



Booming Startup: A Revolutionary Strategy of Curriculum Management for Founders of Vocational School Graduates

Imam Subkhi^{1*}; Ahmad Azkal Azkia²

^{1,2}Management of Islamic education, Universitas KH. Mukhtar Syafaat, Indonesia

^{1*}Corresponding Email: subkhiimam618@gmail.com, Phone Number: 0853 xxxx xxxx

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Abstract: This study aims to interpret the revolutionary strategy of curriculum management in producing founder graduates of vocational schools. The research design used is qualitative research with a case study method. The sources of informants in this study consisted of principals, teachers, and curriculum managers. Data collection in this study was conducted through three primary methods: in-depth interviews, participatory observation, and document analysis. The results of this study indicate that the revolutionary strategy of curriculum management at SMKN Darul Ulum Muncar has succeeded in producing founder graduates through Successful Entrepreneur Collaboration in Curriculum Preparation, Golden Opportunities for Vocational Graduates at Job Fair events, and Curriculum Innovation Based on Fisheries Agribusiness. The novelty in this research is the revolutionary strategy of curriculum management that contributes to producing vocational graduates. The contribution of this research shows that the application of revolutionary curriculum management strategies can produce successful graduates for SMKN Darul Ulum Muncar.

Abstrak: Penelitian ini bertujuan untuk menginterpretasikan strategi revolusioner manajemen kurikulum dalam mencetak founder lulusan sekolah kejuruan. Desain penelitian yang digunakan adalah penelitian kualitatif dengan metode studi kasus. Sumber informan dalam penelitian ini terdiri dari kepala sekolah, guru, dan pengelola kurikulum. Pengumpulan data dalam penelitian ini dilakukan melalui tiga metode utama, yaitu wawancara mendalam, observasi partisipatif, dan analisis dokumen. Hasil penelitian ini menunjukkan bahwa strategi revolusioner manajemen kurikulum di SMKN Darul Ulum Muncar telah berhasil mencetak founder lulusannya melalui Kolaborasi Entrepreneur Sukses dalam Penyusunan Kurikulum, Peluang Emas bagi Lulusan Kejuruan pada event Job Fair, Inovasi Kurikulum Berbasis Agrobisnis Perikanan. Keterbaruan dalam penelitian ini adalah strategi revolusioner manajemen kurikulum yang berkontribusi dalam mencetak founder lulusan kejuruan. Kontribusi penelitian ini menunjukkan bahwa penerapan strategi revolusioner manajemen kurikulum dapat mencetak founder yang sukses bagi lulusan SMKN Darul Ulum Muncar.

A. Introduction

The success of vocational school graduates in building startups depends on technical aspects and venture capital and requires revolutionary curriculum management to instill sustainable entrepreneurial and leadership values. Conventional Curriculum often focuses on hard skills without paying attention to soft skills, such as creativity, mental resilience, and managerial skills, which are essential in the startup world. Therefore, revolutionary curriculum management is needed to equip students with well-rounded competencies, covering both technical aspects and sustainable leadership values. According to research described by (Kaban & Sirait, 2022; Putri, 2024), some successful startups in Indonesia, such as Warunk Upnormal and Es Teler 77, were founded by individuals who have a vocational background with substantial practical experience and business management since their school days. Without innovative and entrepreneurship-based curriculum management, vocational school graduates will struggle to become founders who can compete in the digital era. Therefore, a revolutionary strategy in vocational education is a key solution to produce entrepreneurs with technical skills and a sustainable business vision. Without an innovative and entrepreneurial-based curriculum, vocational school graduates tend to be more prepared to be workers than founders. The digital era and the startup boom have opened great opportunities for them to create their businesses. With the right educational approach, vocational schools can produce founders who are competent and have a long-term vision and global competitiveness.

