

## **Comparative Study of Social Entrepreneurship Management for School Sustainability**

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### **Abstract**

Catholic private schools continue to make improvements, both in governance and learning innovation. Education service providers are encouraged to innovate to be able to face government policies and free market competition. One of them is through social entrepreneurship because social entrepreneurship is slowly entering the education system. Social entrepreneurship, with its mission-driven focus on creating value and positive environmental impact, supports the sustainability of the institution. By implementing social entrepreneurship in the management of school institutions, education plays a role in overcoming social and environmental problems. This study aims to analyze social entrepreneurship management for school sustainability, taking the objects of Sint Antonius Junior High School East Jakarta and Sang Timur Junior High School Karang Tengah. This qualitative research uses observation methods, in-depth interviews using snowball techniques, and forum group discussion on 165 informants. The research aspects are social entrepreneurship, social entrepreneurship strategy, social entrepreneurship management, the impact of implementing social entrepreneurship management, and the linkage of social entrepreneurship management with ISO 26000 and SDGs no. 4 and 12. The findings show that both schools have implemented social entrepreneurship, which needs to be improved for school sustainability. This study provides recommendations for education providers on whether they should develop social entrepreneurship management for school sustainability. Institutions need to build a comprehensive social entrepreneurship management system that is strengthened with a focus on social entrepreneurship and support of social entrepreneurship processes.

**Keywords: Impact Social Entrepreneurship Management, ISO 26000, Social Entrepreneurship, Social Entrepreneurship Management, Sdgs, Social Entrepreneurship Strategies.**

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### **INTRODUCTION**

The field of education, both internationally and nationally, in Indonesia faces competition from the free market. People's demands for higher quality education mean that unqualified education will be abandoned (Azzahra et al., 2024). The number of educational institutions is also increasing (Kholis & Arifin, 2023). Private school institutions are under significant pressure with declining enrollment of new learners. The decline in new student enrollment is most clearly experienced by Primary Schools, but Secondary Schools also show a decrease in new student enrollment (Jain et al., 2022). The number of private schools in Indonesia dominates more than public schools, affecting the acquisition of students each year. Statistics

from the (Nurjanah et al., 2020) show that there are 131,879 or 88.25 percent of public elementary schools and 17,556 or 11.75 percent of elementary schools in Indonesia. Then, 23,594 or 58.17 percent of public junior high schools and 16,965 or 41.83 percent of private junior high schools. As well as 6,883 or 49.36 percent of public high schools and 7,061 or 50.64 percent of private high schools. Although the number of private schools is higher, the capacity is still much larger in public schools. The competition for the number of new students is even greater if government schools still open new classrooms (Sulaksmono et al., 2023). Government policy in the Admission of New Students (PPDB) plays a role in overcoming these problems. Government policy regarding zoning in the Admission of New Students for public schools with great opportunities, for example, for elementary 70%, junior high, and high school levels 50% of the school's capacity (Sakunia, 2021). The policy has a significant impact on the Admission of New Students (PPDB) for private schools.

Creativity and innovation in managing schools to respond to government policies regarding PPDB, Zoning, free schools, and competition between schools are needed. In addition, the development of franchise business in Indonesia allows all business fields to be franchised, including education. Business people who have an interest in education can have a school with relatively easy requirements. Schools that are managed without creativity and innovation and have weak human resources due to the lack of development and application of outdated learning methods will result in schools lacking students.

The positive perception of the community towards school excellence can be seen from teaching and learning activities, professional development of resources owned, and improvement of the school environment (Varadarajan & Malone, 2018). In this case, it is important that school leaders find strategies to deal with interschool competitive advantage. Schools, especially catholic schools, need to implement value-creation strategies to achieve sustainable competitive advantage (Emeagwal & Ogbonmwan, 2018) and distinguish factors that must be considered, such as humanistic approaches, truth, beauty, ethics, and compassion (Montiel et al., 2020). This condition can be responded to through school management more creatively and innovatively through social entrepreneurship.

The implementation of social entrepreneurship in education has great opportunities, as well as helping to create creative solutions to problems, and strengthening their potential to provide perspectives on solutions that have been developed (Roslan et al., 2022).

Previous research on social entrepreneurship in educational institutions at the Institute of Teacher Education in Malaysia encouraged academics and education practitioners to improve social entrepreneurship in educational practice (Daud et al., 2018). This study also found results that social entrepreneurship is a process of combining resources in new ways to create social value. Researchers emphasize the importance of approaching the social entrepreneurship process more effectively and systematically.

Social entrepreneurship is slowly entering the education system (British Council 2017). Social entrepreneurship is not only related to innovation but also to governance, both in the process and in performance measurement, and all stakeholders must play a role (Bozhikin et al., 2019). By implementing social entrepreneurship in the management of school institutions, education plays a role in overcoming social and environmental challenges. Social entrepreneurship, with its mission-driven focus on creating positive social and environmental

impact, presents a potential avenue to accelerate progress towards the SDGs (Sijabat & Singgalen, 2023).

