

# Analysis of Entrepreneurship-Based Education Management Policy on the Effectiveness of Tourism Polytechnic Alumni in the Technical Implementation Unit Environment of the Ministry of Tourism and Creative Economy of the Republic of Indonesia

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**Abstract:** Entrepreneurship-based education management aims to improve the quality of education so that students have character and components. Improving the quality of education through the implementation of entrepreneurship-based education management which allows educational institutions to manage themselves. So, people in schools and communities do not need to wait for central government policies to promote or manage education. Processing it yourself allows managers to create an educational vision and mission that is appropriate to the conditions of the educational institution. Where the research aims to examine the analysis of educational and entrepreneurial management policies on the effectiveness of Tourism Polytechnic Alumni in the Technical Implementation Unit Environment of the Ministry of Tourism and Creative Economy of the Republic of Indonesia: Systematic Literature Review. This review was conducted based on state-of-the-art methods using the preferred reporting items for reviews and meta-analyses (PRISMA) guidelines. The results of this research explain that the function of educational management is the function of planning, organization, coordination, motivation, and control; Education management policy consists of several policies, one of which is the socialization of education management concepts; Analyze the situation of educational institutions and outside educational institutions; One of the entrepreneurial-based education management is that the management of educational institutions is given the freedom to take policies related to education management.

**Keywords:** Education Management; Entrepreneurship; Policy

## Introduction

Education is a social process in which life values are passed down from generation to generation. This is done to ensure that these values remain alive and relevant, even if additional development is required. Therefore, the existence of education cannot be separated from government power. This is due to the continuing

diversity and complexity of education, as well as education provided by the community, both of which require government intervention. In addition, although the government has the authority and power to guarantee the existence and sustainability of education, society also has limitations (Kamalov et al., 2023; Mensah, 2019). There is no doubt that the implementation of education can be characterized by

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conflict and contradiction as well as various problems that are difficult for society to handle. As a result, government policy intervention is often considered the best solution. Education is usually defined as a conscious effort to help develop students' personalities and abilities through guidance, teaching, and/or training in current Indonesian education policies (Pakpahan et al., 2023). Education is usually defined as the instruction planned by educators to students achieve specific goals. Entrepreneurship-based educational management describes how schools have autonomy or spread it everywhere (Sari et al., 2024). Schools can be managed freely by educational institutions by their respective institutional potential (Grassini, 2023). To improve the quality of education, entrepreneurship-based education management allows educational institutions to control their funds. Because the manager knows all educational needs.

To manage education, administrators are not just school residents; The community must also be actively involved. Therefore, educational institutions can implement educational initiatives and programs with direct support from the community and cannot be separated from the framework of national education goals (Ainscow, 2020). Additionally, educational institutions have more freedom to implement learning ideas. Entrepreneurship-based education management aims to improve the quality of education so that students have character and components. Improving the quality of education through the implementation of entrepreneurship-based education management which allows educational institutions to manage themselves (Zhu et al., 2023; Aliksieieva et al., 2021; Sunaryo & Karlina, 2019). So, people in schools and communities do not need to wait for central government policies to promote or manage education. Processing it yourself allows managers to create an educational vision and mission that is appropriate to the conditions of the educational institution.

One of the best management methods for managing education independently is entrepreneurship-based management (Frolova et al., 2021; Santoso et al., 2023). By implementing this management, educational institutions can carry out entrepreneurship and apply entrepreneurial principles, in addition to training students to enter business (Santoso et al., 2021; Al-Mamary & Alshallaqi, 2022; Vodă & Florea, 2019).

