

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

PRINCIPAL'S ENTREPRENEURIAL COMPETENCE IN DEVELOPING THE ENTREPRENEURSHIP CLASS AT SD IT MUHAMMADIYAH, BIREUEN REGENCY

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Abstract

The purpose of this study is to analyze the planning, implementation, supervision, and evaluation conducted by the school principal in collaboration with stakeholders in developing students' character at SMA IT Assalam Islamic School. This research employed a qualitative method with a descriptive approach. The research subjects consisted of one principal and four teachers. Data collection techniques included interviews, observation, and documentation. The findings reveal that the principal has designed and implemented a collaborative strategy for character development, integrating values such as discipline, honesty, and diligence into both the curriculum and extracurricular activities. The principal also involved parents and the school committee in the execution and supervision of the program, and enforced fair disciplinary policies. While the majority of students demonstrated positive character development, challenges remain in maintaining consistent application of these values. Program evaluations were conducted regularly with stakeholders to improve effectiveness. These findings underscore the importance of synergy among all school elements in fostering sustainable student character development.

Keywords: Principal's Strategy, Student Character Development, SMA IT Assalam Islamic School.

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INTRODUCTION

Entrepreneurship education in Indonesia, particularly at the elementary school level, is an effort to instill entrepreneurial spirit in children from an early age. This program aims to shape a young generation that is creative, innovative, and independent. The government and various stakeholders recognize the importance of introducing the concept of entrepreneurship to elementary school students so that they can understand the fundamentals of business, management, and measured risk-taking.

At the elementary level, entrepreneurship education is introduced through a curriculum that integrates basic entrepreneurial concepts into various subjects (Khulafa et al., 2017). For example, mathematics and science lessons may involve projects that promote creative thinking and innovative solutions. In addition, extracurricular activities such as school bazaars, student exhibitions, and entrepreneurship competitions are often held to provide students with hands-on experience (Rachmadyanti & Wicaksono, 2016).

Faizah et al. (2020) state that entrepreneurship in elementary schools is one of the necessary efforts to foster student character and independence. An entrepreneur plays an important role both internally and externally. Internally, an entrepreneur contributes to reducing dependence on others. Therefore, entrepreneurial spirit should be nurtured from an early age, including at the elementary school level. It is hoped that children will develop strong independence and be prepared to face a competitive era.

The government and various educational institutions collaborate to provide training for teachers so they can effectively teach entrepreneurship (Sakti, 2020). These training programs emphasize interactive and participatory learning methods, allowing students to learn through real experiences. Additionally, partnerships with businesses and industries are established to give students real-world insights into the world of work and business (Heilbrunn, 2020).

In this context, there are several competencies that a school principal must possess, as outlined in the Regulation of the Minister of Education and Culture No. 13 of 2007 concerning Standards for Principals/Madrasah Heads. These competencies include: 1) personal competence, 2) managerial competence, 3) entrepreneurial competence, 4) supervisory competence, and 5) social competence.

The entrepreneurial competence of school principals is particularly crucial in fostering entrepreneurial-minded students. Principals must be capable of designing innovative visions, identifying business opportunities, and motivating teachers and students to actively participate in entrepreneurial activities. With this competence, principals can build partnerships with local businesses, provide supporting facilities, and ensure a curriculum aligned with industry needs. Furthermore, risk management skills and creativity in managing resources are key to the success of such programs, producing graduates ready to compete in the job market or start their own businesses.

According to Kompri (2017), school principals play a vital role in developing entrepreneurship programs in schools. As educational leaders, they are responsible for creating a learning environment that supports and motivates students to develop entrepreneurial skills. They must ensure that the school's vision and mission reflect a commitment to entrepreneurship education and that entrepreneurial values are integrated into the school culture.

One of the tasks of a school principal is to develop a curriculum that includes entrepreneurship education (Mulyasa, 2021). Principals work with teachers to design relevant and engaging learning materials and ensure effective teaching methods are used to build students' entrepreneurial skills. They must also provide adequate facilities and resources, such as creative spaces, internet access, and practical materials, to enable optimal student learning (Sujiranto, 2018).

