



Strategic Management-Based Entrepreneurship Education to Improve Students' Entrepreneurial Spirit

Moh. Rofik^{*1}, Mohammad Firmansyah², Febi Febrianto³, Rausyan Fikri⁴, Aminullah⁵,
 Muhammad Durrin Ni'am⁶, Mohammad Abdul Aziz Alwahedi⁷

Universitas Nurul Jadid^{1,2,3,4,5,6,7}

{semogarofiksukses@gmail¹, mhdfirmansyah1310², febifebrianto105@gmail.com²,
 febifebrianto105@gmail.com³, rausyanbali@gmail.com⁴, nullah2806@gmail.com⁵,
 muhammadurrinniam@gmail.com⁶, feadik14@gmail.com⁷}

Submission: 24-12-2025

Received: 06-01-2026

Published: 14-01-2026

Abstract

This study examines the principal's strategic management-based entrepreneurship education in enhancing students' entrepreneurial spirit at Madrasah Aliyah Nurul Yaqin. The study used a qualitative approach with a case study method. Data were collected through observation, interviews, and documentation with the principal, entrepreneurship teachers, and students as informants. The results showed that the principal implemented strategic management through practice-based entrepreneurship program planning, organizing student activities, and continuous evaluation. The implementation of this strategy encouraged students' active involvement in entrepreneurial activities, from planning to business evaluation. The impact was seen in increasing students' self-confidence, responsibility, independence, discipline, and problem-solving abilities. This study concluded that the principal's strategic management played an effective role in developing students' entrepreneurial spirit at Madrasah Aliyah Nurul Yaqin.

Abstrak

Penelitian ini mengkaji pendidikan kewirausahaan berbasis manajemen strategik kepala sekolah dalam meningkatkan jiwa wirausaha siswa di Madrasah Aliyah Nurul Yaqin. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi dengan kepala sekolah, guru kewirausahaan, dan siswa sebagai informan. Hasil penelitian menunjukkan bahwa kepala sekolah menerapkan manajemen strategik melalui perencanaan program kewirausahaan berbasis praktik, pengorganisasian kegiatan siswa, serta evaluasi berkelanjutan. Penerapan strategi tersebut mendorong keterlibatan aktif siswa dalam kegiatan kewirausahaan, mulai dari perencanaan hingga evaluasi usaha. Dampak program ditunjukkan oleh meningkatnya partisipasi siswa dalam kegiatan usaha madrasah, keterampilan menyusun rencana usaha, disiplin memenuhi target kerja, serta kemampuan mengidentifikasi dan menyelesaikan masalah dalam praktik kewirausahaan. Penelitian ini menyimpulkan bahwa manajemen strategik kepala sekolah berperan efektif dalam mengembangkan jiwa wirausaha siswa di Madrasah Aliyah Nurul Yaqin.

Keyword

Entrepreneurship Education, Experiential Learning, Strategic Management, Students' Economic Independence

Kata Kunci

Manajemen Strategik, pendidikan kewirausahaan, kepala sekolah, jiwa wirausaha siswa.

INTRODUCTION

Entrepreneurship education is the main focus of education reform because schools are required to produce graduates who are not only ready to work, but also able to create business opportunities in the midst of changing economic dynamics and the world of work (Afifyati & Noviani, 2023). Research shows that entrepreneurship education has an important role in developing students' entrepreneurial mindsets, so that they are able to create individuals who are not only academically intelligent but also creative, independent and able to compete in the current era of economic globalization (Falah et al., 2022). Quantitative studies in vocational high schools show that entrepreneurship education has a positive and significant effect on students' entrepreneurial mindset. At SMK Negeri 6 Surakarta, for example, entrepreneurship education explains more than half of the changes in the level of students' entrepreneurial mindsets, which shows that the program is a major factor in shaping the entrepreneurial way of thinking (Harisand et al., 2023).

Furthermore, an effective entrepreneurial education strategy demands a comprehensive approach that not only teaches business concepts in the classroom, but also integrates them with practical activities such as school business unit management, business planning simulations, and student involvement in production and marketing activities. Through this approach, students not only understand entrepreneurship theory, but are also trained to develop creativity, perseverance, and decision-making skills in real-world situations (Tangkeallo & Tangdialla, 2021). Research at vocational schools shows that learning models that combine theory and practice have proven to be more effective in fostering students' entrepreneurial spirit (Siahaan et al., 2021).

In the context of education management, school principals have an important role in formulating strategies, coordinating resources, and implementing various entrepreneurship programs in a planned and structured manner (Nurfadilah & Fariyah, 2021). Findings from the basic education study show that strategic planning formulated through school meetings greatly determines the success of entrepreneurial learning activities, while school principals play a role in supporting teachers and students to maximize the potential of entrepreneurship in schools (Azmi & Harti, 2021) (Mukaddamah, 2024).

