrepreneurship management at SMKN 1 Buduran through *the Titik Satu Kopi business unit* runs effectively based on the functions of POAC: structured planning, clear organization through division of tasks and coordination, operational implementation that follows industry standards, and routine supervision that ensures that Teaching Factory (TeFA) activities are in line with the goals of entrepreneurship education. The implementation of entrepreneurial management contributes significantly to shaping the entrepreneurial character of students, such as being proactive, innovative, responsible, disciplined, and daring to take risks. The hands-on practical experience in the café unit makes students not only understand theory, but also internalize entrepreneurial values. To increase the effectiveness of TeFA, schools need to expand partnerships with industry, increase the capacity of manager and teacher training supervisors, and update operational facilities and standards to be more relevant to modern business practices. Project-based curriculum adjustments are also recommended to make the practical experience more integrated. These findings show that POAC-based entrepreneurial management models can be a reference for the development of business units in other vocational schools. Further research is suggested to test the effectiveness of this model quantitatively, such as measuring its effect on students' entrepreneurial competence or job readiness, in order to strengthen the empirical evidence.

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