Another managerial aspect is found in research conducted by Osiyevsky et al. 2020 in Canada focusing on "Entrepreneurial Management Systems for Established Companies." From this research, it was found that most established institutions do not have the main entrepreneurial management components, namely entrepreneurial culture and support systems, disciplined and systematic idea generation process (generation process), constant development and validation of the ideas generated (development process), effective execution in a limited environment of resources and time (execution process). There is a need for an institution to build a comprehensive Entrepreneurial Management System (EMS) that is strengthened by Entrepreneurial Orientation (EO) and Entrepreneurial Support Process (ESP).

(Rivera-Santos et al., 2015a), found the importance of school sustainability, especially in Catholic schools. The study concludes that associations in Catholic organizations are fundamental to ensuring their sustainability over time. Schools must play a leading role. School sustainability based on social entrepreneurship, creativity, and innovation in school management can be achieved (Timm & Barth, 2021). The above findings propose that future researchers measure these categories and systematize them as models of sustainability management in schools as a whole and as strategies for managing sustainability processes throughout schools (Rivera-Santos et al., 2015a). In addition, based on previous research that shows the implementation of social entrepreneurship is included in the field (Hazenberg et al., 2020), researchers are interested in analyzing social entrepreneurship management for school sustainability.

This study aims to analyze the components of Entrepreneurial Management Systems (EMS) in established companies, focusing on the presence of entrepreneurial culture, support systems, disciplined idea generation processes, development and validation of ideas, and effective execution with limited resources and time. Additionally, it investigates the role of Entrepreneurial Orientation (EO) and Entrepreneurial Support Process (ESP) in strengthening EMS. The study also explores the importance of sustainability in schools, particularly Catholic schools, and the role of associations within Catholic organizations in ensuring long-term sustainability. Furthermore, it examines the potential for achieving school sustainability through social entrepreneurship, creativity, and innovation in school management, and aims to develop models of sustainability management for schools, including strategies for managing sustainability processes throughout the school system. The study also analyzes the implementation and impact of social entrepreneurship management on school sustainability based on previous research in the field.

## **METHOD**

This research uses a qualitative approach with content analysis methods (Content Analysis). The object of research is the application of social entrepreneurship management at SMP Santo Antonius East Jakarta and SMPK Sang Timur Karang Tengah. The variables studied include the linkage of social entrepreneurship, social entrepreneurship strategies, social entrepreneurship management, the impact of social entrepreneurship management, ISO 26000, and sustainable development goals (SDGs) No. 4 and 12. The primary and secondary data sources in this study are primary and secondary data. Primary data were collected through field

observations, structured interviews, and in-depth interviews. Interviews were conducted online and face-to-face with various resource persons, such as the Principal, Vice Principal for curriculum and student affairs, Public Relations Coordinator, Infrastructure Coordinator, Student Council Coach, Person in Charge of school social media, teachers, students, administrative staff, and parents of students from both schools. Meanwhile, secondary data comes from various official school documents, such as the Education Unit Operational Curriculum Book, Renstra, Mid-Term Program, School Dapodik Data, Annual Work Program, Student Statistics Data for the last five years, as well as sources from social media and credible websites.

The population in this study includes all related parties at SMP Santo Antonius East Jakarta and SMPK Sang Timur Karang Tengah, with a total of 165 speakers. The sampling technique used is nonprobability snowball sampling, where a small initial sample will increase in size as the research develops.

Data analysis techniques are carried out using the triangulation method to validate qualitative findings through rechecking with various data sources. Descriptive statistical analysis methods are also used to analyze the collected data by describing the indicators used. The process of qualitative data analysis is carried out inductively, starting from data collection to the preparation of the final report. The steps in content analysis include unifying text, sampling, recording, summarizing data, drawing conclusions from contextual phenomena, and presenting answers to research questions in accordance with the stages proposed by (Krippendorff, 2018).

## **RESULTS AND DISCUSSION**

### **RESEARCH RESULTS**

#### **Aspects of Social Entrepreneurship Strategy**

The similarity of the findings on creating value as a school entrepreneurial strategy at St. Anthony, Love, and Compassion Junior High School is as meaningful as love, respect, politeness, and ethics at SMPK Sang Timur; Readiness includes independence and innovation at SMPK Sang Timur. Strengthening and character education in both St. Anthony Junior High School and Sang Timur Junior High School is a competitive advantage in line with the distinctive life values in each school. Both schools carry out the same strategy in the spiritual formation of students, namely through the first Friday Eucharist celebration of each month. This spiritual activity aims to strengthen students' faith and character. The Education unit-level curriculum implements the peculiarities of these school values. Furthermore, the school's Annual Work Plan is detailed, especially in the field of student affairs. The implementation of the distinctiveness of these school values starts from socializing with new students and also with parents during learning, reflection, and giving appreciation to students with character.

