



Establishing a positive school identity through integrated curriculum and promotional strategies

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ABSTRACT

In an era of globalization and increasing competition, entrepreneurship education has become essential for preparing students to face challenges in the workforce. This research aims to explore the implementation of entrepreneurship in schools as an innovative strategy to enhance the quality of education and the attractiveness of schools and explore how such innovations are strategically used as effective school promotion tools. The method used in this study is a qualitative approach, employing data collection techniques through in-depth interviews and observations at SMP Pandu, involving the principal, teachers, and students to gain a comprehensive perspective on the implementation of entrepreneurship and its impact on school management. The results indicate that the implementation of entrepreneurship at SMP Pandu not only increases student engagement in the learning process but also strengthens the school's image in the eyes of the community. The school has successfully utilized social media and digital marketing strategies to attract the attention of prospective students and parents and enhance participation in entrepreneurship programs. These findings are expected to contribute to the development of more effective and relevant educational policies.

ARTICLE INFO

Article History:

Received: 7 Oct 2024

Revised: 3 Jan 2025

Accepted: 14 Jan 2025

Available online: 11 Feb 2025

Publish: 27 Jun 2025

Keywords:

entrepreneurship; innovation in education; new student admission; technology-based promotion

Open access

Curricula: Journal of Curriculum Development is a peer-reviewed open-access journal.

ABSTRAK

Dalam era globalisasi dan persaingan yang semakin ketat, pendidikan kewirausahaan menjadi penting untuk mempersiapkan peserta didik menghadapi tantangan di dunia kerja. Penelitian ini bertujuan untuk mengeksplorasi penerapan kewirausahaan di sekolah sebagai strategi inovatif untuk meningkatkan kualitas pendidikan dan daya tarik sekolah serta mengeksplorasi bagaimana inovasi tersebut digunakan secara strategis sebagai alat promosi sekolah yang efektif. Metode yang digunakan adalah pendekatan kualitatif, dengan teknik pengumpulan data melalui wawancara mendalam dan observasi di SMP Pandu, melibatkan kepala sekolah, guru, dan peserta didik untuk mendapatkan perspektif yang komprehensif mengenai implementasi kewirausahaan dan dampaknya terhadap pengelolaan sekolah. Hasil penelitian menunjukkan bahwa penerapan kewirausahaan di SMP Pandu tidak hanya meningkatkan keterlibatan peserta didik dalam proses belajar, tetapi juga memperkuat citra sekolah di mata masyarakat. Sekolah berhasil memanfaatkan media sosial dan strategi pemasaran digital untuk menarik perhatian calon peserta didik dan orang tua, serta meningkatkan partisipasi dalam program-program kewirausahaan. Temuan ini diharapkan dapat berkontribusi pada pengembangan kebijakan pendidikan yang lebih efektif dan relevan.

Kata Kunci: inovasi pendidikan; kewirausahaan; penerimaan peserta didik baru; PPDB; promosi berbasis teknologi

How to cite (APA 7)

Putri, S. D., Salsabila, S., Amelia, D., & Yusuf, N. (2025). Establishing a positive school identity through integrated curriculum and promotional strategies. *Curricula: Journal of Curriculum Development*, 4(1), 67-82.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

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INTRODUCTION

Amid the rapid changes occurring in the field of education, entrepreneurship has emerged as one of the main focuses in curriculum development. This aligns with the need to prepare students to face global challenges and enhance their competitiveness in the job market. Entrepreneurship has become an important topic in the field of education, especially in this era of globalization. Entrepreneurial skills are considered one of the essential 21st-century competencies to drive innovation and economic competitiveness. Entrepreneurship-based education aims to encourage students to develop their potential, create solutions to the problems around them, and enhance their competitiveness in both the workforce and community life (Afif, 2024).

In Indonesia, the implementation of entrepreneurship in educational units has been regulated through various policies, one of which is in Kurikulum Merdeka. This approach positions entrepreneurship as part of practical lessons and real-life project-based learning, providing students with the space to develop their creativity and practical skills. Furthermore, schools are also encouraged to collaborate with the business and industrial sectors to offer students a more authentic entrepreneurial experience. In efforts to integrate entrepreneurship into educational units, innovation and promotion become two complementary main pillars. Innovation allows schools to develop creative and relevant entrepreneurial programs and products, while promotion plays a role in introducing these innovations to the community and expanding partnership networks that support the sustainability of the programs (Sudirman *et al.*, 2023).

