

PRINCIPAL ENTREPRENEURSHIP IN BUILDING EFFECTIVE LEARNING RESOURCES

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Abstract

This study aims to analyze the entrepreneurial competency of the Principal of Muhammadiyah 1 Jombang Elementary School in creating innovative, sustainable, and relevant learning resources to meet the needs of the times. Using a qualitative phenomenological approach, Research data was collected through triangulation techniques, namely unstructured in-depth interviews, participant observation, and documentation. Research data was collected through triangulation techniques, namely unstructured in-depth interviews, participant observation, and documentation, this study explores the subjective experiences of the principal as an agent of change through in-depth interviews, participant observation, and documentation, strengthened by triangulation of sources and techniques. The data analysis technique refers to the Miles and Huberman model, which includes three sequential stages: (1) data reduction, namely sorting, focusing, and simplifying raw data into meaningful units based on research themes; (2) data presentation, in the form of compiling findings in the form of thematic narratives and analytical tables to clarify patterns and relationships between categories; and (3) drawing conclusions and verification, where researchers identify core meanings, consistent patterns, and phenomenological interpretations that emerge from verified data. The results show that the principal understands entrepreneurship not only as an economic activity, but as a transformative leadership strategy to develop a dynamic learning ecosystem. Innovations such as Batik, Al-Islam Textbooks, Madrasah Cooperatives, Used Cooking Oil Programs, and IPMKids are concrete manifestations of utilizing local resources into contextual learning resources. Despite facing limited facilities and funds, the principal successfully optimized internal potential through collaboration, an innovative culture, and the integration of entrepreneurship into the Madrasah Operational Curriculum. The impact is seen in increased motivation, independence, and understanding of student academic concepts, which are reflected in the Mathematics and Science learning process, as well as the transformation of the teacher's role into an active learning facilitator. This research confirms that educational quality does not depend on the completeness of infrastructure, but rather on the entrepreneurial spirit of visionary, adaptive, and student-centered leadership. This research is expected to inspire other madrasas in developing holistic, inclusive, and sustainable education.

Keywords

Entrepreneurship Competence, Innovative Learning Resources Principal.



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INTRODUCTION

At MI Muhammadiyah 1 Jombang, the head of the madrasah demonstrates entrepreneurial competency through various innovative initiatives aimed at enhancing student learning resources (Waldiana et al., 2024). These innovations include the development of teacher-student batik, Al-Islam textbooks, educational cooperatives, a used cooking oil program, and IPMKids (a program for early entrepreneurial and leadership character building). These efforts are driven by an innovative, proactive, and solution-oriented attitude, reflecting the madrasah head's role as an 'agent of change' rather than merely an administrative manager (Arifin, 2022). The entrepreneurial spirit is also evident in the madrasah's approach to resource management, where they actively seek alternatives and collaborate with external parties, such as printing companies for textbooks and local catering services, to provide diverse learning opportunities and practical entrepreneurial experiences for students (Hawa, 2023). The madrasah head's understanding of entrepreneurial competency involves creating innovations, identifying opportunities, and effectively utilizing resources to improve educational quality. This competency is crucial for fostering an innovative educational environment and inspiring both teachers and students towards academic and non-academic excellence (Sariyasni & Budiyo, 2019).

Several factors support the implementation of entrepreneurial competencies at MI Muhammadiyah 1 Jombang. Key supporting factors include creative and dedicated teachers who are enthusiastic about guiding students in skill development and entrepreneurial attitudes. Student enthusiasm is high, with a keen interest in practical activities like making simple products and role-playing sales. A flexible thematic curriculum allows for the integration of entrepreneurial values into various learning themes, such as 'My Work' and 'My Daily Activities'. Furthermore, supportive madrasah management provides operational budgets for practical activities and allocates specific time in the academic calendar for entrepreneurial events like market days and bazaars. The madrasah also fosters a culture of independence, encouraging students to be brave, self-reliant, and creative problem-solvers (Rusnawati, 2022). However, the primary hindering factors identified are limitations in facilities and budget. Despite these constraints, the madrasah head strategically optimizes available resources and prioritizes programs to overcome these challenges, demonstrating a tenacious and innovative approach. This approach highlights that resource limitations are not obstacles but rather catalysts for innovation (Waldiana et al., 2024).

