



The Influence of Principal Leadership in the Implementation of Dual Track Program Innovation at SMA Budi Utomo Perak and SMA Negeri 8 Surabaya

 <https://doi.org/10.31004/jele.v10i6.1883>

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A B S T R A C T

This research aims to analyze the leadership role of school principals in improving the quality of education, school management, and student competencies through various approaches, including Dual Track programs and educational innovation. This study reviewed the literature related to educational leadership, curriculum management, interpersonal communication, and student skill development at the high school level and emphasized strategies to improve the quality of teachers and students. The results of the study show that effective leadership, accompanied by strategic management and the implementation of innovative programs such as Dual Track, has a significant positive impact on teacher performance, strengthening student character, and developing vocational competencies. The implementation of educational technology and interpersonal communication strategies for school principals has also proven to be an important factor in increasing teacher motivation and engagement, as well as supporting the achievement of sustainable educational goals. This study recommends strengthening the role of school principals as visionary, communicative, and adaptive leaders to educational developments in the digital era.

Keywords: *Principal Leadership, Educational Management, Dual Track Program, Student Competence, Educational Innovation, Teacher Motivation, Vocational Education*

Article History:

Received 10th December 2025

Accepted 27th December 2025

Published 29th December 2025



INTRODUCTION

Education is the main foundation in building competent, productive, and characterful human resources. This is in line with Law Number 20 of 2003 Chapter 1 Article 1 Paragraph 1 concerning the National Education System which states that education is an effort that is carried out consciously and planned to create learning conditions and learning processes that allow students to develop their potential optimally. This process not only emphasizes intellectual intelligence, but also the formation of personality, noble morals, and abilities that are beneficial to oneself, society, nation, and state (Indonesia, 2003). Thus, formal and non-formal education not only emphasizes the mastery of science, but also the formation of students' characters, skills, and social abilities that are relevant to the challenges of modern life. The National Education Standards affirm the importance of developing an ideal education that adapts to the characteristics of each educational institution. This includes content standards, learning processes, graduate competencies, the quality of educators and education personnel, as well as an objective and sustainable assessment system (Muslim et al., 2020).

Schools as educational institutions have a central role in producing a superior generation. This role is realized through leaders and educators who are professional, responsible, and have high moral integrity (Indy, 2021). In the context of efforts to improve the quality of education, the Ministry of Education and Culture emphasizes the need for effective policy implementation, professional school leadership, adequate facilities and

infrastructure, and an efficient and innovative learning process (Education et al., 2013). One of the indicators of successful school management is the effectiveness of the principal's leadership, which plays a role not only in decision-making, but also in resource management, staff motivation, program supervision, and risk mitigation to achieve educational goals (Maulani et al., 2024; K. Nisa, 2022).

Effective leadership of a school principal can be seen from his ability to build staff commitment, have high performance, and be ready to face changes and competition in the world of education. School principals are also expected to be able to increase teacher creativity and the quality of student learning in a sustainable manner (Adawiyah et al., 2025). The role of the principal is very complex and multidimensional, including as an organizer who regulates the course of the institution, a consultant who provides professional guidance, a role model (figurehead) who becomes a role model, a liaison between the school and various parties, a disseminator, a spokesperson, an entrepreneur in innovation development, a disturbance handler, a resource allocator, and a negotiator in the field of education. various situations (Munawwarah et al., 2024). These roles are key in ensuring the successful implementation of educational innovations, including vocational-based programs that are increasingly relevant to the needs of industry and the world of work (Rahman et al., 2022; Abrori, 2020).

In addition to developing cognitive abilities, improving the quality of education must also focus on developing students' potential, interests, and skills so that they are ready to face the challenges of the world of work and reduce unemployment (Jihan, 2025; Nisa, 2025). Senior High School (SMA) as a formal level of education offers more in-depth academic learning than the previous level, while Vocational High School (SMK) emphasizes the practice of specific skills. To integrate the two, the East Java Provincial Government introduced the "Double Track" program in 2018, which allows high schools to include vocational education outside of the main learning hours. This program is designed to be in line with industry needs and work competency standards, so that high school graduates not only excel in academic aspects but also have practical skills needed in the world of work (Ministry of Education and Culture, 2003; Gustiawan et al., 2025; Saptadi et al., 2025).