In the era of global competition, educational institutions face significant challenges in attracting new students and maintaining their reputation within the community. One increasingly important strategy is innovation-based promotion. Schools are not only expected to excel academically but also to project their identity and strengths through various innovations that are relevant to contemporary needs. Innovation is not limited to the development of teaching methods but also encompasses strategies that enable schools to create programs that are relevant, engaging, and practical (Taufik & Nuraeni, 2024).

One of the particularly relevant implementations of innovation is the entrepreneurship curriculum. The implementation of the entrepreneurship curriculum in Indonesia has increasingly become a primary focus in enhancing students' competencies and preparing them for the workforce. A well-designed entrepreneurship curriculum can foster creativity and innovation and cultivate an entrepreneurial mindset from an early age (Marwiji *et al.*, 2023). Meanwhile, the integration of entrepreneurship into formal education has the potential to boost students' learning motivation, especially when applied with a practical approach that allows them to translate theory into real-life situations (Siagian & Tambunan, 2024).

On the other hand, promotion plays a crucial role in introducing students' innovations and the school's entrepreneurial programs to the wider community. With an effective promotion strategy, schools can enhance the appeal of their programs, expand their audience reach, and encourage active involvement from parents, industry partners, and other relevant stakeholders. Promotion also provides students with the opportunity to practice

communication, marketing, and teamwork skills, which are integral components of entrepreneurship education (Sari *et al.*, 2022).

The role of stakeholders in developing innovation and entrepreneurial programs in schools is highly essential. In this context, the school principal has a crucial role in designing policies, implementing programs, and managing resources to support innovation and the application of entrepreneurship in the school (Isnaini *et al.*, 2023). The Ministry of Education and Culture (Kemendikbud) itself has provided specific modules and applications as guides to facilitate teachers in implementing project-based curricula. This support serves as a foundation for schools to create programs that are not only relevant to the needs of modern education but also aligned with national policy directions (Maisaroh & Untari, 2024).

Various studies in Indonesia have discussed the importance of innovation in enhancing the competitiveness of educational institutions. The implementation of innovation-based marketing strategies, such as the use of digital media and partnership programs with local communities, has a positive impact on increasing a school's appeal (Arum, 2023). Schools that actively utilize digital marketing, including social media and technology-based applications, tend to receive positive responses from the community. Integrating local culture into the school's flagship programs, such as extracurricular activities or traditional celebrations, can enhance the school's positive image in the eyes of the public (Azalia *et al.*, 2023). These studies indicate that the implementation of innovative marketing strategies, particularly through the use of digital media and the integration of local culture, can significantly increase a school's appeal and positive image. The use of digital marketing and partnership programs with local communities has proven effective in attracting attention and garnering positive responses from the public.

However, most of these studies have focused more on the aspect of implementing innovation to improve the quality of internal education or to highlight the uniqueness of the curriculum (Aithal & Maiya, 2023). Few have explored how such innovations are strategically used as an effective school promotion tool, both at the local and national levels. This creates an opportunity for more in-depth research on school innovation as an integrated promotion strategy (Wardoyo *et al.*, 2021). There are still limited studies examining the synergy between educational innovation and technology-based promotion within the context of curricula in junior high schools. Furthermore, many challenges remain to be addressed in implementing entrepreneurship education in Indonesia.

SMP Pandu adopts the project-based Kurikulum Merdeka as a form of innovation in education. The implementation of this project-based Kurikulum Merdeka represents an appropriate innovation, as it provides students with the opportunity to develop 21st-century skills such as critical thinking, collaboration, creativity, and communication through contextual and project-based learning. The integration of entrepreneurial aspects through programs such as Gebyar Pandu, Galeri SMP Pandu, and Outing not only provides practical experiences for students but also serves as a unique attraction for prospective students and parents seeking an education that is both practical and focused on developing life skills.