The entrepreneurial initiatives of the madrasah head have significantly impacted the availability and quality of learning resources, as well as the overall learning process. Learning resources have become more contextual and interactive, moving beyond traditional textbooks to include real-world practices and environmental utilization (Witarsa et al., 2022). This shift is supported by teachers who create contextual and meaningful learning modules tailored to the madrasah's environment. The teaching methods have evolved from conventional lectures to more active approaches, such as group discussions and project-based learning, with students acting as facilitators. This transformation has led to a positive response from students, who report increased motivation, self-confidence, and active participation, finding learning more engaging and less monotonous. Academically, there has been an improvement in the average scores of subjects integrated with entrepreneurship, such as Mathematics and Social Sciences (IPAS), indicating a deeper conceptual understanding linked to real-world experiences. The holistic evaluation, including performance assessments in real projects and student self-reflection, confirms the positive impact on students' cognitive, affective, and psychomotor development. The integration of entrepreneurial values through programs like IPMKids, teacher-student batik, and the madrasah cooperative has fostered independent, creative, and innovative student characters.

The first study showed that the principal of SMK Muhammadiyah 5 Kepanjen was able to effectively apply entrepreneurial competencies, which supported his role and function in the context of vocational schools (Patawari, 2020). The second study revealed that the application of entrepreneurial competencies by the principal at SMKN 6 Pangkep encouraged innovation in overall school development(et all Sasqia, 2022). The third study found that the principal's entrepreneurial competency contributed to the implementation of integrated quality management at SMPN 7 Salatiga, with the aim of improving the quality of school governance (Budyastuti, 2022). The fourth study showed that the implementation of entrepreneurial competencies by madrasah principals impacted the quality of alumni at the Madrasah Aliyah level (Inayah, 2023). The fifth study revealed that the principal's entrepreneurial competency played a role in improving the overall quality of education at the UPT SPF SD Negeri Kompleks IKIP 1 Makassar (Yusuf et al. 2023).

The previous studies primarily focused on entrepreneurial competencies in general school settings (SMK, SMP, SD) or in Madrasah Aliyah, often with a broader aim of improving management quality, school development, or alumni quality. While some touched upon

innovation, they did not delve specifically into the forms, characteristics, supporting factors, and direct impact on student learning resources within a Madrasah Ibtidaiyah (MI) context. Many also employed descriptive qualitative methods, which might not capture the deep subjective experiences as effectively as phenomenology.

The novelty of the current research lies in its specific focus on the entrepreneurial competencies of the Madrasah Head at MI Muhammadiyah 1 Jombang and its detailed exploration of how these competencies are utilized to design, develop, and manage effective student learning resources. By employing a phenomenological study, this research aims to uncover the in-depth, unique, and contextualized experiences of the madrasah head, teachers, and students, providing a nuanced understanding of the phenomenon that goes beyond general descriptions. This approach allows for a comprehensive analysis of the specific innovations implemented (e.g., batik, Al-Islam textbooks, IPMKids, used cooking oil program), the internal and external factors influencing their success, and the direct, holistic impact on student motivation, participation, self-confidence, and academic understanding, particularly in Mathematics and IPAS. This detailed, context-specific phenomenological investigation into the entrepreneurial leadership's role in transforming learning resources at an MI is a significant contribution to the existing body of knowledge.