Apart from that, the principles of entrepreneurship help educational institutions become better. create, establish, and implement technical policies for the development of the tourism sector and creative economy, including the development of infrastructure, destinations, resources, business, investment, marketing, tourism products, and organizing activities, as well as the digital economy and creative products

(Ahmad et al., 2023). This is the responsibility of the Technical Implementation Unit of the Ministry of Tourism and Creative Economy of the Republic of Indonesia. Previous research has been conducted regarding Entrepreneurship Based Education Management in the Jawaahirul Hikmah Tumpuk Besuki Tulungagung Islamic Boarding School (Saerozi et al., 2023). The Influence of Entrepreneurship Educational Characteristics on Traders' Income Levels and Business Development (Siska et al., 2023). However, there has been no research that examines the analysis of entrepreneurship-based education management policies on the effectiveness of tourism polytechnic alumni within the Technical Implementation Unit of the Ministry of Tourism and Creative Economy of the Republic of Indonesia: Systematic Literature Review. Based on the literature review above, this research aims to examine the Education and Entrepreneurship Management Policy Analysis of the Effectiveness of Tourism Polytechnic Alumni in the Technical Implementation Unit Environment of the Ministry of Tourism and Creative Economy of the Republic of Indonesia: Systematic Literature Review.

## Method

We conducted this study as a systematic review following PRISMA guidelines. The PRISMA guidelines provide several things to consider in preparing a systematic review. In this research, we will focus on several main things: Functions of educational management; Education management policy, and Entrepreneurship-Based Education Management. This helps form the basis of our assessment. Initially, we collected the latest studies on the analysis of entrepreneurship-based education management policies on the effectiveness of tourism polytechnic alumni within the Technical Implementation Unit of the Ministry of Tourism and Creative Economy of the Republic of Indonesia: Systematic Literature Review, based on several selected keywords. Then, we apply eligibility criteria to the collection. We selected only literature published in 2015 or later to provide an overview of current trends. In addition, we limit the type of literature to only literature in the form of journals and proceedings.

## Result and Discussion

Preferred Reporting Items for Systematic Reviews (PRISMA) was the reporting technique used in this study. The research was carried out methodically during the required research stages. The information provided is comprehensive and impartial and aims to combine

relevant research results. The steps of a systematic literature review include developing research questions, literature searches, screening and selecting relevant articles, screening and selecting the best research results, analysis, synthesis of qualitative results, and preparation of research reports. Writing research background and objectives, collecting research questions, searching the literature, selecting articles, extracting articles, assessing the quality of basic studies,

and summarizing material steps in the systematic literature review research process.

The complete article was published in the 2015-2023 international journal, indexed in a database, and has the theme of analysis of entrepreneurship-based education management policies on the effectiveness of tourism polytechnic alumni within the Technical Implementation Unit of the Ministry of Tourism and Creative Economy of the Republic of Indonesia: Systematic Literature Review.