In this study, SMA Budi Utomo Perak and SMA Negeri 8 Surabaya were chosen as the study locations because both schools implemented Dual Track programs with different characteristics. SMA Budi Utomo Perak, as a private school in the region, integrates academic and vocational education through collaboration between teachers, external instructors, and industry partners. The program covers a wide range of skill areas, such as office administration, accounting, welding, catering, and hydroponics, which aims to improve students' competitiveness after graduation. On the other hand, SMA Negeri 8 Surabaya as a public school in urban areas implements the Dual Track program in the fields of cosmetology, catering, and light vehicle engineering, in collaboration with well-known industry partners. Both schools show that the leadership of school principals plays a central role in directing, managing, and ensuring the sustainability of vocational-based education innovations.

Various previous studies have shown the relevance as well as the gaps that are the focus of this research. Cholis et al. (2022) examined the implementation of the Double Track program innovation at SMA NU 1 Gresik to improve creative economy skills, focusing on school management and the role of school principals in the successful implementation of the program. The results of the study show that the success of the program is highly dependent on the ability of the principal to coordinate, motivate, and supervise the running of the program. The difference in this research lies in the focus that emphasizes the leadership role of school principals in the management of the Dual Track program at SMA Budi Utomo Perak and SMA Negeri 8 Surabaya. Cholidah et al. (2024) examined the evaluation of the Double Track program in an effort to improve students' entrepreneurial skills at Trenggalek Regency State High School. The research highlights the role of school principals in designing plans, monitoring implementation, and managing resources effectively. Thus, this study emphasizes the central role of school principals in supporting the success of the program and widening

the research gap related to managerial aspects, motivation, and decision making of school principals in the implementation of the Dual Track program in schools with different characteristics.

Based on the description above, this study aims to analyze the leadership role of school principals in the implementation of Dual Track program innovations at SMA Budi Utomo Perak and SMA Negeri 8 Surabaya. The focus of the research includes three dimensions of principals' leadership, namely interpersonal, informational, and decision-making, which play a role in supporting the success of the program. This research is expected to make a theoretical contribution to the development of education management science as well as practical benefits for school principals, educational institutions, and students in improving competence, skills, and competitiveness through the Dual Track program. Thus, this study not only adds to the understanding of vocational education management, but also shows how the leadership of school principals can be a decisive factor in the success of educational innovations relevant to the needs of the industry and the future development of the world of work.

METHODS

This study uses a qualitative approach with a multi-case study type carried out at SMA Budi Utomo Perak and SMA Negeri 8 Surabaya. The qualitative approach was chosen because it allows researchers to deeply understand the meanings, processes, and social dynamics associated with the implementation of the "Dual Track" program innovation, in particular the leadership role of the principal. The multi-case study allowed researchers to compare the two schools with different institutional status, organizational culture, and resources, thus obtaining a comprehensive understanding of the leadership patterns and implementation strategies of the program.

The research location was chosen based on the unique considerations of each school in implementing the "Dual Track" program, with a focus on the vocational readiness of students. The research subjects consisted of school principals, curriculum representatives, program operators, coaching teachers, and students who participated in the program, with data obtained through participatory observation, in-depth interviews, and documentation. Secondary data was obtained from official school documents, government regulations, MoU, field work practice reports, as well as digital information sources and official school media.

Data analysis was carried out interactively following the Miles, Huberman, and Saldana model through four stages: data collection, data condensation, data presentation, and conclusion drawing and verification. To maintain the validity of the data, the researcher applied source triangulation, technique triangulation, time triangulation, negative case analysis, and membercheck. The research stages include preparation, implementation of data collection, data analysis, and report preparation, so that this research is expected to produce valid, in-depth, and meaningful findings for the development of theory and leadership practice in schools.

