



## PRINCIPAL'S ENTREPRENEURIAL COMPETENCE STRATEGY THROUGH THE UTILIZATION OF YOUTUBE SOCIAL MEDIA

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### Abstract:

This writing aims to transform RA Masyithoh Sutoragan into an advanced, quality, and global madrasah through the use of YouTube social media for the advancement of the institution. This arose from problems in RA, especially during the COVID-19 pandemic, where we had to hold online learning on line. The weak ability of teachers to operate IT makes us think hard about finding a way to make learning more effective. Online learning can run smoothly. We conduct training activities independently, both online and offline, in institutions and also learn from various sources, both paid and free. The subjects of our research were teachers and education personnel at RA Masyithoh Sutoragan. The research method was carried out using a qualitative descriptive analysis method through face-to-face interviews. The results of the study show that the strategy for developing the RA head's entrepreneurial competency through the use of YouTube social media has made RA Masyithoh Sutoragan get additional income from YouTube bonuses, and RA is increasingly in demand by the community, as evidenced by the increasing number of students every year. Teachers are getting more creative. The activities and creativity of teachers are uploaded to cyberspace via YouTube, Facebook, Instagram, and TikTok.

**Keywords:** *Entrepreneurship Competence, Social Media, Youtube*

### INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state (UUD RI no. 20 of 2003, concerning the national education system, article 1 paragraph 1). The progress of education is certainly inseparable from the role of various parties that are directly or indirectly related to education. One of the things that greatly determines success in an educational institution is the leader or head of the madrasah/school.

Leadership is the process of influencing individuals or groups through power to carry out specific tasks, so that organizational goals can be achieved effectively (Musfah, 2015). According to Ramayulis (2017:183), a leader can be defined as a person who receives a mandate and has good character, attitude and style to manage or organize others. From the above opinion, it can be concluded that leadership is essentially a conscious effort made to make others follow what they want.

Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning the standards of school/madrasah principals must meet the nationally applicable qualification and competency standards. There are five standards of competency for school/madrasah principals that must be possessed by

school/madrasah principals, namely: 1). Personality competency; 2). Managerial competency, 3). Entrepreneurial competency, 4). Supervisory competency 5). Social competency. In this case we will discuss the relationship between entrepreneurial competency of school/madrasah principals.

Entrepreneurial competence of the madrasah principal strengthens the soul and spirit of entrepreneurship for the benefit of education. Entrepreneurial values are very useful for the madrasah principal in developing the madrasah to achieve success.

Advanced, quality and world-class madrasah is a kind of slogan or what today's children call a tagline that is being promoted by the Director of KSKK Madrasah, Directorate General of the Indonesian Ministry of Religion, HM Sidiq Sidiyanto, M.Pd. This tagline reflects the madrasah's commitment to providing quality education that is able to compete at the international level (<http://www.mtsn3-bogor.sch.id>)

The expected Madrasah as an agent of change has not been realized. The problem faced at RA Masyithoh Sutoragan is the weak human resources available, especially related to the IT skills of teachers and education personnel at RA. Not all teachers are able to operate laptops, create power points, create canva designs, create learning videos, and utilize social media such as Youtube, IG, FB and Tiktok. The impact of the Covid 19 pandemic which has been going on for quite a long time has brought blessings to us. The Covid 19 pandemic requires teachers to think creatively and innovatively in using appropriate media so that learning activities can run effectively and efficiently when learning is carried out online.

In order to improve the quality of education, a Madrasah principal must be able to improve the performance of teachers and education personnel and manage the resources available in the Madrasah as well as possible. This is not easy to do considering the many factors that can be obstacles for the Madrasah principal in carrying out his duties and functions. In accordance with applicable laws and regulations. As a leader, the Madrasah principal must be able to provide influences that can cause teachers to move to carry out their duties effectively so that their performance will be better. As a leader who has influence, it is expected to be able to raise the work spirit of the teaching and education personnel in the Madrasah.

Reliable human resources are the basic capital to make a Madrasah advanced, quality and global. The motto of a better madrasah, a better madrasah will be realized. In order for existing resources to be maximally beneficial, a Madrasah principal must be able to manage these resources well so that they are truly beneficial for the progress of the institution. Armed with strong determination, innovation, collaboration, communication, creativity, innovation and criticality and surrender to Allah SWT are the keys to success in realizing hopes.