In addition, according to Michellerisby (2023), principals play a role in building partnerships with external parties such as companies, universities, and non-governmental organizations. These partnerships offer students opportunities to engage in real projects, internships, or receive mentorship from business professionals. Through such collaborations, students gain broader insights into entrepreneurship and are motivated to develop their own business ideas.

Principals should also serve as facilitators and motivators for teachers and students. They need to provide moral and professional support to help teachers feel confident and competent in teaching entrepreneurship (Septiwi et al., 2022). Moreover, principals should inspire students to think creatively, take calculated risks, and view failure as part of the learning process. This approach helps students become more prepared to face future challenges and opportunities.

With strong commitment and concrete actions from principals, entrepreneurship education programs at the elementary level can thrive and have a significant positive impact. Proactive and visionary principals can create an educational ecosystem that fosters an entrepreneurial mindset in students, helping them become more independent, innovative, and ready to contribute to economic development.

Several elementary schools in Bireuen Regency have adopted this approach by integrating entrepreneurship into teaching and learning activities and organizing special programs that directly involve students.

No.	Name School	Entrepreneurship Program
1	SD IT Azkiya Bireuen	Market Day: Students sell healthy snacks to hone entrepreneurial skills and independence.
2	SD Negeri 1 Bireuen	P5 Exhibition: Showcasing culinary and craft stands resulting from students' creativity.
3	SD IT Muhammadiyah Bireuen	Entrepreneurship Program: Integrating entrepreneurship education into the school curriculum.

Source: Primary Data (2025)

A national assessment conducted by the Directorate General of Teachers and Education Personnel in 2018 revealed that the average principal competency score nationwide was only 56.37%. Specifically, the supervisory competence score was just 51.81%. This indicates that principals' competencies are still relatively low and require serious efforts to improve all five dimensions. As a result, the government revised regulations to enhance the quality and capacity of school principals through the *Guru Penggerak* (Driving Teacher) program (Ismail et al., 2023).

Based on the researcher's observation at SD IT Muhammadiyah Bireuen Regency, there is a lack of student interest and motivation in participating in the entrepreneurship class program. This is evident from the low level of student participation in class, lack of enthusiasm in learning activities, and suboptimal learning outcomes.

Additionally, students at SD IT Muhammadiyah Bireuen Regency lack understanding of the importance of entrepreneurship. Many students are unaware of the relevance and long-term benefits of entrepreneurial skills for their future lives. Without a strong understanding, students' motivation to engage in the program remains low. Therefore, schools need to communicate entrepreneurial values more effectively by using real-life examples that can inspire students.

The teaching methods used may not be fully engaging for students. Lessons that are overly theoretical and insufficiently interactive may lead to boredom and disinterest. To address this, teachers should adopt more practical and participatory approaches such as

group projects, business simulations, and visits to local companies. This way, students can gain firsthand entrepreneurial experience and feel more motivated to learn.

Parental support at SD IT Muhammadiyah Bireuen Regency is also a key factor. In some cases, parents may not support or consider entrepreneurship education important. This can affect students' interest in actively participating in the program. Schools need to conduct outreach and workshops for parents to explain the benefits of entrepreneurship education, so they can provide stronger support for their children.

The theory of entrepreneurial competence for school principals has not been widely explored in primary education in Indonesia, especially regarding entrepreneurship class programs specifically designed for young children in elementary schools. This highlights a gap between practice and research that must be addressed to improve the effectiveness of entrepreneurship programs. Most existing literature still focuses on general managerial and leadership skills without deeply exploring how specific entrepreneurial competencies contribute to elementary education.