In entrepreneurship, the founder acts as a leader who directs the business's vision, mission, and innovation to survive and thrive in the market. However, producing founder graduates in vocational education means equipping them with entrepreneurial skills, innovation, and independence in creating and running their businesses. From a philosophical point of view, the revolutionary strategy in curriculum management is rooted in Surah An-Najm verse 39 :

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَىٰ

“ And that a man does not attain except what he has labored for” (QS. An-Najm: 39 “

This verse teaches that humans must strive to achieve success. In an entrepreneurship-based curriculum, learners are encouraged to rely on available jobs and create their own business opportunities through innovation and hard work. Juridically, entrepreneurship-based curriculum development strategies in vocational schools are supported by various educational regulations in Indonesia. Law No. 20/2003 on the National Education System emphasizes that “Vocational education aims to prepare students to have skills that meet the demands of work and industry, including entrepreneurship”

The above law reveals that this strategy has a strong legal basis in national education policy. Theoretically, this revolutionary strategy in curriculum management can be analyzed using several educational and entrepreneurial theories. Schumpeter's Entrepreneurship Theory, in research conducted by Maurer & Fritzsche (2024) and Norton

& Imeny (2021), explains that “Founders are agents of change who create innovation and drive economic development”.

Empirically, revolutionary strategies in curriculum management in vocational schools have been proven to produce graduates with a founder's spirit through various implementations in the field. Research (Suherman et al., 2024) conducted at SMK Negeri 1 Cikalongkulon revealed that applying practice-based learning is key in producing graduates with an entrepreneurial spirit.

Empirically, revolutionary strategies in curriculum management in vocational schools have been proven to produce graduates with a founder's spirit through various implementations in the field. Research (Suherman et al., 2024) conducted at SMK Negeri 1 Cikalongkulon revealed that applying practice-based learning is key in producing graduates with an entrepreneurial spirit.

Research on revolutionary curriculum management strategies has been conducted by several researchers, such as Harapan (2023), Ihsan et al (2024), and Siahaan et al (2024). This is because this topic is very relevant to the needs of education and industry today. Vocational school graduates are expected to have technical skills and be innovative and highly competitive entrepreneurs. Although previous studies have discussed the benefits of revolutionary strategies in curriculum management, few studies have examined how these strategies are effectively implemented in producing founders from among vocational school graduates. The lack of studies that address the technical and practical aspects of implementation suggests a research gap that needs to be filled with further studies. Research by Ioannou & Retalis (2025) confirms that although many vocational school curricula are starting to adapt entrepreneurship materials, there is no clear implementation model to form founders ready to face the challenges of the startup world. Therefore, further studies are needed to develop an effective implementation model to support vocational school graduates in becoming successful and innovative entrepreneurs.

This research aims to interpret the revolutionary strategy of curriculum management in producing founder graduates of vocational schools. In the digital era and startup boom, vocational schools are required to produce skilled labor and individuals capable of becoming innovators and business leaders. Studies by Rawashdeh & Idris (2025) and Sarpong-Nyantakyi et al (2022) found that a curriculum that emphasizes hands-on experience through business projects, startup incubation, and industry-based learning can increase the competitiveness of vocational school graduates in the business world. This research is important because revolutionary strategies in curriculum management play a significant role in shaping vocational school graduates who have technical skills and can become innovative and competitive founders. With the correct interpretation, the educational model can be adjusted to create a stronger entrepreneurial ecosystem in vocational schools. By interpreting this strategy, this research can identify how curriculum management can be developed to improve students' entrepreneurial competencies, form an innovative mindset, and instill the leadership values needed in building startups.