The condition that should be that the head of RA must be able to provide influences that can cause teachers and all stakeholders to move to carry out their duties effectively so that their performance will be better. All existing obstacles must be faced wisely. So the researcher began to prepare steps to deal with existing obstacles so that later the RA Masyithoh Sutoragan institution would become a quality and world-class advanced madrasah. By implementing the strategy of developing the RA head's entrepreneurial competency through the use of Youtube social media for the advancement of the Institution.

Based on the background that has been described, the formulation of the problem is obtained, namely How is the entrepreneurial competence of the RA head through the use of Youtube social media at RA Masyithoh Sutoragan? What are the impacts and results of the entrepreneurial competence of the RA head through the use of Youtube social media at RA Masyithoh Sutoragan?

From the problems above, the purpose of this study is to determine the entrepreneurial competence of the RA head through the use of Youtube social media at RA masyithoh Sutoragan. To determine the impact and results of the entrepreneurial competence of the RA head through the use of Youtube social media for the progress of the Institution at RA masyithoh Sutoragan.

1. Principal Entrepreneurship Competence
  - a Understanding Entrepreneurial Competence According to Jannah et al, (2022),

a principal's entrepreneurial competence in creating an innovation, and trying hard, and having a strong motivation to advance the welfare of the school. The same thing was also conveyed, that the principal's entrepreneurial competence includes innovation, having high motivation, having an unyielding spirit and trying to find solutions and having an entrepreneurial instinct are important factors that will directly provide support for the edupreneurship program in schools (Istiqomah, 2022). According to Oktavia (2014), entrepreneurial competence is an ability that is inherent in the principal, with that ability a school leader will be able to create a more effective and efficient school environment more easily, and be able to: 1) create innovations that are beneficial for school development, 2) be persistent and able to work hard in realizing an effective learning institution, 3) have high motivation and fighting spirit to succeed in carrying out their duties as a school/madrasah leader, 4) not easily give up in finding the best solution in every difficulty faced.

- b) The Purpose and Benefits of Principal Entrepreneurial Competence. The purpose is to set a good example for students and teachers, a principal must have entrepreneurial skills to think outside the box, work hard, overcome obstacles, and generate new approaches to problems. School growth can benefit greatly from the principal's entrepreneurial acumen because it encourages new ideas and approaches. Inspire to do maximum effort to succeed academically like a well-oiled learning machine. Inspire them to do their best in their role as principals and help them succeed. Keep your chin up, don't give up, and do your best to solve all the problems faced. In particular, set an example of entrepreneurial spirit to all students (Jannah et al, 2022).
- c) Characteristics of Principal Entrepreneurial Competence. In the Regulation of the Minister of National Education of the Republic of Indonesia No. 13 of 2007 concerning the competency standards of school/madrasah principals, there are several aspects that are related to the principal's entrepreneurial competence, which include five main characteristics, namely: 1) The ability to create innovations that are beneficial in the development of the school he leads. 2) High dedication to achieving the success of the school as an effective learning institution. 3) Strong motivation to achieve success in carrying out the main tasks and roles as school leaders. 4) Strong enthusiasm to overcome challenges and always find solutions to existing problems. 5) Entrepreneurial instincts that enable the principal to manage activities, either in the form of production or provision of services, produced by the school as a source of learning for students (Supardi, 2013).

Media is a tool used to convey something, either information or messages, which can be in the form of writing or sound so that it can be received well by the recipient of the information. According to Gerlach and Ely as quoted by (Arifudin, 2022), learning media are graphic, photographic or electronic tools to capture, process and rearrange visual or verbal information. Meanwhile, according to Latuheru in (Tanjung, 2019), learning media are materials, tools or techniques used in teaching and learning activities with the intention that the process of interaction, communication, education between teachers and students can take place appropriately and effectively. From the several definitions above, it can be concluded that learning media are materials, tools or all resources used in the learning process and the delivery of information from teachers to their students.

One of the social media that can actually be used as a learning medium is Youtube. Youtube is one of the many social networking sites that are currently widely used. The inclusion of YouTube in the field of education is an easy and user-friendly way to improve collaboration skills and integrate technology into teaching activities. Youtube was inaugurated in 2005 and was founded by three former PayPal employees, namely Chad Hurley, Steve Chen, Jawed Karim. Then the Youtube application was bought by Google and reintroduced in 2006 (MF AK, 2021). Youtube is a very practical and easy-to-understand learning method, but in the current literature search, the information found

on YouTube is not used as a reference. Where this media presents an overview of YouTube and applications as effective learning tools in higher education, such as examples that are specifically used in educational programs.