The development of the entrepreneurship program at SD IT Muhammadiyah Bireuen Regency is hindered by the gap between theory and practice, as well as the lack of a comprehensive program development model. This leads to inconsistent programs and ineffective evaluation. A suitable model for developing the entrepreneurship class program tailored to local needs is required to bridge this gap and maximize student potential. The model should be comprehensive, structured, and easily adopted by SD IT Muhammadiyah Bireuen.

This model should include clear guidelines for curriculum design, teacher training, and program effectiveness evaluation. With the right model, SD IT Muhammadiyah Bireuen can effectively integrate entrepreneurship education and help students develop the skills they need to become successful entrepreneurs in the future.

A similar study conducted by Syukriyah (2020) revealed that SMA Al-Yasini employed religious concepts, the concept of *zira'ah*, the halal-haram principle, and the business principles of Prophet Muhammad SAW in developing its entrepreneurship class program, aligned with the pesantren (Islamic boarding school) environment. The results of this program increased public and stakeholder trust in the school and equipped graduates with strong entrepreneurial skills, enabling them to survive and succeed as entrepreneurs.

Likewise, research by Lisnawati et al. (2021) showed that entrepreneurship programs in schools were implemented through craft and entrepreneurship subjects, resulting in various student projects. The programs were conducted through both theoretical and practical approaches. However, implementation faced obstacles such as limited human resources, facilities, and time to develop skills.

A study by Istiqomah & Munir (2022) showed that the entrepreneurial competence of school principals greatly supported the implementation of edupreneurship programs at SMPN 2, Pulung Subdistrict, Ponorogo Regency. This competence includes five key traits: innovation beneficial to school development, perseverance to achieve success, strong motivation, persistence in finding solutions, and entrepreneurial instincts in managing school activities. The edupreneurship program aimed to nurture young entrepreneurs who are creative, innovative, and capable of facing challenges.

From the results of these related studies, there is a gap in the current research. Specifically, no studies have examined the entrepreneurial competence of elementary school principals in developing entrepreneurship class programs, nor have they explored contextual development models for entrepreneurship class programs for young children or elementary-level students.

RESEARCH METHOD

The research employed a qualitative approach with a case study method. The study was conducted at SD IT Muhammadiyah, located on Jln Putroe Bungsu, Kota Juang Sub-district, Bireuen Regency, Aceh. The research was carried out from May 5, 2025, to June 30, 2025. The main subjects of this study included the school director, teachers, principal, school committee, and school supervisor. Data collection techniques consisted of observation, interviews, and documentation. The data analysis techniques used were data reduction, data presentation, and conclusion drawing.

RESEARCH RESULTS AND DISCUSSION

Research Results

This study presents a novelty in the discourse on school principals' entrepreneurial competence, particularly in the context of primary education focusing on the development of the Entrepreneurship Class at SD IT Muhammadiyah, Bireuen Regency. Unlike most previous studies that center on secondary or vocational education, this research offers both theoretical and practical contributions by exploring how elementary school principals can directly create entrepreneurship-based program innovations tailored to the characteristics of young learners.

Another distinctive feature of this study lies in its holistic approach to the four dimensions of school principals' entrepreneurial competence as outlined in the Ministry of National Education Regulation No. 13 of 2007: creating innovation, working hard, having strong motivation, and demonstrating perseverance and problem-solving attitudes. These four dimensions are not only examined descriptively but are also elaborated operationally through concrete indicators observed in school practices, such as curriculum integration through the Pancasila Student Profile Strengthening Project (P5), implementation of thematic market days, external collaborations, the use of technology in student product promotion, and the involvement of parents as strategic partners.