The revolutionary strategy of curriculum management is very relevant in producing foundation graduates of vocational schools, because the world of business and industry is experiencing rapid changes that require graduates to have strong entrepreneurship, innovation, and leadership skills. Revolutionary strategies in curriculum management in vocational schools are the key to producing graduates with a founder spirit (Maley et al., 2024), especially amid rapid changes in business and industry. Therefore, SMKN Darul Ulum Muncar has several programs in producing future founders, including: First, collaboration with successful entrepreneurs in curriculum development ensures that the learning provided is aligned with the real needs in the business world, so that graduates are better prepared to build their businesses through direct experience, mentoring, and internships. Second, the Job Fair event is not only a job search event but also a golden opportunity for graduates to validate business ideas, get business partners, and get funding from investors interested in the innovations they offer. Third, fisheries agribusiness-based curriculum innovation is also a strategic step in utilizing the potential of local resources, where graduates are equipped with cultivation skills, processing fishery products, and digital marketing to create independent businesses.

With this approach, vocational school graduates are not only ready to work but also able to create jobs through the innovative businesses they build. With several programs implemented at SMKN Darul Ulum Muncar, this strategy can form graduates who are not only ready to work but also able to create independent business opportunities. Based on this, the research question posed in this study is to find out how the revolutionary strategy in curriculum management at SMKN Darul Ulum Muncar can produce graduates who are founders, and how the theory and practice applied can support their readiness to face the challenges of the business and industrial world.

B. Method

The object of this research focuses on revolutionary strategies in curriculum management in vocational schools that aim to produce graduates with a founder's spirit. This research will examine how curriculum planning, implementation, and evaluation in vocational schools can support the formation of graduates who have entrepreneurship, innovation, and leadership skills in facing the challenges of business and industry. In addition, this research will also highlight various excellent programs, collaboration with the business world, and learning innovations implemented as part of this revolutionary strategy.

This research uses a qualitative approach with a case study method, which aims to deeply analyze how revolutionary strategies in curriculum management are implemented in vocational schools in producing graduates with a founder spirit. With this method, the research will generate a comprehensive understanding of the effectiveness of innovative curriculum strategies in shaping graduates who are ready for entrepreneurship and contribute to the industrial world.

The sources of informants in this study are principals, teachers, and curriculum managers who play a direct role in planning and implementing revolutionary curriculum management strategies in vocational schools. The principal is the leading policy maker who sets the vision and direction of entrepreneurship-based curriculum development. Teachers are responsible for implementing innovative learning strategies to equip students with business, leadership, and innovation skills.

Meanwhile, curriculum managers have a strategic role in designing and evaluating the Curriculum to keep it relevant to the development of the industrial world and the needs of the business world. These three subjects have a key role in ensuring the success of the curriculum strategy in producing graduates who are ready to become founders and create independent business opportunities.

Data collection in this study was conducted through a qualitative approach to obtain an in-depth picture of the revolutionary strategy of curriculum management in producing founder graduates of vocational schools. Data were collected through in-depth interviews with principals, teachers, and curriculum managers to understand how the strategy's planning and implementation were affected and the challenges it faced. In addition, observations were made by directly observing the learning process and the involvement of educators in guiding students towards entrepreneurship. Document study is also an important part of data collection by examining the school curriculum, learning modules, and policies implemented to support graduates in building independent businesses. Through this method, the research seeks to present a comprehensive picture of the effectiveness of innovative curriculum strategies in shaping graduates who are ready for entrepreneurship in an ever-evolving industrial world.

Data analysis in this study used the Miles and Huberman interactive model, consisting of three main stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, information obtained from interviews, observations, and document studies was selected and simplified to focus on findings relevant to the revolutionary strategy of curriculum management in producing founder graduates of vocational schools. Furthermore, the reduced data was presented as descriptive narratives, tables, or matrices to clarify the patterns and relationships between the roles of principals, teachers, and curriculum managers in designing and implementing an entrepreneurship-based curriculum. In the final stage, conclusions were drawn by identifying the main findings related to the effectiveness of these strategies in forming graduates who are ready for entrepreneurship and competition in the industrial world. Through this approach, the research presented a systematic and in-depth picture of the success of innovative curriculum management in preparing founder-oriented vocational school graduates.