FINDINGS AND DISCUSSION

Results

Table 1 Findings of Research Results

Focus	Sub Focus	Data Findings
Interpersonal	Figurehead (Symbolic Role)	The principal showed a symbolic role through direct attendance at strategic moments of the Dual Track program, such as the launch of the program, the release of students to BLK partners, monitoring activities, and the closing of the training. The presence of the principal is a form of legitimacy and affirmation that the Dual Track program is a priority and strategic program. This symbolic action strengthens the trust of teachers, students, parents, and external partners in the sustainability of the program.
	Leader	The principal provides direction and motivation to teachers and students regarding the implementation of the Dual Track program. The principal is

		directly involved in directing the implementation of the program and responding to the challenges that arise. Leadership is visionary, with the ability to read students' future needs and translate them into school policies. Direction and motivation have an impact on increasing student commitment and confidence.
	Liaison	The principal acts as a liaison between internal and external parties of the school, including BLK partners, the business world, school committees, parents, and the community. The principal maintains communication and harmonizes the interests between the parties involved, bridging differences in understanding and technical obstacles such as schedule adjustments, student readiness, and technical training. This role ensures that cooperation runs harmoniously and sustainably.
Informational	Monitor	The principal monitors the implementation of the Dual Track program from the planning, implementation, to evaluation stages. Monitoring is carried out through direct attendance at strategic activities and reports from the vice principal and program coordinator. The information on the results of monitoring includes the development of student competencies, discipline, and technical obstacles. The results of monitoring are used as a basis for evaluating and improving the program.
	Disseminator	The principal conveys strategic information related to the Dual Track program to internal parties, including program objectives, implementation mechanisms, division of tasks, and evaluation results. Delivery was carried out through leadership meetings, teacher meetings, and socialization to students. The principal ensures that all school residents have a uniform understanding of the program.
	Spokesperson	The principal acts as the school's official spokesperson in conveying information about the Dual Track program to external parties, such as parents, school committees, the community, and BLK partners. The information includes program objectives, benefits to students, and implementation achievements. This role builds the school's image as an innovative educational institution and responsive to the needs of the world of work.
Decision Making	Entrepreneur	The principal made the decision to develop the Dual Track program as an educational innovation. The program is determined as the flagship and identity of the school. The principal opens opportunities for cooperation with external partners to support program development. The decision is based on an analysis of students' needs and the demands of the world of work.
	Disturbance Handler	The principal handles various problems that arise during the implementation of the program, including schedule adjustments, student readiness, and technical constraints. The settlement is carried out through coordination with related parties. The principal ensures that the problem does not hinder the continuity of the program.
	Negotiator	The principal establishes and manages negotiations with BLK partners, school committees, parents, and related agencies. Negotiations were carried out to align interests and obtain support for the implementation of the program. The principal is the main liaison in maintaining the sustainability of cooperation. Negotiation skills support successful program implementation.
	Resource Allocator	The principal makes decisions regarding the allocation of resources to support the program, including funding, facilities, educators, and external support. School committees are involved in resource decision-making. The allocation is carried out effectively and oriented towards the sustainability of the program.

Discussion

The Role of Interpersonal Leadership of School Principals in Implementing Dual Track Program Innovations at SMA Budi Utomo Perak and SMA Negeri 8 Surabaya

Based on the findings of the research, the interpersonal leadership of school principals has a very significant role in supporting the implementation of the Dual Track program innovation. Interpersonal leadership is reflected in the implementation of roles as figureheads, leaders, and liaisons, which simultaneously form legitimacy, direction of movement, and cooperation networks in the implementation of programs. As a figurehead, the principal

shows a symbolic role through direct attendance at strategic moments of the Dual Track program, such as program launching activities, releasing students to BLK partners, monitoring implementation, and closing training activities. This presence is not just ceremonial, but has a strong symbolic meaning in the context of educational leadership. The principal acts as a representative of the school institution which provides official recognition of the Dual Track program as a strategic policy of the school. This is in line with the view that the symbolic role of leaders serves to strengthen policy legitimacy and build stakeholder trust in the direction of organizational development.