Findings from the aspect of social entrepreneurship strategy related to the indicator of creating value show that there are differences between SMP Santo Antonius and SMPK Sang Timur. The difference is seen in student engagement strategies and implementation methods. St. Anthony Junior High School uses the Locoresa values-sharing method in morning assembly activities on Fridays. In this activity, there was no rotational sharing of each class. Sharing was delivered only verbally without any written reflection, as conveyed by the Principal's team. Meanwhile, Sang Timur Junior High School involves students; for example, the student council

board welcomes students in the morning. Students conduct written reflections on the peculiarities of the values prepared by the Agama Subject teacher. The value-creating indicator will support the school's competitive advantage and influence its sustainability.

### **Competitive Advantage Indicators**

Strengthening and character education in both St. Anthony Junior High School and Sang Timur Junior High School is a competitive advantage in line with the distinctive life values in each school. St. Anthony Junior High School provides the foundation of student development with love, compassion, readiness, and sacrifice. These values support students in developing a Dehonian character. For example, habituation in class, working together to complete tasks and caring about the environment. The same thing was done by SMPK Sang Timur, SMPK Sang Timur systematically.

The Principal, as an informant, provides information about their competitive advantage, showing a difference. St. Anthony Junior High School has not implemented systematically and consistently. Meanwhile, SMPK Sang Timur has a clearer application and reward system. For example, from the data submitted by the Principal, there are student awards: a) Anti-bullying ambassadors and b) Students who have a fixed discipline point of 100. Studentship gives students 100 points. It will be deducted when students commit violations. c) Diligent library visitors. Local wisdom, namely keratin, which is one of the extracurriculars, has appeared in public and is promoted through school social media. Another local wisdom is that batik making is also a competitive advantage at SMPK Sang Timur. The students' batik work was appreciated during the presentation.

### **Internal and external ecological and social indicators**

The ecological aspect is realized by the commitment to maintain the cleanliness of the environment, picket classes by the students, care for plants, and manage waste. Both internal and external social aspects consistently realize solidarity to care for students/teachers/employees/communities who experience difficulties or are specifically affected by disasters. In addition, SMP Santo Antonius and SMPK Sang Timur also involve residents of the surrounding community to support educational activities according to the situation.

The specificity of SMPK Sang Timur, the ecological aspect, is the commitment of the entire school complex from kindergarten – to junior high school, both elementary and junior high schools in Sang Timur, to become healthy schools there Adiwiyata. The internal social aspect, the peculiarity is that there is care for teachers/employees and lunch for all teachers and employees every day. External social aspects: the school provides opportunities for community members to work in the institution. The difference is that St. Anthony Junior High School has not consistently and routinely carried out environmental care, solidarity actions, cooperation, and collaboration.

### **Management Aspects of Social Entrepreneurship**

#### **HR Management Indicators**

St. Anthony Junior High School and Sang Timur Junior High School, as sustainable school institutions, both have organizational structures in accordance with the standards and according to the personnel conditions of each school. Structurally, the organization of resources in each field has been established, but competently, it still requires debriefing and continuous improvement. The findings from the interview with the principal's team conveyed that the

principal should be briefing the morning and afternoon after school to ensure that the schedule and daily activities are carried out as planned. Both schools also utilize training and independent learning from the Merdeka Mengajar Platform (PMM). Information from subject teachers it was found that students have the ability to give responses that are in harmony with the situation and conditions faced. Both schools improve the quality of educator resources through training and optimizing teachers in accordance with their fields or linear with their scientific backgrounds.

The difference is that SMP Antonius East Jakarta implements educational administration governance through innovative institutional management applications, both teaching administration and financial administration. However, performance achievements on the Merdeka Mengajar Platform still need to be improved. Meanwhile, Sang Timur School carries out various innovations in entrepreneurship and environment-based school development, including in the field of curriculum.

There are differences in communication in the organization. The discussion and interview process also showed differences. SMP Santo Antonius East Jakarta still needs to improve integrated communication in educational activities so as to support human resource management and innovation. Meanwhile, at SMPK Sang Timur Karang Tengah, communication is integrated into educational activities and task distribution so as to support human resource management and innovation. For example, the Vice Principal for Student Affairs, with his academic potential, became KIR's optimal companion so as to achieve proud achievements. In 2023, after the pandemic, KIR Sang Timur won achievements in the semifinals of the ASEAN Youth Research Innovation Summit.

### **Innovation Indicators**

In accordance with the division of tasks in each field, SMP Santo Antonius East Jakarta and SMPK Sang Timur Karang Tengah make innovations in management that motivate teachers and students to be actively and creatively involved in school activities. Students are also motivated to be creative in school activities. The findings from direct observation show the peculiarities of each school innovating managerially. At SMP Santo Antonius East Jakarta, we follow the direction of the Foundation and the Education Office, as well as the Principal's commitment to innovate in terms of Management Informatics Systems to improve governance. Using belajar.id accounts (official government accounts for teachers and principals), the Principal optimized the Google Site application. The application is able to store all school documents in any form and facilitate the principal's monitoring of teachers, students, and parents. Teacher and student interaction in learning and assignments and so on. While the Acelego application for financial administration simplifies and streamlines administrative work. Management innovation at SMPK Sang Timur Karang Tengah, the specificity of pedagogy management with project-based learning, entrepreneurship, and the environment.