This study aims to address the identified problems through two main objectives: first, analyzing innovative strategies that can be developed by madrasah principals to strengthen their entrepreneurial competencies in creating sustainable learning resources that are relevant to contemporary needs; second, identifying and designing creative solutions to overcome obstacles in implementing entrepreneurial competencies to improve the quality of learning resources. The findings of this study have both theoretical and pragmatic significance. Theoretically, this study enriches the understanding of entrepreneurial leadership in the madrasah context, particularly in transforming learning resources, and provides a phenomenological perspective that deepens the qualitative discourse on educational entrepreneurship and its impact on learning practices. Pragmatically, the results of this study provide direct benefits to various stakeholders: for madrasah principals, as a guide and inspiration in developing innovative strategies to strengthen their entrepreneurial competencies; for teachers, as a reference in supporting the implementation of entrepreneurship programs designed by madrasah principals to improve learning effectiveness; and for students, by providing access to more diverse, relevant, and high-quality learning resources as a result of the madrasah principals' innovative initiatives.

METHOD

This research is qualitative with a phenomenological approach. The researcher describes "The Entrepreneurship of Madrasah Principals in Building Effective Learning Resources at MI Muhammadiyah 1 Jombang." The research data consists of data on the Entrepreneurship of Madrasah Principals in Building Effective Learning Resources at MI Muhammadiyah 1 Jombang from sources relevant to the research needs. Data collection techniques were conducted through interviews, observation, and documentation. The data sources were the Madrasah Principal as the primary subject, and supporting subjects consisting of the Curriculum Coordinator, the Student Affairs Coordinator, the Canteen Coordinator, and students. Data analysis was then carried out using the Miles and Huberman (Miles et al., 2014) model analysis method. Data analysis was carried out through the steps of data reduction, data presentation, and drawing conclusions. The researcher conducted a critical analysis of the findings on the Entrepreneurship of Madrasah Principals in Building Effective Learning Resources at MI Muhammadiyah 1 Jombang with relevant management theories and entrepreneurial leadership discourses, particularly related to the role of madrasah principals as agents of change, innovators, and resource managers for the achievement of sustainable educational goals. Furthermore, the researcher also juxtaposed the findings of this study with several related studies that examine the implementation of entrepreneurial competencies in various types of educational institutions, in order to strengthen the contextualization and contribution of this research's novelty.

FINDINGS AND DISCUSSION

Findings

The data in this study is not simply a collection of information, but rather a representation of the lived experiences, meanings, and real practices experienced by the principal and members of MI Muhammadiyah 1 Jombang in their efforts to build effective learning resources through entrepreneurship. Using a phenomenological approach, this study is based on the belief that the reality of education cannot be fully understood without delving into the context and subjective interpretations of its actors. Therefore, the following data presentation is designed not only to answer the research questions but also to reveal how the principal's entrepreneurship manifests itself in concrete actions, strategic decisions, collaborations, and responses to challenges. Through data triangulation from interviews, observations, and documentation, the following findings are

expected to provide a complete, credible, and contextual picture of the dynamics of entrepreneurship in the development of learning resources in the elementary madrasah environment, a reality that has so far received minimal exploration in Islamic education literature.

Table 1. Research Results

No.	Aspect	Research result
1.	Understanding the Concept of Entrepreneurship	The principal understands entrepreneurial competency not as a pursuit of financial gain, but rather as the ability to create innovation, identify opportunities, and effectively utilize resources to improve the quality of education. He or she acts as an agent of change, a driving force for breakthroughs that positively impact students, teachers, and the community.
2.	Innovation in Learning Resource Development	The madrasah principal developed various contextual and sustainable learning resources, including: (a) Al-Islam and Muhammadiyah textbooks, the result of collaboration between a team of teachers and a local printing company; (b) teacher and student batik as an identity and learning medium; (c) a used cooking oil collection program from parents with educational, environmental, and social values; (d) IPMKids as a forum for entrepreneurial and leadership character; (e) cooperatives and educational canteens (including catering by parents).
3.	Changes in Learning	There has been a shift in methods from lectures to active, experiential learning. Examples include the buying and selling simulations in Marketday in fourth grade (science), the use of the cafeteria as an economics laboratory, and contextual learning modules. Teachers are transforming into facilitators, and learning resources are becoming more interactive, relevant, and meaningful.
4.	Supporting Factors	(a) Proactive and visionary madrasah principal; (b) creative and caring teachers; (c) student enthusiasm; (d) flexible thematic curriculum; (e) participatory management (weekly meetings, initiative space); (f) external network support (KKMI, FOSKAM, PWM East Java); (g) entrepreneurship training from the Ministry of Religion and the Elementary and Secondary Education Council.
5.	Inhibiting Factors and Strategies to Overcome Them	Main obstacles: limited budget and facilities. Solution strategies: (a) prioritizing activities; (b) optimizing internal resources (for example, utilizing the canteen as a learning tool); (c) collaborating with parents and MSMEs; (d) starting with small, meaningful things without waiting for perfect facilities.
6.	Impact on Students	Students demonstrated improvements in: (a) motivation and learning participation; (b) self-confidence and independence; (c) academic understanding—particularly in Mathematics and Science; (d) character development