These findings show that the presence of school principals is able to increase the trust of teachers, students, parents, and external partners in the sustainability of the Dual Track program. The program is not perceived as an additional activity, but as a priority program that receives full support from school leaders. Thus, the role of the principal figurehead contributes to strengthening the collective commitment of all parties involved. In his role as a leader, the principal not only functions as a policy maker, but also as a key driver in the implementation of the Dual Track programme. The principal actively provides direction and motivation to teachers and students regarding the objectives, mechanisms, and benefits of the program. The direction is delivered on an ongoing basis and is accompanied by the direct involvement of the principal in responding to various challenges that arise during the implementation of the program.

The leadership shown is visionary, characterized by the ability of the principal to read the future needs of students and the demands of the world of work, then translate them into school policies through the Dual Track program. These findings show that school principals are able to direct educational changes by being oriented towards graduate readiness, not just academic achievement. The impact of this leadership can be seen in the increased commitment and confidence of students in participating in the program, as well as the increased readiness of teachers to support the implementation of activities. Furthermore, in the role of liaison, the principal functions as the main liaison between the school's internal parties and external parties, especially BLK partners, the business world, school committees, parents, and the community. The principal maintains intensive communication and harmonizes the interests of various parties so that the implementation of the Dual Track program can run harmoniously.

The findings of the study show that school principals play an active role in bridging differences in understanding and technical obstacles, such as adjusting schedules between academic and training activities, student readiness, and technical implementation of training at BLK partners. This liaison role is key in maintaining the stability and sustainability of cooperation, so that the Dual Track program can be implemented consistently and sustainably.

The Function of Informational Leadership of the Principal in Managing the Implementation of Dual Track Program Innovations at SMA Budi Utomo Perak and SMA Negeri 8 Surabaya

The results of the study show that the information leadership of school principals plays an important role in ensuring smooth information flow and data-based decision-making in the implementation of the Dual Track program. This role is reflected in the principal's function as a monitor, disseminator, and spokesperson. As a monitor, the principal monitors the implementation of the Dual Track program comprehensively, starting from the planning, implementation, to evaluation stages. Monitoring is carried out through direct attendance at strategic activities and through tiered reports from the vice principal and program coordinator. This monitoring pattern allows school principals to obtain a comprehensive picture of the implementation of programs in the field.

The monitoring results information includes the development of student competencies, discipline levels, and technical obstacles that arise during the implementation of the program. These findings show that school principals not only rely on administrative reports, but also combine them with direct observation as a basis for decision-making. Monitoring that is carried out on an ongoing basis functions as a quality control instrument

and becomes the basis for evaluating and improving the Dual Track program. In his role as a disseminator, the principal is responsible for conveying strategic information related to the Dual Track program to all school residents. The information submitted includes the program objectives, implementation mechanisms, division of tasks, and the results of the evaluation of program implementation. Information delivery is carried out through various official forums, such as leadership meetings, teacher council meetings, and socialization to students.

The findings of the study show that the principal ensures uniformity of understanding of all school residents of the Dual Track program. This uniformity is important to prevent differences in interpretation that can hinder the implementation of the program. Thus, the role of the principal disseminator functions as a guide to the flow of information so that it remains in line with the school's vision and policies. Furthermore, as a spokesperson, the principal acts as the school's official spokesperson in conveying information about the Dual Track program to external parties. The information is conveyed to parents, school committees, the community, and BLK partners, including program objectives, benefits for students, and program implementation achievements.

The role of this spokesperson contributes to building the image of the school as an educational institution that is innovative and responsive to the needs of the world of work. Through effective communication with external parties, school principals are able to increase trust and support for the implementation of the Dual Track program, while strengthening the school's position in the network of educational partnerships and the world of work.

The Role of School Principals' Leadership in Decision Making to Implement Dual Track Program Innovations at SMA Budi Utomo Perak and SMA Negeri 8 Surabaya

The next discussion is related to the role of school principal decision-making in the implementation of the Dual Track program innovation. Based on the findings of the research, this role is reflected through the functions of the principal as an entrepreneur, disturbance handler, resource allocator, and negotiator. As an entrepreneur, the principal shows entrepreneurial ability in developing the Dual Track program as an educational innovation. The decision to integrate academic learning with vocational training is a breakthrough based on the analysis of student needs and the demands of the world of work. The Dual Track program is then determined as a flagship program and school identity, so that it becomes a characteristic in the development of graduate quality.