Findings from innovation indicators show differences. First, the process and way of implementing managerial innovation are different depending on the availability of resources, especially human resources. SMP Santo Antonius East Jakarta is in the process of improving governance and human resource management. Meanwhile, SMPK Sang Timur Karang Tengah is manifested in student activities. For example, KIR extracurriculars related to environmental care commitments and student council activities allow students to provide responses that are in

harmony with the situation and conditions at hand. For example, the student council administrator at SMPK Sang Timur seizes the opportunity to use recess as an intensive time to interact with students. The student council board created the School Radio.

Second, students' activeness and creativity in various activities and enthusiasm for competition. Students of SMP Santo Antonius East Jakarta need to be supported and encouraged and look for opportunities. Meanwhile, at SMPK Sang Timur Karang Tengah, students actively compete. After the pandemic with face-to-face learning, several students have obtained OSN (National Science Olympiad) achievements, as well as the ASEAN Youth Research Summit (AYRS).

### **Effectiveness-Efficiency Indicators**

The results of interviews with administrative personnel at SMP Santo Antonius East Jakarta regarding financial administration management innovations have a positive impact. For example, tuition payments are monitored, late payments are made, communication with parents is faster and clearer, and work is easier and faster. An achievement that is managed by good classroom management, paying attention to student needs, and using information and technology in learning provides new experiences to students that can be practiced in their lives. The learning system will be more effective and efficient for students. Meanwhile, at SMPK Sang Timur Karang Tengah, with innovations in project-based learning, teachers and students become creative. Some student activities are getting more interesting and have a positive impact. For example, in the 2023/2024 Academic Year, the school carried out planning and managing activities for students and delivered proud results. Student achievement in academic and non-academic fields.

In addition to the above findings, secondary data from Book I, namely the Operational Curriculum Book of the Education Unit, Renstra, and Annual Work Program, shows the differences between the two schools. First, at SMP Santo Antonius East Jakarta, The strategic plan period is from 2023-2026. The important points of the strategic plan are based on SWOT analysis. While at SMPK Sang Timur Karang Tengah from 2023-2027, the important points of the strategic plan are based on the School's Vision. Second, facilities should be developed to improve the quality of services in collaboration with foundations. SMP Santo Antonius East Jakarta is being developed to provide library services and hall repairs. Meanwhile, at SMPK Sang Timur Karang Tengah, the opening of road access was completed, which had been closed for 20 years due to religious issues. Since January 2024, access to the entrance road to the Sang Timur Karang Tengah school complex has been accessible by cars.

### **Impact of Social Entrepreneurship Management Implementation**

#### **Change Significance Indicators**

The application of social entrepreneurship management from the research findings at both St. Anthony Junior High School and Sang Timur Junior High School shows a change. What the changes in common are is that students become enthusiastic, creative, and more actively involved in learning. The attitude of caring for friends who experience difficulties is also consistently carried out by students. The implementation of social entrepreneurship management also has an impact on the achievement of school accreditation. Both schools are also accredited, which develops the institution and expands cooperation.

#### **Indicators Have Innovation**

SMP Antonius has implemented the governance of educational institutions through the innovation of institutional management applications, both teaching administration and financial administration. Improve the quality or quality of educator resources through training. Sang Timur School carries out various innovations in entrepreneurship and environment-based school development, including in the field of curriculum.

The difference is that open communication between teams at St. Antonius Junior High School is still not supportive of managing human resources and innovating. Meanwhile, at SMPK Sang Timur, open communication between teams and the distribution of tasks support human resource management and innovation.

### **Indicators of Developing Institutions**

The implementation of social entrepreneurship management also has an impact on the achievement of school accreditation. Both schools are also accredited, which develops the institution and expands cooperation. The students, both at St. Anthony Junior High School and Sang Timur Junior High School, actively participate in competitions in academic and non-academic fields.

The accreditation value is a criterion that the school as an Educational Institution is able to develop the institution as a whole, both in academic, administrative, and social fields. Findings from secondary data are various agencies involved in working with schools outside of the Education Office. For example, DLH, MSMEs, Interfaith Commissions, and Universities. The difference is that St. Anthony Junior High School has not significantly had an impact; for example, there has been no achievement as an institution, and the number of students has increased. At the same time, the achievement of the institution at SMPK Sang Timur is significant with grade A.