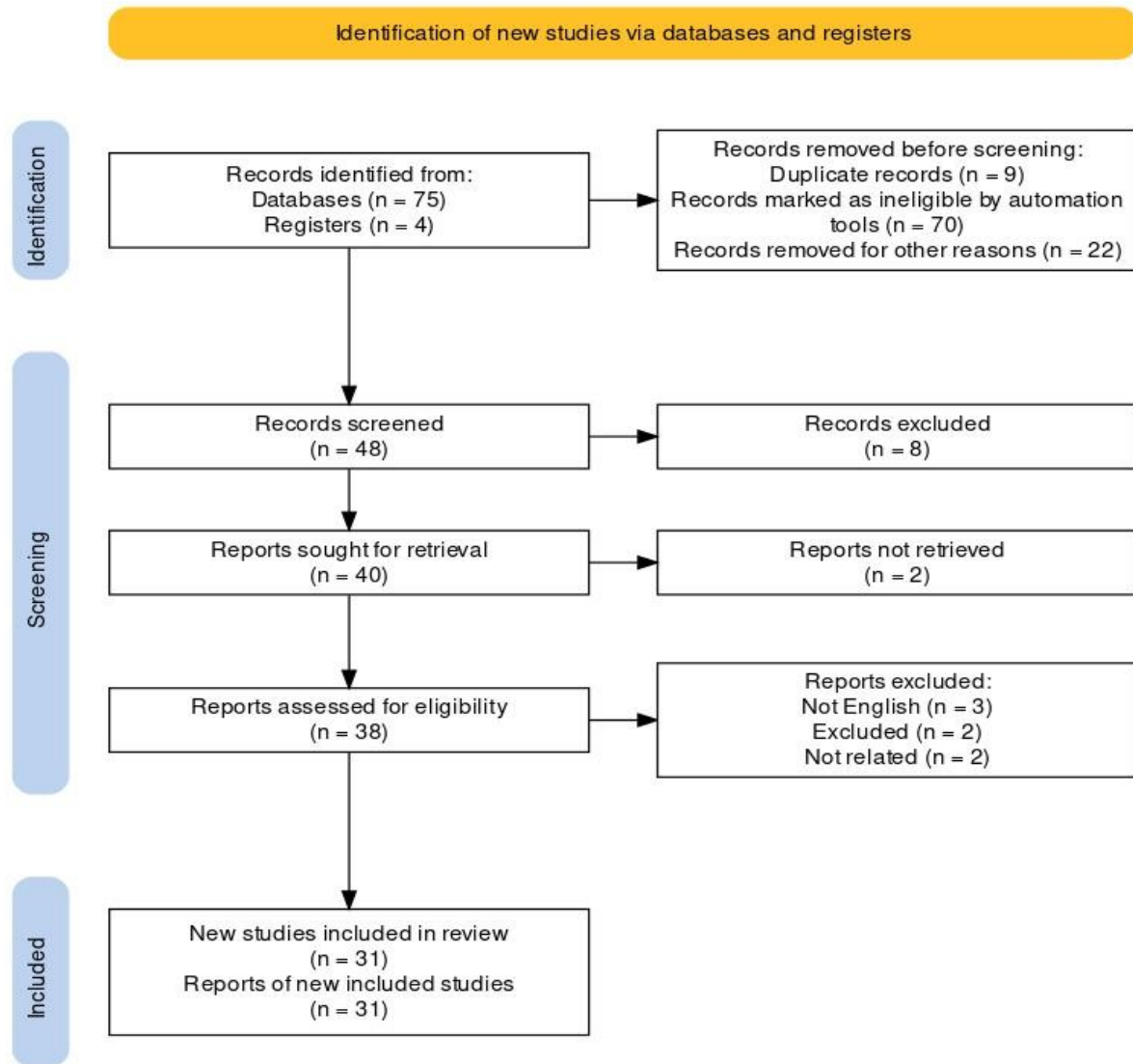


Figure 1. The flow of the literature search process is based on PRISMA guidelines

Table 1. Education management function

Source	Education management function
Farida & Setiawan (2022), Dwivedi et al. (2021)	Planning Function
Adam (2018), Errida & Lotfi (2021), Kraus et al. (2022), Figueroa et al. (2019)	Organizational Functions
Zajac et al. (2021), Shayan et al. (2022)	Coordination Function
Mehale et al. (2021), El Hajjar & Alkhanaizi (2018), Silva & Pinto (2024), Huang (2020)	Motivational Function
Sumantri & Taufiqurrohman (2024)	Control Function

Education management is a process or management system. Education management is a process or system of organization and improvement of humanity through an education system. Viewed more specifically, the aim of implementing educational management is the creation of a relevant, effective, and efficient management system that can be implemented by achieving targets with an organizational structure pattern of clear division of tasks and responsibilities between program leaders, trainers, facilitators, library staff, other technical staff, administrative staff, and supervisory staff. Apart from that, educational management aims to facilitate the management of educational programs and the implementation of the learning process based on an active student learning approach.

Education management has an integrated function with the educational process, especially with the management of the learning process. In this connection, there are several educational management functions, namely the planning function, including various activities to determine needs, determine strategies for achieving goals, determine the content of educational programs, and so on. In the context of management, it

is necessary to carry out planning activities, which reach into the future to improve the situation and meet future needs, determine the goals to be pursued, develop a program that includes the approach, type, and sequence of activities, determine the required cost plan, and determine the schedule and work process. Organizational functions, including management of personnel, facilities and infrastructure, distribution of tasks and responsibilities, in integral management.