7.	Institutional Impact	(cooperation, responsibility, creativity). Assessment was conducted through observation, portfolios, reflective journals, and real-life project performance assessments. A dynamic, inclusive, and sustainable educational ecosystem has been established. MI Muhammadiyah 1 Jombang is piloting IPMKids in East Java and has the potential to become a reference school due to its ability to innovate without relying on large budgets, but rather on creativity and collaboration.
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Source: Field Research Conducted at MI Muhammadiyah 1 Jombang

1. Understanding the Concept of Entrepreneurship

The principal of MI Muhammadiyah 1 Jombang Madrasah interprets entrepreneurship holistically, not limited to economic aspects. He views this competency as a foundation for developing pedagogical and managerial innovations relevant to the needs of students and the community. This understanding is reflected in his actions as a visionary leader, responsive to challenges, and capable of motivating all members of the madrasah toward positive change.

2. Innovation in Learning Resource Development

The innovations developed are contextual, collaborative, and sustainable. The Al-Islam textbook strengthens Islamic identity; batik combines artistic, cultural, and mathematical values; used cooking oil serves as a medium for science and social programs; IPMKids fosters leadership from an early age; and the cooperative and cafeteria serve as real-life economic laboratories. All of these innovations are designed as hands-on learning resources that connect theory with practice.

3. Changes in Learning

Learning methods have shifted from teacher-centered to student-centered. A concrete example is the Marketday project, where students learn to count money, communicate, and manage transactions directly. This change is supported by contextual teaching modules and learning supervision that emphasize the importance of real-world experiences in strengthening conceptual understanding.

4. Supporting Factors

The successful implementation of entrepreneurship is supported by internal synergy (creative teachers, active students, participatory management) and external (educational networks, training, and parental support). The flexibility of the curriculum allows for the integration of entrepreneurial values into daily learning themes, so that it doesn't feel like an additional burden, but rather a natural part of the learning process.

5. Inhibiting Factors and Strategies to Overcome Them

Despite budget and facility constraints, the madrasah principal did not give up. He developed creative strategies such as optimizing existing resources, collaborating with external parties, and applying the principle of "starting small but meaningful." This approach reflects the spirit of true entrepreneurship: solution-oriented, adaptive, and independent of ideal conditions.

6. Impact on Students

Students responded positively because learning became enjoyable, relevant, and meaningful. They not only understood the material academically but also developed 21st-century skills: critical thinking, communication, collaboration, and creativity. Evaluation is conducted holistically, combining cognitive, affective, and psychomotor aspects through authentic assessment.

7. Institutional Impact

The madrasah has successfully built a culture of sustainable innovation. Through various flagship programs, MI Muhammadiyah 1 Jombang has not only improved the quality of learning but also inspired other madrasahs. This success demonstrates that educational quality is not determined by the completeness of facilities, but rather by the quality of leadership and the willingness to innovate collaboratively.