### **Indicators of Expanding Cooperation**

The distinctiveness of the impact of implementing social management in St. Anthony Junior High School, innovation in the implementation of educational administrative services. Namely the application of Google Sites and Acelego applications. However, this application has not shown an impact on wider cooperation. Meanwhile, the peculiarities of the impact of implementing social management at SMPK Sang Timur include the development of institutions and the expansion of cooperation. First, the institution was developed by obtaining school achievements, such as Clean Schools, which ranked 3rd in the city of Tangerang, Healthy Schools, and Adiwiyata Schools. The students also develop their potential optimally, which has a positive impact on the school, namely, obtaining achievements in several competition fields. Second, the expansion of cooperation at SMPK Sang Timur, from the research findings, is the establishment of cooperation between schools and parents, Churches, Education Offices, MPK, and Puskesmas all have a good impact on learning and habituation in schools and support and facilitate activities.

### **Institutional Sustainability Indicators**

Indications of the sustainability of the institution at Sang Timur Junior High School revealed that there are still new students, although it is still far from expectations. Meanwhile, at SMPK Sang Timur, there has been an increase in the number of new students after the pandemic; the opening of road access to the school after 20 years of closure for four-wheeled vehicles; the existence of interrelated programs or activities; Church citizens are more familiar



with schools.

Both schools are working to reduce dependence on traditional funding sources and increase the use and better use of financial resources. Provide and extend existing services to the larger community. Sharpen focus and expand organizational services. Increase positive impact in society, improve planning and marketing skills. Improve learning and continuous improvement. Every year an increasing number of creative teachers develop creative learning.

**Linkage of Social Entrepreneurship Management with ISO 26000 and SDG's Governance Indicators (ISO 26000)**

The finding from the aspect of the linkage of entrepreneurial management with ISO 26000 related to governance indicators is the existence of a periodic reporting system both at SMP Santo Antonius and SMPK Sang Timur. Every activity program that has been implemented will be accounted for by the person in charge of the activity. From secondary data sources, both schools have academic documents, namely the Education Unit Level Curriculum (KTSP) for those who still use the 2013 Curriculum, the Education Unit Operational Curriculum (KOSP) from the provisions of the Independent Curriculum, Curriculum Field Program, and Student Affairs. Administrative documents, including Medium-Term Work Plan, Annual Work Plan, School Budget Work Plan, Teacher assignment data, student statistics, organizational structure, Student Data, and Education Report Card. In common, both schools have a system of reporting regularly in writing to stakeholders. Performance appraisal of the principal is conducted by the Education Office, in this case by the school superintendent, once every year. Monitoring by the foundation is carried out periodically in accordance with the policies and restrictions of both parties.

The Principal supervises teachers and education staff every semester, and then supervision, evaluation, and follow-up reports are made. This series of supervision processes is made in the Principal Supervision Program book. Student progress reports are submitted by the Homeroom teacher every semester. Financial management within the foundation and related stakeholders. BOS monitoring is carried out regularly according to BOS bookkeeping reporting rules, both online and offline. Monitoring of the principal's performance by the local school superintendent is carried out once a year. Monitoring of the Education Office is related to the activation and activities of Principals and Teachers on the Independent Teaching Platform on a regular basis.

The findings of observation and deepening of secondary data show differences related to governance indicators. St. Antonius Junior High School delivered a presentation of the work report on the activities of the Pancasila Student Profile Strengthening Project at the end of semester 2. Meanwhile, SMPK Sang Timur delivered a presentation of the work report on the activities of the Pancasila Student Profile Strengthening Project at the end of semester 1. The strategic plan period at St. Anthony Junior High School is 3 years into the future, focusing on improving Dehonian Culture and Character, Standardization of Governance, Development of Effectiveness, and New Concepts. Meanwhile, SMPK Sang Timur, has a 4-year strategic plan to travel to the future, focusing on the school's vision. The strategic plan is described as follows, Love Development, Care Development, Smart Development, and Transformative Development. Data from the Principal as an informant related to PMM monitoring, as follows: the results of monitoring by the Education Office regarding the performance of the Principal and Teachers of St. Anthony Junior High School have not passed the topic. While SMPK Sang

Timur out of 22 teachers, 14 people passed the topic of achieving good performance. In the 2023/2024 academic year, SMPK Sang Timur will add 2 certified teachers.

**Community Contribution Indicators (ISO 26000)**

The findings show differences between St. Anthony Junior High School and Sang Timur Junior High School. St. Anthony Junior High School embodies its contribution to society by caring about waste management. This management is carried out with the Locoresa Garbage Bank, students bring waste that has been sorted at home, then brought to school weighed, recorded, and priced according to the price of the type of waste brought. The implementation of the Locoresa Waste Bank in collaboration with the Environmental Office of Jatinegara District, so that waste can be processed correctly and precisely. This activity shows the commitment of the students to manage waste and preserve the environment. The students' mutual aid attitude inspires the community to manage waste, maintain cleanliness, and preserve the environment. While at SMPK Sang Timur, there is a social action for local residents every time there is a celebration of the School's Anniversary or Sister Congregation (PIJ). In addition, positive interactions with people of other faiths were established, such as meetings with Gusdurian groups. Cooperation and dialogue to open road access to schools with stakeholders. In the end, access roads were opened so that the road leading to the Sang Timur School complex could be passed by cars. Land use in the school environment by planting rare fruit trees, creating gardens with a variety of plants, making compost from leaf litter, and raising fish. This activity contributes to the community, in the sense of contributing to providing green land, and clean air for public health. As well as providing concrete examples of environmental education in learning activities.