Technology-based promotion plays a vital role in reaching prospective students in the digital era. Utilizing digital platforms such as social media, the school website, and instant messaging applications enables schools to convey information about flagship programs, facilities, and school activities effectively and efficiently. The entrepreneurial programs

integrated at SMP Pandu can be attractively promoted through creative digital content, such as videos, photos, and student testimonials. Effective promotion like this can increase the school's visibility and attract the interest of prospective students during the New Student Admission (PPDB) period.

This study was conducted at SMP Pandu because, based on observational results, the school has integrated various aspects of entrepreneurship through engaging programs, ranging from Gebyar Pandu, Galeri SMP Pandu, Outing, and others. These programs are utilized as a school promotion strategy, particularly to attract more new students during the New Student Admission (PPDB) period. Therefore, this study aims to analyze the innovation-based promotion strategies implemented by SMP Pandu.

LITERATURE REVIEW

Implementation of the Entrepreneurship Curriculum

The implementation of the entrepreneurship curriculum in Indonesia has received significant attention in efforts to enhance students' competencies and prepare them to face challenges in the workforce. A well-designed entrepreneurship curriculum can encourage students to develop creativity and innovation, as well as cultivate an entrepreneurial mindset from an early age (Ramadhan & Maryani, 2024). The integration of entrepreneurship into formal education has the potential to boost students' learning motivation, where entrepreneurship education should include a practical approach that allows students to apply theory in real-life situations (Sumual *et al.*, 2023). The learning content, teaching strategies, and assessment models that can be used in relation to the entrepreneurship curriculum need to be considered to support the effectiveness of the designed curriculum (Emilzoli & Priandani, 2024).

Furthermore, the importance of training for educators in implementing this curriculum is emphasized, as teachers with adequate training can be more effective in guiding and inspiring students to develop an entrepreneurial mindset. Training attended by teachers can yield positive outcomes in entrepreneurship learning (Barkah *et al.*, 2024). Such training can enhance teachers' abilities and performance in delivering entrepreneurship education to students (Setia *et al.*, 2023). Therefore, the development of a suitable and practical entrepreneurship curriculum is crucial for creating a young generation prepared to compete in this global era.

Entrepreneurship Process in School Admissions

Entrepreneurship in schools is not only focused on student learning but also on innovation applied in the management of the school itself. Schools can apply entrepreneurial principles to strengthen operations and services for students, with the main goal of enhancing the educational experience and managing resources efficiently (Rouf *et al.*, 2024). The entrepreneurial approach undertaken by schools can encompass various aspects, such as

marketing, financial management, and diversification of revenue sources to support the sustainability of school operations. One entrepreneurial aspect implemented by schools is marketing strategies to attract new students. Before the pandemic, many schools invited students from partner schools to visit and learn more about the school environment. However, with digital advancements, schools now utilize various social media platforms such as WhatsApp and Instagram to introduce the school to the wider community. Through the use of these platforms, schools can promote real activities being conducted, such as student character development programs or collaborations between elementary and secondary schools. This approach demonstrates how schools can leverage digital marketing to capture the attention of prospective students and their parents.

1. Revenue Source Diversification

Although many schools prioritize the principle of providing education services without seeking financial profit from students, they can still adopt certain entrepreneurial concepts to ensure the sustainability of their operations. One example of entrepreneurial innovation is providing initial capital for students participating in entrepreneurial activities. As part of the learning process, students can be engaged in processing products, such as food derived from agricultural or plantation outputs, which are then sold within the school. The capital provided comes from school funds, and the profits from these sales are returned to the students. This activity offers the school an opportunity to manage resources efficiently while supporting entrepreneurship education among students.

2. Collaboration Across Educational Levels

Schools can also apply the concept of entrepreneurship through collaboration among students at different educational levels. This program allows students from the elementary level to experience activities and life at the secondary level through various joint activities, such as collaborations in extracurricular programs. The purpose of this collaboration is to provide students with an overview of life at the next educational level as well as the extracurricular options they can participate in. This approach not only promotes the school but also provides the school with an opportunity to manage and utilize its facilities more efficiently.

3. Non-Profit and Service Principles

Schools that adopt entrepreneurship still uphold the principle of not seeking profit from students. All revenues generated, such as from tuition fees or PPDB, are fully utilized to support students' educational activities. This principle demonstrates that schools manage finances with a focus on providing quality educational services rather than financial gain. Nevertheless, schools can still carry out certain entrepreneurial initiatives to diversify income and ensure that the school can operate sustainably without compromising the non-profit principle.