Some of the advantages of using YouTube in education are: 1) As a teaching strategy to get references in the teaching and learning process, 2) YouTube can be a good instructional source, and 3) As a source of teaching motivation tools that can involve students and support modern learning styles. In addition to the above, YouTube media also has several benefits for education, including: having benefits in the online learning process, delivering material can be easier using learning videos and is not hindered by distance or time, and YouTube makes it easier for students to understand the material (Setiawan, 2021).

Through YouTube, the online teaching and learning process is more practical by simply inserting the video URL on the YouTube site that will be selected. Users can use an account to be displayed in front of the class. YouTube offers an alternative source of timely education, but has a unique challenge, namely the limited availability of the video. Organizers should review and evaluate all videos before showing them to students. Integrating YouTube videos allows students to be more creative in learning and is not limited to just the subject matter. YouTube videos really provide clarity to students to see visual images of various conditions and also provide opportunities for students to really see the actual conditions.

## **RESEARCH METHODS**

This study uses a qualitative descriptive analysis method. Based on Sugiyono's opinion (2018), a descriptive method is a study that interprets, describes, or explains the situation of the research object according to the facts in the field, this study also applies a qualitative approach. In qualitative research, the facts found in the field serve as a guide for data collection and not theoretical assumptions. The assessment provisions used in this study are not score numbers but classifications of values or qualities, and the qualitative research approach is a system that is directed by subjective assessments rather than statistical or mathematical calculations.

This study uses a qualitative descriptive analysis method. The subjects of the study were teachers and education personnel of RA. The research technique used interview methods and data reports from observations of responses and assessments from teachers and education personnel. The steps taken in this strategy are; (1) Problem identification: problem identification, it can be seen that The lack of good communication between the head of RA and teachers and education staff is an obstacle to the development of the institution. (2) Collecting factual information: at this stage the head of RA tries to dig up various facts from teachers and education personnel with a face-to-face interview model. This step is carried out using a non-formal approach so that teachers and education personnel are more open in conveying various information related to problems in RA. (3) Conducting problem analysis: The main problem faced is the lack of mastery of IT skills for teachers and education personnel, limited facilities and infrastructure available. Starting from these problems, the head of RA together with the team tried to identify the strengths of the institution, the internal weaknesses of the institution, the challenges faced and the opportunities owned by the institution by conducting a SWOT analysis. In this way, the head of RA together with the team prepared a development plan for the RA institution to realize an advanced, quality and global institution. (4) Providing answers to problems: the head of RA together with teachers and education personnel, guardians, committees and foundation administrators prepare short-term, medium-term and long-term RA programs which are stated in the RKRA. Based on the programs prepared, the head of RA determines achievement targets. Programs that are adjusted to the conditions of RA so that the program achievement targets are realistic. (5) Implementing follow-up and discipline: this step is carried out by the head of RA by delegating the responsibility for implementing the program to teachers who are considered capable. In this way, the head of RA tries to give trust to teachers to be responsible for implementing the institution's program according to their respective duties. In order to hone the competence of existing resources to prepare reliable human resources, the Head of RA delegates teachers to take part in training, coaching and programming in-house Training

(IHT).

With implementation of the strategy for developing the RA principal's entrepreneurial competency through the use of You Tube social media for the advancement of the institution. Teachers and education personnel who are given responsibility and trust feel appreciated, so that they can carry out their duties and responsibilities well. Teachers and education personnel feel comfortable in living their days at the madrasah. This is the strength of the emergence of the sincerity of teachers and education personnel to jointly build strength for the advancement of the institution.

## **RESULTS AND DISCUSSION**

Implementation The implementation of the RA head's entrepreneurial competency development strategy through the use of You Tube social media for the advancement of the Institution began with honing the skills of Teachers and education personnel (GTK) at RA Maysithoh Sutoragan. The RA head delegated all GTK to attend various trainings, attend In House training, invite resource persons and extra teachers and always attend various coaching activities with funds fully from the madrasah. By attending various trainings, coaching and listening to the experiences of resource persons and various activities carried out, their abilities have developed further. Teachers are increasingly creative and critical. The head of the madrasah always provides motivation and treats teachers and education personnel well and with a sense of kinship.