**Sustainability Innovation Indicators – SDG's No.4**

Findings from interviews and secondary data sources related to sustainability innovation indicators, show a balanced similarity in terms of the use of IT and mass media for learning and communication facilities with the community. Utilizing IT by teachers for learning and administration. While students use IT and social media to do tasks, they optimize skills using IT.

St. Anthony Junior High School and Sang Timur Junior High School are encouraged to improve and develop the provision of educational services. One of them is IT-based learning. Principals and teachers together learn to use IT through training. The principal of St. Anthony Junior High School explained about improving management by utilizing the Google Site application. Namely an application to create a website or web page for teams, projects, events, or other special needs. As an internal website that will only be accessed by the education office, foundations, teachers, education staff, students, and parents with very specific features and functions. The Principal provides training to teachers in the learning process as well as filling in teaching administration can be done effectively and efficiently. For example, uploading materials, storing various kinds of documents, giving assignments, delivering announcements, monitoring students, and so on. In addition, there is also training for learning media such as CANVA, Cup Cut, and video editing. Another informant, namely Mr. B as a Cultural Arts Theater specification, utilizes IT for assignments to students. The students after participating in theater learning were asked to make plays starting from topic selection, script making, role division, video shooting, editing, and collecting drama results in a video. From direct

observation in class, researchers saw the enthusiasm and sincerity of students doing this task in groups.

SMPK Sang Timur provides opportunities for students to be involved in developing quality educational services. The Vice Principal for Student Affairs as an informant said that students were given the responsibility to manage the documentation of school activities. Both photos and videos are grouped according to the time and type of activity. The students demonstrate their ability to master information technology effectively and efficiently to manage school activity documents. The development of technology that has been mastered by many students encourages teachers to develop digital-based learning. The head of Sang Timur Junior High School attended training and workshops organized by the Education Office, the National Assembly of Catholic Education, as well as MGMP independent training at schools. While the school's administrative documents as a whole are unified in Google Drive. Commitment and consistency in documenting activities is proven when researchers ask for secondary data in the form of photos of activities and other school data. The researcher got a quick response from the informant, the data provided was detailed on Google Drive.

Research findings from the linkage of social entrepreneurship management related to SDG's indicator no. 4 priority in indicator 4.4.1. (a) i.e. Proportion of adolescents (aged 15-24 years) and adults (aged 15-59 years) with information and communication technology (ICT) skills. There are differences in the use of IT and technology and communication skills between SMP Santo Antonius and SMPK Sang Timur Karang Tengah.

#### **Sustainability Innovation Indicators – SDG's No.4**

Findings from the linkage of social entrepreneurship management related to sustainability innovation indicators focus on SDG's no. 4 on mainstreaming indicators at all levels of education, for sustainable development including (a) national education policy, (b) curriculum, (c) teacher education, (d) student assessment.

The implementation of the Independent Curriculum as a policy of the Ministry of Education, Culture, Research and Technology both at SMP Santo Antonius and SMPK Sang Timur is the focus to develop the school curriculum in accordance with the characteristics of the school. In addition, consistency and excellence of character both at SMP Santo Antonius and SMPK Sang Timur are supported by the Strengthening the Profile of Pancasila Students Project as part of the implementation of the Independent Curriculum.

There are differences in the implementation of the Merdeka Curriculum. First, from the geographical and environmental characteristics of the school, SMPK Sang Timur innovated to establish local content lessons, namely, Environmental Education. This local content is consistent with the school's vision of "environmental culture" while at St. Anthony Junior High School there has been no curriculum development. Second, the character of students becomes stronger in SMP Santo Antonius, while in SMPK Sang Timur it has an impact on the aspect of collaboration, both teachers and students are more creative and independent. This finding is reinforced from secondary data on the choice of themes and themes and targets of the Pancasila Student Profile Strengthening Project from each school.

#### **Sustainability Innovation Indicator – SDG's No. 12**

Findings from the linkage aspect of social entrepreneurship management related to priority sustainability innovation indicators in SDG's no. 12 12.8.1.( a) The number of formal education units and institutions / communities concerned and cultured environment, are as

follows: School residents are actively involved in maintaining the cleanliness and sustainability of the school environment. Commitment to care for the environment, manage waste, picket classes, community service, habituation to bring food supplies, and drinking tumblers are routine work programs both at St. Anthony Junior High School and Sang Timur Junior High School.