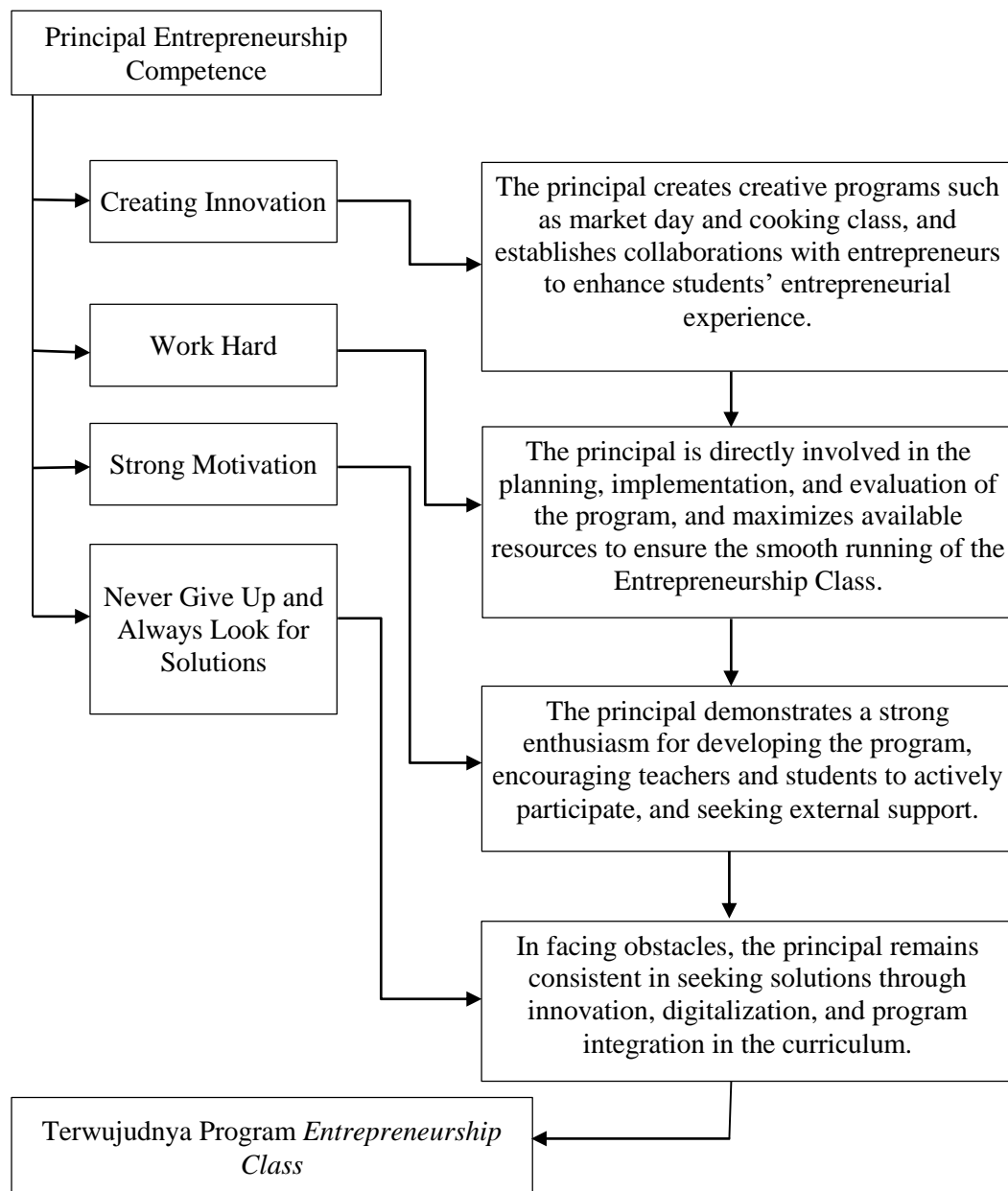


Figure 1 Research Results Framework

Unlike previous studies that only touched on managerial aspects or the general implementation of entrepreneurship programs, this study highlights the role of the principal's transformative leadership in building an entrepreneurial culture rooted in local values and spirituality. This is reflected in activities such as the Market Day for Palestine, which integrates economic, educational, and humanitarian values. Such an approach is still rarely found in the literature, especially in the context of Islamic elementary schools in rural areas.