For this reason, activities need to be carried out, such as: identifying types and tasks of responsibility and authority, formulating work relationship rules; and Coordination function, that seeks to stabilize various tasks, responsibilities, and authorities to ensure the implementation and success of educational programs; Motivational, which is intended to increase process efficiency and the success of training programs. This is necessary in connection with the division of tasks and responsibilities and authority so that there is an increase in personal activities, which in turn is expected to increase the success of the program; Control function, which seeks to supervise, assess, monitor and correct weaknesses in the education management system.

**Table 2.** Education management policy

Source	Education management policy
Ela et al. (2023)	Socialization of educational management concepts
Çetin & Karsantik (2022)	Analyze the situation of educational institutions and outside educational institutions
Iskandar et al. (2022)	Formulate situational goals to be achieved from the implementation of educational management based on the real challenges faced
Darling-Hammond et al. (2020)	identify functions that need to be involved to achieve situational objectives and whose level of readiness still needs to be researched
Supriatna et al. (2023)	find out the level of readiness of each function and its factors through SWOT analysis
Sung & Kim (2021)	Choose problem-solving steps, namely, the actions needed to change a function that is not ready into a ready function
Gaol (2022)	Based on problem-solving steps, the school and all its elements make short, medium, and long-term plans, along with programs to realize these plans
Ardoin et al. (2020)	Implementing programs to realize short-term education management plans.
Kuswara et al. (2021)	It is necessary to monitor the process and evaluate the results of education management

The policy in implementing educational management is as follows: First, socialize the concept of educational management to all members of educational institutions, namely teachers, students, deputy heads of educational institutions, counselors, employees, and related elements. other parties (parents of students, supervisors, representatives of the Education Office, representatives of Regional Offices, etc. which can be done through seminars, discussions, scientific forums, and mass media. In this socialization, you should also read and understand the system, culture, and resources of the educational institution that already exists carefully and reflect its suitability to the system, culture,

and resources required for the implementation of education management. Second, analyzing the situation of educational institutions and outside educational institutions, the results of which are real challenges that educational institutions must face to change central management to educational management. Challenges are differences (mismatch) between the current situation (central management) and the expected situation (educational management).

Therefore, the size of the gap between the current situation (reality) and the expected situation (ideally) indicates the magnitude of the challenge (leap). Third, formulate situational goals to be achieved from the

implementation of educational management based on the real challenges faced. As soon as the situational objectives are established, the readiness criteria of each function and its factors are established. These criteria will be used as standards or criteria to measure the level of readiness of each function and its factors. Fourth, identify the functions that need to be involved to achieve situational goals and whose level of readiness still needs to be researched. To achieve the situational goals that have been set, it is necessary to identify what functions need to be involved to achieve the situational goals and the level of readiness that still needs to be researched. The functions referred to include: curriculum development, development of educational and non-educational staff, student development, development of the academic climate of educational institutions, development of educational institution-community relations, development of facilities, and other functions. Fifth, find out the level of readiness of each function and its factors through SWOT analysis. SWOT analysis is carried out to identify the level of readiness of each function of all functions required to achieve predetermined situational goals.

Because the level of functional readiness is determined by the level of readiness of each factor involved in each function, a SWOT analysis is carried out on all factors in each function, both factors classified as internal and external. The level of readiness must be adequate, meaning that it must at least meet the readiness measures required to achieve situational objectives, which are expressed in the form of strength, for factors classified as internal; and opportunities for factors that are classified as external. Meanwhile, a low level of readiness means that it does not meet the readiness standards referred to as weaknesses, for factors classified as internal; and threats, for factors classified as external factors. Sixth, choose problem-

solving steps, namely the actions needed to change a function that is not ready into a ready function. As long as there are still the same problems in the form of a lack of functional readiness, the situational goals that have been set will not be achieved. Therefore, for situational goals to be achieved, it is necessary to take actions that change functional unreadiness into functional readiness. The action in question is usually called a Problem-solving step, which is essentially an action to overcome the meaning of weaknesses and/or threats, so that they become strengths and/or opportunities, namely by taking advantage of the existence of one/or more factors that mean strengths and/or opportunities.