Discussion

Phenomenological research at MI Muhammadiyah 1 Jombang revealed that the madrasah principal not only carries out administrative functions, but also plays a role as an agent of change through his entrepreneurial competence (Wita & Fansuri, 2022; Alnashr, 2024). He developed contextual innovations such as teacher-student batik, Al-Islam textbooks, a used cooking oil collection program, IPMKids, and an educational cooperative and canteen, all designed as direct learning resources that integrate economic, environmental, character, and Islamic values (Interview with the Madrasah Principal, February 11, 2025). These innovations did not emerge sporadically, but rather were the result of in-depth reflection on local realities, student needs, and a vision of humanistic and progressive Islamic education (Samsinar, 2019; Ikbal et al. 2022). Through a participatory approach, the madrasah principal involves all internal elements of teachers, staff, students, and even parents in designing, implementing, and evaluating each program, thereby creating a sense of collective ownership of the ongoing educational transformation (Campbell, 2022; Rakhmawati, 2023). Despite facing budget and facility limitations,

the madrasah principal optimizes internal resources through collaboration with teachers, staff, students, and parents (Mas, 2021). This strategy is not only pragmatic, but also philosophical: he believes that the greatest potential of an educational institution lies not in its infrastructure, but in the people within it (Witarsa et al., 2022). The impact is seen in increasing students' motivation, participation, self-confidence, and understanding of academic concepts, especially in Mathematics and Natural and Social Sciences (IPAS), as well as the transformation of the teacher's role into an active learning facilitator (Rahman et al. 2022). This change is not only measurable through increased grades, but also through behavioral observations: students are more daring to ask questions, are able to work together in groups, and show initiative in solving everyday real problems, indicators of the formation of entrepreneurial character from an early age (Hafiz et al. 2023).

This finding is in line with the theoretical framework of entrepreneurial leadership, which is defined as the ability of leaders to create innovation, identify opportunities, and utilize resources effectively to achieve organizational goals in a sustainable manner (Kemenag RI, 2022; Wijaya, 2022; Pauziyah, 2023). Furthermore, the practices of the madrasah principal reflect the principles of transformational leadership (Roni Harsoyo, 2022), which emphasize empowerment, inspiration, and strong relationships with stakeholders. In this context, the madrasah principal not only provides direction but also serves as a role model through concrete actions such as directly participating in internal meetings, guiding teachers in developing teaching modules, or even overseeing the collection of used cooking oil (Sidiq, 2022). The real project-based learning approach is also in line with the experiential learning theory (Talabudin Umkabu & Nur'im Septi Lestari, 2023), which states that conceptual understanding is deeper when students are directly involved in real-life experiences. At MI Muhammadiyah 1 Jombang, learning is no longer limited to the classroom, but extends to the canteen, school garden, and even parents' homes, making the entire environment a living laboratory (Rusnawati, 2022). In addition, the integration of entrepreneurial values into the thematic curriculum supports the principle of student-centered learning (Mahliatussikah et al., 2022), where students become active subjects, not passive objects. They not only receive information, but also create, manage, and reflect on their own experiences. (Samsinar et al., 2022). The strategy of optimizing resources within limitations also reflects the concept of resourcefulness in educational leadership (Rosinawati, 2021; et all Sulistyaniningsih, 2023), a mental attitude that sees limitations not as obstacles, but as creative challenges that must

be answered with innovation.

The findings at MI Muhammadiyah 1 Jombang strengthen the results of the study (Patawari, 2020), which shows that the principal of SMK Muhammadiyah 5 Kepanjen is able to apply entrepreneurial competencies to support managerial functions. However, this study goes beyond the scope of Patawari with a specific focus on the development of learning resources at the Islamic elementary education level, an area that is rarely explored. (Inayah, 2023; P. Sasqia et al., 2022; Yusuf et al., 2023). While previous research tends to highlight the organizational dimension or institutional output, this study explores how entrepreneurial competencies are internalized, interpreted, and realized in daily interactions between madrasah principals, teachers, and students—a depth of meaning that can only be captured through a phenomenological lens.