In addition, this study offers a methodological contribution by presenting an implementation model of the Entrepreneurship Class program based on the principal's competencies, which can be replicated by other elementary schools. The model is structured from the dimension of creative ideas to the use of technology, and is visually summarized in a flowchart of the principal's competency system that illustrates a logical interconnection between competencies and program realization. This visual representation strengthens the field findings and presents an applicable concept for developing entrepreneurship education at the elementary level.

Thus, this study not only expands the scope of entrepreneurship research in basic education but also provides both a conceptual and practical foundation for developing similar programs in other schools, particularly in the context of character building and 21st-century skills development from an early age

Discussion

Principal's Innovation in Developing the Entrepreneurship Class Program at SD IT Muhammadiyah, Bireuen Regency

Innovation in education is a crucial element in creating a relevant and meaningful learning process, especially in the context of entrepreneurship education at the elementary school level. Based on findings at SD IT Muhammadiyah in Bireuen Regency, the principal emerges as the main initiator in developing the Entrepreneurship Class program, which is not merely focused on buying and selling activities but also emphasizes character building, creativity, and students' social values. Through activities such as market days, cooking classes, and student product exhibitions, the principal has successfully integrated various forms of innovation into a fun and practical, hands-on learning experience.

One significant innovation is the design of activities that are not only educational but also promote collaboration between the school and parents. For instance, the "Market Day for Palestine" activity served not only as a sales practice event for students but also involved parents in preparing products and accompanying their children during the event. This innovation directly fostered emotional and social engagement between the school and families. This aligns with the findings of Marsithah et al. (2024) in their evaluation of principal leadership programs at SDN Inpres Biak, which indicated that parental involvement can be significantly increased through relevant, collaborative programs that touch on values close to their daily lives. However, unlike SDN Inpres Biak, which still faced challenges in aligning programs with parents' needs, the principal at SD IT Muhammadiyah successfully built this synergy through a value-based and participatory approach.

In addition, the principal also demonstrated innovation in utilizing technology to support entrepreneurship learning. With the presence of digital classrooms and the availability of tools such as projectors, laptops, and internet access, students were given the opportunity to present product ideas, conduct simple market research, and document their entrepreneurial processes. This aligns with the perspective of Purnasari & Sadewo (2020), who emphasized that integrating technology into entrepreneurship education enhances students' digital literacy and competitiveness from an early age

The Principal's Hard Work in Implementing and Developing the Entrepreneurship Class Program at SD IT Muhammadiyah, Bireuen Regency

Hard work is one of the key indicators of the entrepreneurial competence of the principal at SD IT Muhammadiyah, Bireuen Regency. The principal's dedication is clearly evident in the implementation and development of the Entrepreneurship Class program, which demands strategic planning, the involvement of multiple stakeholders, and comprehensive supervision. The principal serves not only as the program designer but also as the driving force who ensures that every process runs effectively and sustainably.

One concrete example of the principal's hard work is his commitment to conducting regular and structured supervision. Through weekly meetings with the curriculum team, task delegation to teachers, and post-activity evaluations, the principal ensures that all aspects of the entrepreneurship program are closely monitored. This shows that the principal is not merely delegating responsibilities but is genuinely involved in the process of quality control. This aligns with the view of Hidayat & Rugaiyah (2023), who argue that successful principals are those who actively and systematically evaluate programs to ensure educational goals are achieved.

Beyond supervision, the principal's hard work is also reflected in his ability to organize school resources effectively. He is able to coordinate teaching staff, facilities, and funding, while also actively involving the school committee in supporting activities such as market days, cooking classes, and project-based training. Activity planning is carried out from the beginning of the academic year and is tailored to the school's capacity and needs. These findings are in line with the research of Rahmaniah (2024), which emphasizes that school principals play a vital role in managing school resources comprehensively to ensure the smooth implementation of all programs and in engaging both teachers and the school committee at every stage of the activities.