There are differences in the realization of sustainability innovation. St. Anthony Junior High School makes sustainability innovations in extracurricular fields, namely Laudato Si Scouts (Caring for the Earth Our Common Home), one of its activities is the Waste Bank. Meanwhile, SMPK Sang Timur innovates sustainability by habituating together to plant rare fruit trees in the school environment, especially for students who will graduate from SMPK Sang Timur. Innovation in sustainability of utilizing the extensive school environment by making green houses, making organic compost, and raising fish. This innovation is very supportive for comprehensive Environmental Education activities. In addition, fish products from the pond itself are used as a side dish to eat together at school.

## **Discussions**

### **Social Entrepreneurship**

The findings related to the "social entrepreneurship" aspect are in line with the concept of social entrepreneurship as a process of creating value by combining resources in new concepts (Terziev et al., 2020). The efforts undertaken by the two schools above illustrate the process of creating value by combining resources in new concepts. The virtue of distinctive life values and the distinctive character of the school has become a strong basis for students, teachers, principals in carrying out learning activities. Creating value in social entrepreneurship ventures is implemented in everyday life that benefits others. These findings corroborate the same theory of Daud-Fhiri et al. That is, the main components related to creating this value are people who are actively involved in the institution and external parties who participate in order for the institution's efforts to succeed. The findings support or corroborate previous research that Catholic school institutions guarantee evangelical values, spirituality, and human dignity. These institutions need to implement value creation strategies to achieve sustainable competitive advantage. Spiritual values indicate a school identity that affirms about distinguishing elements such as the Christian vision of the institution and the further development of the school (Rivera-Santos et al., 2015a).

### **Social Entrepreneurship Strategies for School Sustainability**

In developing social entrepreneurship for sustainability, the two schools have developed supporting strategies and policies. There are three indicators ranging from creating value, competitive advantage and ecological, social aspects (internal and external).

The findings on the indicators create value, indicating the presence of similarities. The managerial strategy carried out is by designing institutional development programs in the strategic plan, planning routine activity programs, making indicators of each value, applying habituation in learning activities. For example, the school's vision is spelled out in detail in the theme of development each year, through the first Friday Eucharist as an important part of spiritual formation for students. School management also implements appropriate strategies for adolescent students. For example, by regularly involving students in a shared, consistent and structured agenda to reflect both orally and in writing.

Strengthening character education in both St. Anthony Junior High School and Sang Timur Junior High School is a competitive advantage in line with the distinctive life values in each school. Indicators of competitive advantage are in line with the distinctive life values of each school. SMP Santo Antonius East Jakarta provides the foundation of student development with the power of love, empathy, preparedness, and sacrifice. SMPK Sang Timur Karang Tengah shows excellence in consistently realizing the school's vision in every school management policy. That is, strengthening the potential of human resources to achieve competitive advantage. Ecological and social indicators both internal and external, both schools with a commitment to maintain environmental cleanliness and care for each other through solidarity actions build care.

The above findings are in line with findings from John Bryson who defines strategy as a pattern of goals, policies, programs, actions, decisions, or allocation of resources that determines what an organization is, what it does, and why organizations do it. Social entrepreneurship strategies aim to create long-term value and competitive advantage by considering internal and external ecological, social and social aspects (Claro & Esteves, 2021).

Researchers found that social entrepreneurship strategies require institutional policies, goal patterns, consistent work programs, and resource involvement according to their roles. So that the manifestation of the distinctiveness of school values becomes a competitive advantage of the school which includes ecological and social aspects, both social, internal and external. Unity in strategies such as those mentioned above is a determining aspect of school sustainability. The institution's policy is indicated by the establishment of the Long and Medium Term Strategy Plan and is spelled out in the Annual Work Plan, and implemented in routine learning activities.

### **Social Entrepreneurship Management for School Sustainability**

Improving the governance of educational institutions through institutional management innovations, both improving teaching administration applications and financial administration by improving the quality or quality of educator resources. Teachers and education personnel follow through training both internally, in cooperation with external parties. This innovation and improvement is an effort to improve the quality of schools in anticipating the increasing number of competitors from similar schools. School management needs to build a system to manage human resources so that innovation and governance improvement are effective and efficient.

Development of social entrepreneurship management through curriculum innovation, namely innovation in the development of entrepreneurship-based schools and the environment. This innovation is affirmed through institutional policies, for example, school land use, Environmental Education, providing daily meals for teachers and employees. The importance of school management improving the welfare of teachers and employees needs to find strategies to obtain other effective and efficient sources of funds. This effort is in line with what Dankbaar said that social entrepreneurship is not only related to innovation but also related to governance, both in the process and in performance measurement, all stakeholders must play a role (Monteiro et al., 2022). The above findings are also in accordance with the theory that defines that social entrepreneurship management is the management of resources in the innovation process which is the basis of the economic efficiency of an organization (Korpysa et al., 2023)

### **Impact of Social Entrepreneurship Application for School Sustainability**

The impact, according to Dees, 2008, is a significant change in society or the environment caused by actions or policies of social entrepreneurship organizations or initiatives (Dees, 1998). The findings at both schools fit with the theory described by Dees. In addition, the impact of implementing social entrepreneurship management is shown by social entrepreneurs in several aspects, such as providing opportunities for cooperation from various institutions in overcoming social problems, developing communities to think creatively, finding opportunities to innovate in social problems in various fields (Fawaid et al., 2022)

Some of the impacts of social entrepreneurship for the sustainability of institutions according to Herutomo et al., 2022, include providing and expanding existing services to the larger community. Sharpen focus and expand organizational services. Increase positive impact in society, improve planning and marketing skills. Improve learning and continuous improvement.