4. Challenges in Implementing Entrepreneurship

Although entrepreneurship offers many benefits, challenges in its implementation still exist. One of the main challenges is shifting the mindset from a conventional approach to an entrepreneurship-based approach, both among school administrators and teachers. The implementation of project-based or entrepreneurship learning still needs to be adapted by teachers who are more accustomed to traditional teaching methods. In addition, schools face challenges in maximizing collaboration between lower and higher

educational levels to optimize the number of students continuing their education to the next level.

Thus, the implementation of entrepreneurship in schools demonstrates how entrepreneurial principles can be applied not only in teaching students but also in the overall management of the school. Through an approach that prioritizes innovation, efficient financial management, and diversification of revenue sources, schools can achieve operational sustainability and enhance the quality of education provided.

The Role of School Leadership

School leaders play a central role in directing policies, implementing programs, and managing resources to support innovation and promotion in the application of entrepreneurship within educational units. In this regard, the Ministry of Education and Culture (Kemendikbud) has provided guidance in the form of specific modules and applications designed to facilitate teachers in implementing project-based curricula. This support from Kemendikbud serves as a primary foundation for schools to develop programs that are not only relevant to the needs of modern education but also aligned with national policies (Susanti et al., 2023).

Although the foundation as the school's governing body does not provide much direct intervention in program implementation, it still sets certain limits beyond the national curriculum. One of the main constraints applied is on the 4C core values, namely critical thinking, collaboration, communication, and creativity. These values are expected to serve as the foundation for developing students' character to enable them to compete in the era of globalization. Thus, the innovations carried out by the school focus not only on academic achievements but also on strengthening 21st-century skills (Kurniati et al., 2022).

The primary duties of the school principal as the main leader include developing a comprehensive overview of the learning process that aligns with the school's vision and students' needs. One of their main responsibilities is to ensure that no classes remain empty through the organization of a structured and systematic curriculum. The principal is also responsible for encouraging teachers to actively utilize the modules and applications provided by Kemendikbud to enrich the learning process (Fitriani et al., 2024).

In addition to responsibilities related to the curriculum, the school principal also holds absolute authority over the management of school finances. This authority provides the principal with flexibility in determining fund allocation to support school innovation and promotion, including the implementation of entrepreneurship-based programs. Teachers, on the other hand, do not have decision-making rights regarding finances, making the principal's role crucial in ensuring that funding is directed toward programs that have a significant impact on student learning and development. Teachers do not have authority over these financial decisions, as their role is primarily focused on curriculum implementation and classroom teaching (Hidayat, 2021).

This strategic role of the school principal also impacts school promotion (Astika et al., 2024). By utilizing entrepreneurial programs as a promotional medium, the school can attract more new students, especially during the New Student Admission (PPDB) period. Well-designed programs not only enhance the school's image but also demonstrate that entrepreneurship-based education can be a major attraction for prospective students and their parents.

Therefore, the combination of innovation, promotion, and strong leadership becomes the key to a school's success in facing the challenges of modern education (Putra & Wiranti, 2024).

METHODS

This study was conducted at SMP Pandu to examine how the school carries out promotion and implements innovation in its education. The research method used is qualitative, aimed at gaining an in-depth understanding of the phenomenon through descriptive data collection. This method involves direct observation to closely monitor what has been implemented at SMP Pandu. In addition, follow-up interviews were conducted using voice notes, allowing for the collection of more detailed and personal information.

Through interviews, it is possible to explore the perspectives, insights, and new inputs provided by SMP Pandu, as the school implements a different curriculum, namely the 4C (communication, collaboration, critical thinking, and creativity). The qualitative method is highly effective in uncovering complex and diverse information. The combination of direct observation and follow-up interviews via voice notes serves as a strong strategy for obtaining valid and in-depth data.