The Principal's Motivation in Sustaining the Entrepreneurship Class Program at SD IT Muhammadiyah, Bireuen Regency

Motivation is a fundamental element that drives a school principal to continuously innovate and sustain flagship programs within the school. Based on findings at SD IT Muhammadiyah, Bireuen Regency, the principal's motivation to develop the Entrepreneurship Class program stems from personal experience and a long-term educational vision. The principal draws inspiration from his childhood experience as a street vendor to instill values of independence and entrepreneurial spirit from an early age. This indicates that the motivation behind the program is intrinsic, profound, and oriented toward shaping students' character.

A strong commitment to the program's objectives is a key indicator reflecting the principal's motivation. He does not treat the program as a mere administrative routine but genuinely understands the essence of entrepreneurship education—developing students to be courageous, creative, and resilient. The principal consistently offers inspirational encouragement to both teachers and students, through role modeling, motivational storytelling, and guidance that promotes active participation in Entrepreneurship Class activities such as market days, creative product-making, and basic skills training. This

approach aligns with the findings of Khairani et al. (2024), which show that principals with a transformational leadership style are able to motivate school members through inspirational actions and effective communication, thereby fostering a positive and productive learning culture.

The Principal's Perseverance and Ability to Overcome Challenges in the Entrepreneurship Class Program at SD IT Muhammadiyah, Bireuen Regency

One of the essential qualities a principal must possess in managing an innovative program like the Entrepreneurship Class is perseverance. Based on findings at SD IT Muhammadiyah, Bireuen Regency, the principal has demonstrated strong mental resilience in maintaining the continuity of the program despite facing a variety of challenges, both internal and external. These challenges include students' lack of confidence in entrepreneurship, limited support from some parents, and technical obstacles such as funding for outdoor activities and logistical constraints.

The principal responds to these challenges with an adaptive and solution-oriented approach. Rather than blaming circumstances or other parties, he seeks solutions through intensive communication with teachers, students, and parents. To address students' passive participation, the principal encourages homeroom teachers to provide more personal guidance and motivation. Meanwhile, to enhance parental support, he organizes special meetings to explain the long-term benefits of entrepreneurship education for shaping children's character and independence. These efforts reflect the principal's sincerity and determination in confronting real-world obstacles.

CONCLUSION

Based on the results of the research on the Principal's Entrepreneurial Competence in Developing the Entrepreneurship Class Program at SD IT Muhammadiyah, Bireuen Regency, the following conclusions can be drawn:

1. The principal has successfully created innovations in the development of the Entrepreneurship Class program through various engaging, meaningful, and contextual activities. These innovations are manifested in events such as market days, cooking classes, and socially themed programs like "Market Day for Palestine." Innovation is also reflected in curriculum integration through the Pancasila Student Profile Strengthening Project (P5), the use of educational technology, and collaboration with external parties such as entrepreneurs and community groups. This approach fosters an active and creative learning environment while nurturing entrepreneurial character from an early age.
2. The principal's hard work in supporting the implementation and development of the entrepreneurship program is evident in his commitment to conducting regular and systematic supervision, his ability to organize school resources optimally, and his perseverance in monitoring and evaluating activities. The principal is involved not only in administrative aspects but also actively participates in planning, implementation, and reflection processes. He effectively mobilizes all school components—including teachers, the school committee, and parents—to actively support the program.

3. The principal's motivation to sustain the entrepreneurship program stems from strong personal experiences, a deep commitment to entrepreneurial education values, and concern for students' character development. This motivation is reflected in his consistency in achieving program goals and his adaptability to change. His spirit is not solely driven by formal targets, but by a genuine desire to shape a generation that is independent, creative, and entrepreneurial.
4. The principal's perseverance and ability to overcome challenges have been key to the program's success. Challenges such as students' lack of confidence, limited parental support, and technical or logistical constraints have been addressed with solution-oriented and communicative strategies. The principal not only endures difficult situations but also makes sound decisions through participatory approaches. His resilience, exemplary leadership, and ability to build collective enthusiasm have enabled the Entrepreneurship Class program to continue and grow effectively.

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