### **Linkage of Social Entrepreneurship Management with ISO 26000 and SDG's No. 4 and 12**

#### ***Linkage of Social Entrepreneurship Management for School Sustainability with ISO 26000***

The findings in this study, in line with and support the concept of management, namely strategies that aim to encourage sustainability, arise mainly from two activities, academic and management (Fuchs et al., 2020). Governance is long-term and inclusive, anti-corruption, as part of a structure that ensures sustainability. Educational governance is understood as efforts that allow for trustworthy organizations in elements such as: structure, status and strategies, processes, programs to encourage sustainable behavior (Terziev et al., 2020)

Researchers found an important link between social entrepreneurship management and ISO 26000. Social entrepreneurship management managed with governance in accordance with ISO 26000 governance standardization goals and sustainability of the institution will be achieved. The achievement is first of all the community trust in the school, status and strategies, processes and programs of sustainable behavior. The performance of human resources increases, so that the institution's achievement of sustainability innovation can be achieved.

#### ***The linkage of Social Entrepreneurship Management for School Sustainability with SDG's No. 4 and 12***

The implementation of the Independent Curriculum as a policy of the Ministry of Education, Culture, Research and Technology both at SMP Santo Antonius East Jakarta and SMPK Sang Timur Karang Tengah is the focus to develop the school curriculum in accordance with school characteristics. Consistency and excellence of character both at SMP Santo Antonius East Jakarta and SMPK Sang Timur Karang Tengah are supported by the Pancasila Student Profile Strengthening Project as part of the implementation of the Merdeka Curriculum. SMPK Sang Timur Karang Tengah innovates to establish local content lessons, namely, Environmental Education. This local content is consistent with the school's vision of "environmental culture".

The findings prove the importance of early researchers' use of IT and social media: Various communication mechanisms – through face-to-face meetings, Facebook, YouTube, and Twitter – school leaders received greater support from parents. An important finding of this comparative study is that school leaders should use social media and other technological tools more effectively to inform and communicate school activities on a daily basis. When parents

identify a school's brand, word-of-mouth communication has resulted in more applicants to the school (Varadarajan & Malone, 2018)

Innovation in sustainability of utilizing the extensive school environment by making green houses, making organic compost, and raising fish. This innovation is very supportive for comprehensive Environmental Education activities. In addition, fish products from the pond itself are used as a side dish to eat together at school. The above findings are in line with the priority sustainability innovation indicators in SDG's no. 12 12.8.1. (a) The number of formal education units and environmental care and cultured institutions/communities support previous research.

The above findings also prove the truth of the main article of this study (Rivera-Santos et al., 2015b) that is, organizational sustainability is closely related to the administrative processes of educational organizations (Diaz-Sarachaga & Ariza-Montes, 2022) However, the concept of school sustainability for Catholic schools is not only limited to organizational sustainability, but is related to the main activity of the school, namely formal or pedagogically essential education.

## **CONCLUSION**

This study concluded that social entrepreneurship management plays an important role in school sustainability at SMP Santo Antonius East Jakarta and SMPK Sang Timur Karang Tengah. Both schools have implemented social entrepreneurship by creating value, managing resources, and developing new concepts that benefit students, teachers, education personnel, and the community. SMP Santo Antonius East Jakarta has strength in the value of solidarity between students and brotherhood between teachers, but lacks consistency in long-term collaboration. In contrast, SMPK Sang Timur Karang Tengah shows strength in students' values of love and fighting power, consistency with the institution's vision, and commitment to educational innovation. To increase effectiveness, SMP Santo Antonius needs to strengthen consistency, collaboration, and commitment in social entrepreneurship efforts, while SMPK Sang Timur must optimize innovation in school promotion. Human resource management in both schools includes training, potential development, and teacher professional improvement, as well as managerial innovations in financial governance, administration, and social communication. School management needs to build an effective and efficient system to manage human resources and improve the welfare of teachers and employees. The impact of implementing social entrepreneurship management can be seen in managerial innovation, increasing student achievement, and cooperation with related parties. St. Anthony Junior High School needs to expand cooperation with stakeholders and form a school promotion team, while Sang Timur Junior High School needs to develop a promotion strategy to increase the number of students. The research also found that social entrepreneurship management in both schools is closely related to SDG's 4 and 12. The quality of education is enhanced through innovation and creativity in social entrepreneurship management, while concern for the environment is realized through programs such as Laudato Si Scouting and compost management. Thus, social entrepreneurship management contributes to school sustainability by creating value, innovation, and environmental care that aligns with sustainable development goals.

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