Budyastuti's (2022) study at SMPN 7 Salatiga emphasized improving quality management, while this study shows that the entrepreneurship of madrasah principals directly touches the learning process and student experiences, a dimension that is less explored in Budyastuti's study. (Inayah, 2023) focuses on the quality of MA graduates, while this study highlights the short and medium-term impacts on the character and cognitive development of early childhood students at a crucial stage in the formation of identity and mindset. (Yusuf et al., 2023) found improvements in the quality of education at Makassar State Elementary Schools, but without a deep phenomenological approach to the subjective meaning of leadership, something that is a key strength of this study. By exploring the lived experiences of madrasah principals, this study not only answers what they do but also why and how it is meaningful to the principals and their communities (Rahman et al., 2022).

Overall, the findings of this study confirm the majority of the literature on the entrepreneurial competencies of school/madrasah principals as a catalyst for educational change. (Kalimantara, 2020; Pauziyah, 2023; Rosinawati, 2021; E. Sulistyaniningsih et al., 2023). However, it also serves as a subtle antithesis to the common assumption that the quality of education depends on infrastructure and large budgets (Zou et al., 2025). At MI Muhammadiyah 1 Jombang, the quality of learning is born from creativity, collaboration, and visionary leadership in limited conditions, proving that quality education is not about facilities, but about intention and innovation (Interview with the Head of Madrasah, 11/02/2025) (Fatkhulloh, 2022). This philosophy is not only relevant locally but also has global implications in the context of education in developing countries, where resources are often limited, but the spirit of learning remains high.

(Yahya & Martha, 2025).

These findings also challenge the dichotomy between general education and religious education. Through the integration of Islam, Muhammadiyah, and entrepreneurial values, madrasas demonstrate that Islamic education can be a space for progressive pedagogical experimentation, aligned with the vision of religious moderation in education (Ishomuddin et al, 2023). Values such as trust, social responsibility, and environmental awareness are not taught abstractly but are instead realized in real practices such as the used cooking oil program, which combines science education, environmental awareness, and social solidarity (Ofita, 2023). Thus, this research not only confirms previous theories and findings but also enriches the discourse on Islamic educational leadership with an empirical model that is contextual, participatory, and sustainable in responding to the challenges of the times without sacrificing local and Islamic values (Zou et al., 2025); (Seputri et al., 2023). This model offers a concrete alternative for other madrasas that want to transform, not through importing foreign models, but through exploring internal potential and strengthening local identities rooted in the Islamic values of *rahmatan lil 'alamin* (Nugroho & Murhayati, 2020).

CONCLUSION

This study concludes that the Entrepreneurial Competence of the Madrasah Principal at MI Muhammadiyah 1 Jombang has been implemented effectively, directly answering the research objectives. The Madrasah Principal not only carries out managerial functions but also acts as an entrepreneurial leader and agent of change who integrates innovation into the operational system. This strategy is proven through two main pillars: the development of the Principal and the creation of Sustainable Innovation (such as the Cooperative/Canteen business unit, IPM Kids, the Used Cooking Oil Program, and the independent Al-Islam Textbook) integrated into the Madrasah Operational Curriculum. Despite facing challenges of limited facilities and funds, these challenges were successfully overcome through a strategy of optimizing internal potential and setting priorities. The impact of this Entrepreneurial Competence is transformative on learning, marked by a shift in learning resources to real-world practice and active learning (student-centered learning). The results are increased motivation, cooperation, and student confidence, as well as an increased understanding of academic concepts (Mathematics and Science) that are evaluated holistically. Fundamentally, the success of this model proves that improving the quality of

education does not depend on infrastructure, but rather on the creativity of leadership and collective commitment in maximizing potential. Based on these findings, it is recommended to conduct a Cross-Background Comparative Study (for example, between private madrasahs and public/rural madrasahs) to test the level of replicability of this resource optimization model. In addition, a Longitudinal Impact Measurement (Longitudinal Study) is needed on madrasah alumni to validate the effectiveness of the program in shaping independence and career choices. The author expresses gratitude to all parties who have helped make this a success. The author declares that there are no conflicts of interest of a personal, financial, or other nature that could be considered inappropriately influencing the representation.

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