KKG meetings in the institution are held once a week, in order to prepare for the learning activities for the next week. Joint recitation activities for all GTK are carried out every Friday in order to increase the religious insight of GTK by inviting recitation teachers to RA. GTK rebana practice is scheduled once a week every Thursday, for the rebana trainer we bring in an expert who also happens to be the RA guardian. Rebana activities in addition to training the artistic soul of GTK are also in order to spread sholawat so that they receive intercession from our Prophet Muhammad SAW. In every meeting, the head of RA always provides an understanding that the RA institution is a second home for all madrasah residents, so that the good and bad of RA, the progress of RA depends on all madrasah residents. The head of RA also instills a high sense of family, loves each other, reminds each other if someone does something wrong, and always reminds us all to cooperate and work together in order to achieve the goals that have been programmed. And prioritize deliberation to reach consensus. With loving treatment, understanding care in a comfortable and peaceful situation, a sense of belonging or handarbani to the madrasah will be embedded and good communication will be established so that it will facilitate coordination between the school and all members of the madrasah.

To attract more interest from the community, RA Masyithoh Sutoragan brought in extracurricular painting, singing and dance teachers from outside. For extracurricular painting we collaborated with the Pak Oteng Purworejo painting studio, for extracurricular singing we collaborated with P Syamsul, an art teacher, while for extracurricular dancing we brought in instructors from the ZA studio from Sutoragan Village, coincidentally the manager of the ZA studio is the Head of PAUD Sutoragan Village.

To facilitate communication with guardians, a guardian association was formed, we hold a meeting of the association once every three months as a forum for friendship, communication and a place to increase guardians' knowledge about parenting. In every meeting we always invite resource persons. We present resource persons from various agencies, sometimes from RA supervisors, health centers or from guardians themselves in order to share information and knowledge. With the existence of guardian parenting, communication between the institution and the guardian is well established, making it easier for us to coordinate in implementing the programs that we have prepared. Sometimes guardians propose to hold certain events with funds fully borne by the guardian association.

Implementation The strategy for developing the entrepreneurial competence of the RA head through the use of You Tube social media for the advancement of the Institution is carried out wisely. Each GTK is given main tasks and functions (tupoksi) in accordance with the competencies they have. And always ready to provide guidance and

direction when needed. With the right division of tupoksi, their performance is better and they are more responsible.

The implementation of the strategy for developing the RA head's entrepreneurial competency through the use of You Tube social media for the advancement of the Institution makes the RA institutional climate more conducive. Steps to create a conducive institutional climate are also carried out by the RA Head programming lunch with all teachers and education personnel as a forum for communication, so that if there is a problem or incident that day, everyone knows and seeks a solution so that the problem can be resolved immediately. Then continued with congregational dhuhur prayer and tadarus Al-Quran in order to increase the reading interest of teachers and education personnel at RA Masyithoh Sutoragan. The RA Head routinely provides direction on the importance of a conducive RA climate so that RA management becomes more effective and efficient.

The Head of RA gives freedom to teachers and education personnel to develop their entrepreneurial talents, on the condition that the entrepreneurial activities carried out do not interfere with learning activities, teachers and education personnel have side businesses so that even though the honorarium received is only in accordance with the financial capabilities of the institution, they feel comfortable working at RA. The Head of RA provides a division of work based on the competence of each teacher so that the determination is carried out truly objectively without favoritism.

The positive competition steps implemented by the RA head can gradually increase the number of students, with the increasing number of students, the number of teachers will also increase. With positive competition, teachers, students, and parents of students are increasingly enthusiastic in advancing RA according to their respective abilities. The growth of high achievement motivation among RA residents is shown by various achievements both academic and non-academic by RA Masyithoh Sutoragan. Various achievements were achieved by RA at the sub-district, district and provincial levels.

## **CONCLUSION**

The principal's entrepreneurial competence in the context of education has been interpreted as an interest in education that is social in nature, not for commercial interests. Prioritizing entrepreneurship in education is based on the characteristics or spirit that inspires entrepreneurs, such as the willingness to continue experimenting, working tirelessly, being persistent, having a strong drive, never giving up, and finding the most effective solutions.

The implementation of the entrepreneurial competence of the head of RA Masyithoh Sutoragan through the use of Youtube social media implemented by the head of RA Masyithoh Sutoragan is effective in overcoming existing problems, proven to increase student and teacher achievement, the number of students continues to increase, facilities and infrastructure continue to increase, and communication with all stakeholders is effectively established so as to create an increasingly conducive institutional climate. Because seeing the development of RA Masyithoh Sutoragan's social media from the government, we also get assistance for the development of the institution, so we are even more enthusiastic about developing social media in order to realize an advanced, quality and global madrasah.

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