This decision shows that the principal has an orientation for change and the courage to take measurable risks for the sake of improving the quality of education. The Dual Track program is not only positioned as a short-term solution, but as a long-term strategy in preparing students for the future. In his role as a disturbance handler, the principal handles various problems that arise during the implementation of the program, such as adjusting the schedule between academic and training activities, student readiness, and technical obstacles in the implementation of BLK partners. The principal plays the role of a situation controller by coordinating related parties to find mutually acceptable solutions.

These findings show that school principals are able to maintain program stability by ensuring that every problem does not develop into an obstacle that interferes with the sustainability of the Dual Track program. This role is very important in the context of educational innovation that tends to face dynamics and challenges in its implementation. As a resource allocator, the principal makes strategic decisions regarding the allocation of resources to support the implementation of the Dual Track program. These resources include funds, facilities, educators, and external support. The principal involves the school committee in decision-making as a form of transparency and accountability in resource management.

The allocation of resources is carried out effectively and oriented towards the sustainability of the program. These findings show that principals are not only focusing on meeting short-term needs, but also considering the sustainability of the program in the long term. Finally, in the role of negotiator, the principal establishes and manages the negotiation process with BLK partners, school committees, parents, and related agencies. Negotiations are

carried out to align the interests of various parties and obtain the support of resources and policies needed in the implementation of the program.

The principal's negotiating skills contribute directly to the successful implementation of the Dual Track program. Through effective negotiations, the principal is able to maintain the sustainability of cooperation and ensure that the program can run optimally in accordance with the goals that have been set.

This research has several limitations that have the potential to affect the research process and results, related to methodological aspects, research locations, and characteristics of the schools that are the object of study. In terms of methodology, the research uses a qualitative approach with a case study method on the implementation of the Dual Track program at SMA Budi Utomo Perak and SMAN 8 Surabaya, through in-depth interviews, observations, and documentation studies. This approach allows for contextual understanding, but the results are limited and cannot be generalized to all schools that implement similar programs, especially with time and access limitations that cause not all stages of the program to be observed directly, so that some data depends on informant information and supporting documents. In terms of location, the research was only carried out in the two schools, so it did not include variations in the implementation of the Dual Track program in other schools that may have different internal policies, resource readiness, and partnership patterns, so that the findings better reflect the conditions and dynamics in the two schools where the study was located. In addition, the characteristics of each school, including status, organizational culture, resources, and stakeholder support, influence how principals exercise leadership and the effectiveness of program implementation; Differences in facilities, partnership networks, and parental and community support mean that the findings of this study may not be fully relevant or applicable to other schools with different characteristics, resources, and social contexts.

CONCLUSION

Based on research conducted at SMA Budi Utomo Perak and SMAN 8 Surabaya with the title "The Role of Principals in the Implementation of Dual Track Program Innovation", it can be concluded that school principals play an important role in various aspects of leadership to support the implementation of the Dual Track program. In interpersonal leadership, the principal plays the role of a figurehead with a symbolic presence at strategic moments, as a leader by providing visionary direction and motivation, and as a liaison who bridges communication between internal and external parties. In informational leadership, the principal plays the role of a monitor who monitors all stages of the program, a disseminator who conveys strategic information in a structured manner to school residents, and a spokesperson who builds the school's image through communication with external parties. Meanwhile, in decision-making leadership, the principal acts as an entrepreneur in program development, a disturbance handler who handles problems, a resource allocator who manages resource allocation, and a negotiator who collaborates with external partners to support program sustainability. Based on these conclusions, several suggestions can be given to various related parties. The principal is expected to continue to optimize the leadership role in the development of the Dual Track program and conduct periodic evaluations. The program management team is advised to improve internal coordination and documentation of program implementation, while teachers and education personnel need to actively support policies and student coaching. Students are expected to participate in the program with discipline, responsibility, and high motivation, while parents should provide moral support and establish intensive communication with the school. This research can also be a reference for future researchers to examine the implementation of the Dual Track program in other schools with different characteristics, using more diverse approaches or methods to obtain a more comprehensive picture of the effectiveness of the program.

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