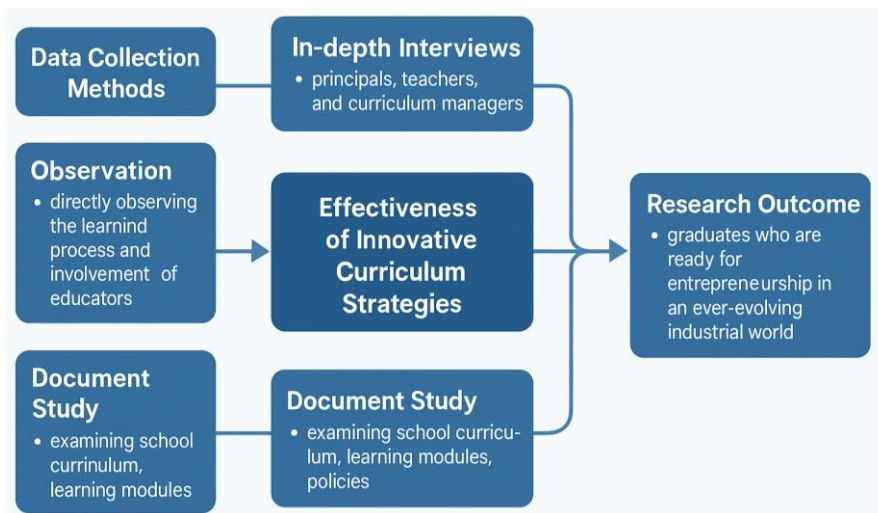


Figure 1. Research Picture Scheme Booming Startup: A Revolutionary Strategy of Curriculum Management For Founders of Vocational School Graduates

C. Results and Discussion

Result

1. Successful Entrepreneur Collaboration in Curriculum Development

In vocational education, the success of the Curriculum depends not only on academic theories and concepts but also on the involvement of practitioners who have proven successful in the business world. Therefore, collaboration with successful entrepreneurs is an important strategy in developing a curriculum that is relevant to the needs of industry and the business world. The results of an interview with Mrs. Silvu Ayu, as the curriculum manager, revealed that

“The vocational education curriculum must align with the business world's development so that graduates are ready to enter the industry. If it is only based on academic theories and concepts, without the involvement of business practitioners, the Curriculum risks becoming less relevant to the demands of a dynamic labor market.”

Based on the interviews above, this research reveals that collaboration with successful entrepreneurs allows students to gain practical insights, real experience, and more applicable skills in building a business or working in the industrial sector. Thus, this collaboration improves students' technical skills and shapes their entrepreneurial mindset, innovation, and business resilience. This shows that the involvement of entrepreneurs in curriculum development has a significant role in creating graduates who are ready to adapt to the world of work and have the competence to become competitive founders in the digital industry era.

This explanation is in line with previous research by [Lyu et al \(2023\)](#), [Muthmainnah et al \(2022\)](#), and [Rehman et al \(2023\)](#), which revealed that vocational schools that collaborate with local startups and MSMEs show that students who are exposed directly to

entrepreneurs have a higher success rate in building businesses after graduation. Collaboration with successful entrepreneurs in the curriculum development of vocational education is an important strategy to ensure that graduates have applicable skills, practical insights, and readiness to face the dynamics of the industry and the business world.

The evidence in the findings of Successful Entrepreneur Collaboration in Curriculum Development is in the form of SMKN Darul Ulum Muncar collaborating with DUDI (business and industry) to develop the Curriculum.



Figure 2. SMKN Darul Ulum Muncar Collaborates with DUDI (business and industry) to Develop Curriculum
Source: <https://www.pawartajatim.com>

Figure 2 shows that collaboration between successful entrepreneurs and educational institutions can contribute significantly to improving the relevance of the vocational Curriculum, as done by SMKN Darul Ulum Muncar through collaboration with Mr. Dudi in curriculum development. This is corroborated by (Al-Maskari et al., 2024; Consearo, 2021) research, which shows that the involvement of business and industry in vocational education can improve the readiness of graduates in building businesses and facing the challenges of the world of work. This model encourages curriculum alignment with industry needs, integration of entrepreneurial practices, and implementation of project-based learning strategies to produce competitive founders. Collaboration with successful entrepreneurs has a significant role in creating a curriculum that is not only oriented towards technical skills but also building an entrepreneurial mindset, innovation, and business resilience, which are key to the success of vocational school graduates in the digital industry era.