The research process began with the selection of informants who met the criteria and objectives of the study. Interviews were then conducted with informants, including the school principal and curriculum coordinator. The data analysis technique used in this study is narrative analysis. In this process, information provided by the informants is collected and sorted, after which the stories are reorganized according to the research focus. Through this approach, information can be explored and analyzed in accordance with the meaning and context of the informants' experiences, as well as to understand how the implementation of entrepreneurship at SMP Pandu impacts student engagement and the school's image.

RESULTS AND DISCUSSION

Activities as School Innovation

The activities conducted at SMP Pandu represent a form of innovation within the educational system implemented at the school. This innovation is viewed not only in terms of teaching methods but also in how the school interacts with students, parents, and the community.



Figure 1. School Program
Source: SMP Pandu 2024

Figure 1 illustrates that the activities organized at SMP Pandu are designed to support the development of students' character, creativity, and 21st-century skills, which are part of the educational objectives in the era of Kurikulum Merdeka. In addition, these activities play a very important role in school promotion, as they provide a concrete depiction of how SMP Pandu not only focuses on academic teaching but also on the development of students' character and social skills.

1. Gebyar

The arts performance event, Gebyar, is one of the flagship activities in the Pandu school complex, designed to showcase students' creativity and artistic talents. Typically, this event is attended by students' parents, who come to support and watch their children's performances. The presence of parents provides additional encouragement for students while also strengthening communication between the school and families in supporting holistic learning.

2. Galeri

Galeri is an annual event organized by SMP Pandu to showcase students' work from the Pancasila Student Profile Strengthening Project (P5). This event aims to demonstrate to students' parents and the wider community that learning at SMP Pandu focuses not only on developing cognitive aspects but also on students' character. In addition to serving as a communication medium with parents to display learning outcomes, this event also functions as a promotional strategy for SMP Pandu.

3. Meditation

Meditation is a regular activity at SMP Pandu designed to help students manage their emotions, particularly in navigating the dynamics of adolescence. During meditation

sessions, students are encouraged to pause, release negative energy, and focus their minds on positive thoughts. This activity aims to provide a space for reflection that helps students achieve inner calm and enhances their ability to regulate their emotions.

4. Outing

Outing activities are designed to provide learning experiences outside the school environment. The main goal of outings is to broaden students' horizons in an interactive and enjoyable way, making learning more meaningful and not limited to classroom theory. During outings, activities take place outside the classroom to provide hands-on experiences. Through these direct experiences, students can connect the material they have learned with the real world while also developing their social skills and teamwork abilities.

5. Pancasila Student Profile Strengthening Project (P5)

The Pancasila Student Profile Strengthening Project (P5) is a core program within the Kurikulum Merdeka implemented at SMP Pandu to develop students who are not only academically capable but also possess strong character aligned with Pancasila values. This program is project-based, allowing students to actively engage in contextual and practical learning. Through P5, students learn to solve real-world problems around them using collaborative, creative, and innovative approaches.

6. Project-Based Learning (PjBL)

Project-Based Learning (PjBL) is one of the learning methods implemented at SMP Pandu to enhance students' 21st-century skills through project-based activities. In this approach, students are encouraged to study a topic in depth by designing, developing, and completing projects that are relevant to real-life situations. The process involves stages such as problem identification, solution planning, project execution, and result reflection, all carried out collaboratively in groups. At SMP Pandu, PjBL is implemented by teaching hydroponic planting practices. This hands-on practice helps students better understand the lesson material, as they engage directly in practical activities rather than just learning theory.

Computer-Based School Innovation (CBT)

SMP Pandu has implemented various digital innovations that not only support learning but also improve overall school management. These innovations include technology used in examinations, attendance management, and more efficient administrative and learning systems.

1. Edu Box – Computer-Based Testing (CBT) System

Edu Box is a computer-based testing (CBT) system designed to provide a secure and controlled exam experience. Its main feature prevents students from accessing other applications or websites during the test, aiming to minimize potential cheating. With the implementation of CBT, SMP Pandu can also conduct exams more quickly and accurately, while enabling deeper data analysis for learning improvement.

2. CBT-Based Learning for Digital Literacy

In addition to exams, the CBT system is also applied in quizzes, assignments, and learning simulations. This approach supports technology-based learning that facilitates students' understanding of the material. Through ICT and coding subjects, SMP Pandu ensures that students are not only proficient in theory but also possess practical skills in the increasingly evolving digital world.