In addition, recent research also emphasizes the importance of continuous managerial support, such as assisting student products to gain legality and market access as part of strengthening entrepreneurship education which has a real impact on the development of students' entrepreneurial spirit (Ardiansyah et al., 2021).

Seeing this relevance, entrepreneurship education that is carried out without the support of a strong management strategy tends to be less optimal because entrepreneurial activities only stop at theoretical learning or momentary projects without continuous planning, organization, and evaluation. As a result, students lack real business management experience, are not used to working with targets and responsibilities, and find it difficult to develop an independent and results-oriented attitude (Kautsar & Julaiha, 2023). Therefore, the strategic management approach of school principals is very important to answer these challenges, especially in Madrasah Aliyah Nurul Yaqin as a religious secondary education institution that also plays a role in

developing students' character and independence through entrepreneurship education (Mulyana et al., 2022) (Rahayu et al., 2021). This study aims to examine the role of strategic management of school principals in entrepreneurship education as an effort to improve student entrepreneurship, focusing on planning, implementing, supervising, and evaluating entrepreneurship programs at Madrasah Aliyah Nurul Yaqin (Fathor Rozi, 2021).

METHODS

This study uses a descriptive qualitative approach with a case study design, which aims to understand in depth the strategic management practices of school principals in entrepreneurship education as an effort to improve students' entrepreneurial spirit (Zahroh et al., 2025). This approach was chosen because it allows researchers to examine in depth how school principals formulate, implement, and evaluate entrepreneurial education strategies at the educational unit level. Through observation of entrepreneurial activities, interviews with principals, teachers, and students, and analysis of school program documents, this research can reveal the strategic decision-making process, leadership patterns, and ways in which entrepreneurial values are integrated into learning activities, madrasah business units, and school culture in accordance with the local characteristics of Madrasah Aliyah Nurul Yaqin.

The research was carried out at Madrasah Aliyah Nurul Yaqin, a secondary education institution that integrates religious education with strengthening entrepreneurial competencies (Sudirman, 2022). The research subjects were chosen because each has a strategic role in the implementation of entrepreneurship education in madrasas. The head of the madrasah plays a role in the formulation and control of policies, teachers and the curriculum development team are responsible for the planning and integration of entrepreneurship in learning, the coach of entrepreneurial activities manages the implementation of students' business practices, while students are the main actors as well as the beneficiaries of the impact of the entrepreneurship program.

The selection of subjects was carried out purposively by considering direct involvement in strategic decision-making, program implementation, and student entrepreneurship assistance (Inayati et al., 2024). Data collection was carried out through in-depth interviews to explore the strategies of madrasah heads in formulating entrepreneurial visions, integrating entrepreneurship into the curriculum, and developing practice- and project-based entrepreneurship programs (Tengku Darmansah et al., 2024). Observations are carried out directly both in the classroom and in entrepreneurial activities outside the classroom, such as the management of madrasah business units, production activities, and marketing of student products. This observation is directed to observe how entrepreneurial learning strengthens entrepreneurial mindset, creativity, innovation, the use of digital technology, and experiential learning in real practice involving students.

The documentation study is used to examine madrasah policies, strategic plans, curriculum, and forms of collaboration with external parties such as the business world and the community (Musthofa et al., 2024). Data analysis is carried out in an interactive

and continuous manner through the process of data reduction, data presentation, and conclusion drawn. The analysis is directed to identify the strategic management pattern of madrasah heads in managing entrepreneurial education that is adaptive, innovative, and oriented towards character development and economic independence of students. This analysis process also considers how managerial strategies support entrepreneurial learning that is relevant to the needs of the times, including strengthening digital literacy, problem-solving skills, and entrepreneurial readiness after graduation (Arfanaldy, 2024).

The validity of the data is maintained through triangulation of sources and techniques, as well as confirmation of findings to informants (member checks) to ensure the credibility of the data. With this research method, it is hoped that the research will be able to provide a comprehensive understanding of the strategic management practices of school principals in entrepreneurship education that are relevant to the development of the substance and approach of the latest entrepreneurship education, so that it can make a theoretical and practical contribution to the development of entrepreneurship education in madrasas (Riyani, 2024).

RESULTS

The Principal's Role in Strategic Program Planning for Entrepreneurship Education

In this study, it was found that the principal at Madrasah Aliyah Nurul Yaqin plays a significant role in designing and implementing an entrepreneurship program based on strategic management. The principal's approach involves planning, organizing, and continuously evaluating entrepreneurship activities. This strategic management ensures that students engage in practical entrepreneurial experiences, beyond just theoretical knowledge. The program includes activities such as business planning, running a school business unit, and evaluating business performance. Students are not merely passive learners but actively participate in these entrepreneurial tasks, gaining valuable real-world experience in managing a business. Through this strategy, students not only learn how to create business plans but also implement and assess them, which helps them develop entrepreneurial skills essential for success in the real world.