a. Golden Opportunities for Vocational Graduates at Job Fair events

The Job Fair at SMK Negeri Darul Ulum Muncar Banyuwangi is a much-anticipated event for vocational school graduates to find job opportunities according to their expertise. This event presents various companies from the industrial, technology, and entrepreneurial sectors that open job vacancies and provide skills training to participants. The results of the interview with Mr. Umar Said, as the principal, revealed that.

education with the world of work, not only as a recruitment event but also as a forum for graduates to understand industry trends, build professional networks, and increase competitiveness in an increasingly competitive job market.

b. Curriculum Innovation Based on Fisheries Agribusiness

The fisheries agribusiness-based curriculum is not just technical learning; innovations in the Curriculum can create graduates who are ready to become entrepreneurs in the fisheries sector, but without integration with industry and market needs, these innovations risk having less impact in producing competitive founders. The results of an interview with Mrs. Ayu Setyowati, a teacher who plays a role in the fisheries agribusiness-based Curriculum, revealed that:

“The fisheries agribusiness-based Curriculum must be more than just mastering technical skills; it must integrate innovation with industry needs and market trends to prepare graduates for entrepreneurship. Graduates will find it difficult to compete and create sustainable businesses if curriculum innovation only focuses on academic and technical aspects without adjusting to industry developments”.

Based on the interviews, this study also revealed that an approach based on industrial practices, internships, and cooperation with businesses is crucial in ensuring the Curriculum's effectiveness. This approach not only gives students hands-on experience in the world of work but also builds skills that are more applicable to the needs of the industry. With a revolutionary curriculum management strategy emphasizing real practice and active involvement of the business world, SMK graduates are more ready to build startups or join relevant industries.

This research aligns with research (Sukmana et al., 2024; Tan et al., 2023). Innovation in the fisheries agribusiness curriculum must be integrated with industry needs and market trends so that graduates not only master technical skills but also have high competitiveness in building sustainable businesses.

Evidence in the findings of this Fisheries Agribusiness-Based Curriculum Innovation is in the form of Featured Products of Fishery Product Processing Agribusiness produced by SMKN Darul Ulum Muncar.



Figure 4. Leading Products of Fishery Product Processing Agribusiness

Source : <https://www.instagram.com/smkndarululummuncar>

Figure 4 shows that fisheries agribusiness-based curriculum innovation can contribute significantly to producing graduates ready to become fisheries founders. This is corroborated by research (Winborg & Hägg, 2023), which shows that learning based on industrial practice and entrepreneurship can increase students' readiness to develop independent businesses. This model encourages the strengthening of technical skills in fishery product processing, superior product innovation, and integration between education and the needs of the fisheries industry. The superior fisheries processing agribusiness products by SMKN Darul Ulum Muncar clearly show that SMK graduates can create added value from local resources and be competitive in the market. An approach based on industrial practice, internships, and cooperation with businesses is crucial in ensuring the Curriculum's effectiveness. With a revolutionary curriculum management strategy focusing on innovation, hands-on experience, and industry connections, SMK graduates have a greater chance of succeeding as entrepreneurs in fisheries and agribusiness.

Discussion

This study aims to evaluate the effectiveness of the revolutionary curriculum management strategy implemented at SMKN Darul Ulum Muncar in preparing graduates with entrepreneurial mindsets and readiness for the business world. Over several months, the school collaborated with successful entrepreneurs to align the Curriculum with industry needs, integrating practical experiences and hands-on learning opportunities for students. The study found that this strategy, including participation in Job Fairs and introducing a fisheries agribusiness curriculum, significantly supported the development of entrepreneurial skills among students. The discussion links these findings to previous research on curriculum innovation and entrepreneurship education, comparing the outcomes with similar models in vocational education. This research highlights the critical

role of industry collaboration and localized Curriculum in equipping students with technical skills and the entrepreneurial mindset necessary to thrive in the ever-evolving industrial landscape.