3. Fingerprint Attendance System

SMP Pandu uses a fingerprint attendance system to ensure students' presence is recorded accurately. This system is applied every morning upon arrival and in the afternoon at dismissal, helping to improve discipline and time management efficiency. The use of this technology also allows for more efficient and transparent management of attendance data.

4. AIMSIS – Integrated Login System (Single Sign-On)

Since 2019, SMP Pandu has implemented AIMSIS as a Single Sign-On (SSO) system, allowing students and teachers to access various school applications with a single account. AIMSIS integrates key platforms such as CBT, attendance, and learning materials into one system, making it easier for users to access information quickly. With SSO, SMP Pandu can minimize data security issues and enhance convenience for students and teachers in managing their accounts.

School Promotion Strategy

The entrepreneurial approach at SMP Pandu is carried out through maximized school promotion. The main focus of this promotion is to attract students from SD Pandu and other schools under the Salib Suci Foundation to continue their education at SMP Pandu. This approach aligns with the foundation's vision of creating continuity between educational levels within a single foundation. By dominating the student segment from foundation schools, SMP Pandu not only strengthens internal institutional bonds but also ensures that the foundation's quality and values are consistently maintained.

The form of promotion at SMP Pandu has undergone significant development in response to changing times and the challenges of the pandemic. Before the pandemic, promotion involved inviting students from foundation schools to SMP Pandu to directly observe various educational and creative activities. However, with the shift caused by the pandemic, promotion moved to the digital realm, utilizing social media platforms such as WhatsApp, Instagram, and others. These platforms are used to publicize various school activities, including the Pancasila Student Profile Strengthening Project (P5), which highlights students' character. The P5 activities serve as a key attraction, as this program demonstrates how SMP Pandu integrates character development into the learning process.

In addition to utilizing digital media, SMP Pandu also involves elementary students from the same foundation in collaborative activities between the elementary and junior high levels. A special team composed of SMP Pandu students is formed to participate in visits to foundation schools. This student involvement not only provides them with hands-on experience in practicing communication and teamwork skills but also gives prospective students a real glimpse of the learning environment at SMP Pandu. This approach is expected to foster a

sense of togetherness and facilitate the transition process from elementary to junior high school.

In addition, promotion is carried out by involving extracurricular activities. In this activity, SD Pandu students are grouped according to their interests and talents and then placed in rooms managed by SMP students participating in the related extracurricular activities. Here, the elementary students can directly observe the variety of extracurricular options and be introduced to the extracurricular programs available at SMP Pandu. This activity not only provides insight into the different extracurricular choices but also generates enthusiasm among SD students to continue their education at SMP Pandu.

The promotion strategy implemented by SMP Pandu demonstrates how entrepreneurship can be applied in school management. By prioritizing innovation through digital media, student involvement, and collaboration-based programs, SMP Pandu is able to create an effective and relevant promotional approach that meets contemporary needs. With an effective promotion strategy that involves all parties, it is expected to increase students' interest in continuing their education at SMP Pandu and strengthen the quality of education offered by the school.

Challenges in Implementation

The implementation of the entrepreneurship curriculum in Indonesia is a complex issue involving various elements. One of the main problems is the limited resources, both in terms of facilities and available learning materials (Kanzunnudin *et al.*, 2022). As a result, the entrepreneurship education process does not run optimally. In addition, the lack of support from parents and the community also acts as an obstacle, as many parents have not fully realized the importance of entrepreneurship education for their children. Low awareness among students about entrepreneurship and a lack of motivation to engage in entrepreneurial activities present significant challenges (Yonandi, 2022).

Many students tend to choose more traditional career paths, which reduces their interest in participating in entrepreneurial activities. There is a need for training for educators to enhance their understanding of the entrepreneurship curriculum, as untrained teachers can hinder the effectiveness of the learning process (Martini *et al.*, 2024). Therefore, to overcome these challenges, synergy is required between the government, educational institutions, and the industrial sector in designing an entrepreneurship curriculum that is relevant and capable of supporting the development of skills needed in the workforce.