Seventh, based on problem-solving steps, the school and all its elements make short, medium-, and long-term plans, along with programs to realize these plans. Schools do not always have sufficient resources to carry out ideal school management. So, it is necessary to create a priority scale for short-, medium-, and long-term plans. Eighth, implementing programs to realize short-term education management plans. In its implementation, all input needed for the school management process (implementation) to take place must be ready. If the input is not ready/inadequate, then the situational goal will not be achieved. What needs to be considered in its implementation is institutional management, program management, and management of the teaching and learning process. Ninth, it is necessary to monitor the process and evaluate the results of education management. The results of process monitoring can be used as feedback to improve implementation and the evaluation results can be used to measure the level of achievement of situational goals that have been formulated. Therefore, this activity is carried out continuously, so that the process and results of education management can be more optimal.

**Table 3.** Entrepreneurship-Based Education Management

Source	Entrepreneurship-Based Education Management
Zaring et al. (2021), Afandi et al. (2022), Setiawan et al. (2023), Batubara (2023)	The management of educational institutions is given the freedom to take policies related to educational management
Kisno et al. (2023), Abubakar et al. (2022)	Educational institutions can improve the quality of education by managing education independently
Kirkley (2017), Boldureanu et al. (2020), Sunyoto & Setiyawan (2021)	Educational institutions can create entrepreneurship in schools which aims to satisfy all school members, as well as
Hahn et al. (2017), Bergmann et al. (2018)	Educational institutions can create entrepreneurship within schools which aims to satisfy all school members

Entrepreneurship-based education management describes school autonomy or the decentralization of education. Educational institutions manage schools freely according to their respective institutional potential. To improve the quality of education by managing education independently so that educational

institutions manage or generate their finances. Because the manager knows all educational needs. Entrepreneurship-based education management is directed at Entrepreneurship-based education management is directed at improving the quality of education by managing education independently so that

educational institutions manage or generate their finances. Because the manager knows all educational needs. Every educational concept or management applied in educational institutions must have its characteristics.

Entrepreneurship-based education management has four characteristics that make it a distinctive feature that can distinguish it from other education management, namely: The management of educational institutions is given the freedom to take policies related to education management; Educational institutions can improve the quality of education by managing education independently; Educational institutions can create entrepreneurship in schools which aims to satisfy all school members, as well as; Educational institutions develop educational quality referring to central government policies. These four characteristics of entrepreneurship-based educational management are the most important thing and differentiate it from other management, namely entrepreneurship in educational institutions.

## Conclusion

Management in education in Indonesia refers to the management of the education system and administrative processes in educational institutions, such as schools, universities, and other educational institutions. The main objective of educational management is to achieve set educational goals and ensure effective and efficient operations of educational institutions. Education management in Indonesia is very important in achieving quality education goals. In the context of national education, education management aims to improve the quality of education, respond to changes in the world of education, and ensure equal access and educational opportunities for all Indonesian citizens. Education management policies in improving the quality of education can be measured by the level of student (customer) satisfaction, both internal and external. An educational institution is said to be successful if it can provide services that are equal to or exceed the expectations of students (customers). Entrepreneurship-based education management describes the nature of school autonomy or the decentralization of education. Educational institutions manage schools freely according to their respective institutional potential. Creating entrepreneurship in educational institutions does not mean taking advantage of the management, but rather improving the welfare of the school community. This is because educational institutions are more competent in providing services to students.

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## Author Contributions

Conceptualization, methodology, validation, formal analysis, investigation, resources, data curation, writing – original draft preparation., writing – review and editing, visualization: B. T.

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## Conflicts of Interest

The authors declare no conflict of interest.

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