The findings of this study are consistent with those of previous research by [Mastromartino \(2024\)](#), which emphasized the importance of industry collaboration in developing a curriculum that aligns with real-world needs. This research revealed that schools integrating practical, industry-relevant experiences, such as partnerships with successful entrepreneurs and participation in job fairs, can significantly enhance students' entrepreneurial readiness. Moreover, the curriculum innovation in agribusiness, as highlighted by [Marsden \(2022\)](#), further supports the notion that locally-based business skills, particularly in areas like fisheries, contribute to sustainable entrepreneurial opportunities. This aligns with the current study's findings, demonstrating how SMKN Darul Ulum Muncar's strategy has equipped students with technical skills and an entrepreneurial mindset essential for competing in a dynamic and ever-evolving business environment.

Based on the findings of this study, there is a precise alignment with previous research on the importance of curriculum innovation and industry collaboration. Similar to the findings of [Mayombe \(2022\)](#), who highlighted the role of industry partnerships in enhancing vocational education, this research confirms that SMKN Darul Ulum Muncar's collaboration with successful entrepreneurs helped align the Curriculum with the practical needs of the business world. Furthermore, the participation in Job Fairs, as supported by research from [Kalafsky & Raymond \(2025\)](#), provides students with valuable networking opportunities and access to business partners and funding. Additionally, the introduction of a locally-focused agribusiness curriculum, in line with the work of ([Weerasekara & Bhanugopan, 2023](#)), supports the development of sustainable entrepreneurial ventures based on local resources. These findings reinforce that a curriculum fostering technical skills and an entrepreneurial mindset is key to preparing students to thrive in an ever-evolving industrial landscape.

D. Conclusion

The revolutionary strategy in curriculum management at SMKN Darul Ulum Muncar has proven to be an important factor in producing graduates who are founders and ready to compete in the business world. Through collaboration with successful entrepreneurs in curriculum development, the school can align learning materials with the needs of industry and the business world, so that students gain practical experience that supports their entrepreneurial spirit. In addition, participation in Job Fair events provides golden opportunities for graduates to build connections, obtain business partners, and access funding for their business development. The fisheries agribusiness-based curriculum innovation is also a strategic step in equipping students with entrepreneurial skills based on local resources to create sustainable business opportunities. With this approach, SMKN Darul Ulum Muncar has successfully implemented a curriculum strategy that equips

students with technical skills and forms a strong entrepreneurial mindset to face the challenges of an ever-evolving industrial world.

The findings of this study imply that implementing a revolutionary curriculum management strategy, such as that used by SMKN Darul Ulum Muncar, can significantly enhance vocational education outcomes by fostering entrepreneurial mindsets and aligning educational content with industry needs. Collaborative curriculum development with successful entrepreneurs, integration of real-world experiences like Job Fairs, and the focus on local resource-based entrepreneurship illustrate a sustainable model for vocational schools aiming to produce graduates who are technically skilled and ready to innovate and compete in a dynamic job market. This approach can serve as a replicable framework for other vocational institutions seeking to strengthen the relevance and impact of their educational programs.

For future research, it would be valuable to explore the long-term impact of this revolutionary curriculum strategy on graduates' entrepreneurial success and career progression. Investigating how the integration of local resource-based curricula, such as agribusiness and fisheries, influences the sustainability of small businesses or startups could provide deeper insights. Additionally, further studies could examine the effectiveness of collaborations with industry leaders in other sectors, comparing the outcomes with those in the agribusiness field. Analyzing the broader applicability of such a curriculum strategy across different vocational schools or regions also offers valuable recommendations for policy and practice in vocational education.

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