Discussion

Based on the collected data, SMP Pandu has shown significant progress in implementing innovative entrepreneurial strategies. This is evident in approaches that prioritize innovation across various aspects, such as technology, educational services, and creative activities designed to support students' potential. These strengths position SMP Pandu as a school capable of creating added value not only for its students but also for business partners who entrust their children's education to the school. In today's era of globalization and

digitalization, this innovative approach has become a key factor for sustaining and thriving amid the increasingly competitive educational landscape.

One of the flagship innovations implemented by SMP Pandu is the integration of technology in learning. This technological application is not limited to the use of modern devices in the classroom but also extends to the development of digital-based educational systems. For example, students are encouraged to use interactive learning applications and online platforms that support their learning process. This aligns with research findings indicating that technology integration in education can enhance student engagement and facilitate teachers in delivering material effectively (Azkia *et al.*, 2023).

In addition to technological innovations, SMP Pandu is also active in organizing creative activities that emphasize project-based learning. Such activities not only stimulate students to think creatively but also equip them with problem-solving skills relevant to real-world situations. Kurikulum Merdeka, which serves as the learning guideline at SMP Pandu, emphasizes the importance of student-centered learning, where students play an active role in their own learning process. Research shows that project-based learning can significantly enhance students' critical thinking, creativity, and collaboration skills (Fariza & Kusuma, 2024; Putra & Wiranti, 2024).

Educational innovation, particularly the implementation of the project-based Kurikulum Merdeka and the integration of entrepreneurial aspects at SMP Pandu, has a significant impact on shaping the school's positive image. These innovations create strong differentiation in the eyes of the community, especially prospective students and their parents. Programs such as Gebyar Pandu, Galeri SMP Pandu, and Outing not only provide valuable learning experiences for students but also demonstrate the school's commitment to developing 21st-century skills and implementing learning that is relevant to contemporary needs. This aligns with research emphasizing that innovation in educational programs can enhance a school's attractiveness and image.

In addition to educational innovation, an effective promotion strategy also plays a crucial role in building and strengthening the school's positive image. In today's digital era, the utilization of digital platforms such as social media, the school website, and instant messaging applications is essential for reaching the target audience. This is supported by research highlighting the importance of the marketing mix in shaping a school's image. The marketing mix, which includes product (educational programs), price, place (facilities), and promotion, serves as a comprehensive strategy for building a strong and positive image in the eyes of the community. Thus, a targeted promotion strategy, supported by relevant educational innovations, can reinforce the school's positive image among the public (Budiyatmo & Iriani, 2022).

This positive image, in turn, impacts the community's trust in the school and ultimately leads to an increase in enrollment during PPDB. SMP Pandu's efforts to create a creative learning ecosystem affect not only the students but also the surrounding community. By prioritizing innovation across various areas, SMP Pandu indirectly encourages business partners and parents to have greater confidence in the quality of education offered. This success serves as tangible evidence that innovation-based entrepreneurial strategies can be an effective solution for enhancing a school's competitiveness in the modern era. (Prihanto *et al.*, 2024).

CONCLUSION

This study identifies and analyzes the implementation of entrepreneurship at SMP Pandu as an innovative strategy to enhance educational quality and the school's appeal. Based on the research objectives, which focus on exploring the use of innovation as an effective promotional tool, the findings indicate that the implementation of entrepreneurship not only increases student engagement in the learning process but also strengthens the school's image in the eyes of the community. The school has successfully utilized social media and digital marketing strategies to attract the attention of prospective students and parents, as well as to boost participation in entrepreneurship programs. Challenges encountered in this study include the lack of previous research examining the synergy between educational innovation and technology-based promotion, as well as obstacles in implementing entrepreneurship education in Indonesia. This research highlights the importance of an integrated approach to promoting educational innovation, which can assist schools in attracting new students and improving overall educational quality. Further studies are needed to explore the long-term impact of entrepreneurship implementation in schools and to identify best practices in technology-based promotion. Additionally, it is essential for schools and the government to collaborate in developing policies that support the implementation of entrepreneurship education, including teacher training and the provision of adequate resources. With these measures, entrepreneurship education is expected to be implemented more effectively and sustainably in Indonesia.

AUTHOR'S NOTE

The author confirms that there are no conflicts of interest in the publication of this article. Furthermore, the author guarantees that all data and information presented are original and free from plagiarism.

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