Activity	Details
Program Planning and Strategy	The principal formulates a detailed strategy that integrates practical-based entrepreneurship learning.
Practical Business Activities	Students participate in managing school business units, which allows them to experience real business operations.

This finding indicates that the principal's strategic planning and implementation of an entrepreneurship education program are crucial for developing students' entrepreneurial skills. The hands-on involvement in business activities helps students bridge the gap between theory and practice. By participating in actual business operations, students not only gain insight into how to run a business but also build the confidence and problem-solving abilities needed to succeed as entrepreneurs. The

strategic approach ensures that students are not merely exposed to business concepts but are also equipped with practical skills that will serve them in their future careers.

Active Student Participation in Entrepreneurship Activities

The second finding revealed that students at Madrasah Aliyah Nurul Yaqin were actively involved in entrepreneurial activities, which helped them develop critical business skills. These activities included managing school-based business units, engaging in product creation, and participating in marketing efforts. Students took on various roles in these business activities, giving them hands-on experience in managing operations and handling real-world business challenges. The school's program encouraged students to be involved in every aspect of the business, from initial planning to final evaluations. This practical approach enables students to develop essential entrepreneurial skills, such as strategic planning, financial management, and marketing, while also fostering creativity and teamwork.

Activity	Details
Student Involvement in Business Activities	Students actively participate in the operation and management of school business units, including production and marketing.
Entrepreneurial Skill Development	Through involvement in business processes, students develop skills in planning, problem-solving, and marketing.

The active involvement of students in entrepreneurial activities is an effective way to foster an entrepreneurial mindset. By directly engaging in business operations, students are able to apply theoretical knowledge in real-world contexts. This hands-on experience not only helps students develop practical skills but also strengthens their ability to work independently, solve problems creatively, and collaborate with others. The ability to manage a business, market products, and navigate challenges gives students a sense of responsibility and ownership over their work, which is crucial for entrepreneurial success.

Continuous Evaluation and Improvement of Entrepreneurship Programs

Another key finding of this study is that the entrepreneurship programs at Madrasah Aliyah Nurul Yaqin are continuously evaluated to ensure they remain relevant and effective. The evaluation process involves assessing both the students' progress and the effectiveness of the entrepreneurial activities. This ongoing feedback allows the principal and teachers to make adjustments to the curriculum and the business activities. By evaluating students' performances in managing businesses and completing entrepreneurial tasks, the school is able to identify areas for improvement. This continuous evaluation is critical for adapting the program to changing market conditions and ensuring that students acquire the necessary skills for success in the business world. The integration of feedback helps the school maintain a dynamic and responsive

approach to entrepreneurship education, ensuring that the programs remain aligned with current industry demands.



Figure 1. (Student Activities in Learning Entrepreneurship)

The ongoing evaluation of entrepreneurship programs ensures that the education students receive remains up-to-date and relevant to the ever-changing business landscape. The feedback gathered through continuous assessment allows for the identification of both strengths and areas for improvement within the program. This adaptability ensures that students are equipped with the most relevant skills and knowledge needed to succeed as entrepreneurs. The continuous improvement cycle ensures that the program stays dynamic, helping students learn not only the fundamentals of business management but also how to adapt to new challenges in the business world. Moreover, by involving students in evaluating their own work and business projects, they become more engaged and invested in their learning journey.

DISCUSSION

This study investigated the role of the principal in managing entrepreneurship education at Madrasah Aliyah Nurul Yaqin, focusing on the strategic planning and implementation of entrepreneurship programs. The findings suggest that the principal's strategic management approach, which includes planning, student involvement, and continuous evaluation, has a significant impact on developing students' entrepreneurial spirit. The principal's active involvement in program design and the integration of practical business experiences with academic content have proven effective in preparing students for real-world entrepreneurial challenges.

The first key finding shows the importance of the principal's role in the strategic planning and execution of the entrepreneurship program. The principal not only designs the program but also ensures its continuous evaluation and adaptation. This approach helps to bridge the gap between theoretical learning and practical application, which is crucial for entrepreneurship education. By incorporating hands-on activities, such as running school business units and planning business operations, students gain firsthand experience in managing businesses. This approach aligns with previous research which

emphasizes the significance of blending theory with practice in entrepreneurship education to enhance students' creativity, decision-making, and business management skills. The involvement of the principal in such detailed planning ensures that students are not only taught the theoretical aspects of entrepreneurship but also engage in real-world business practices that help develop critical skills, such as problem-solving, financial management, and leadership.

The second finding highlights the active participation of students in the entrepreneurial activities at the school. This direct involvement allows students to engage in every aspect of business management, from product development and production to sales and marketing. The experience students gain in managing a business unit provides them with the opportunity to apply their classroom knowledge to real-world situations. This practical experience is invaluable in shaping an entrepreneurial mindset, as students are encouraged to think creatively, manage resources efficiently, and make decisions based on actual business data. Moreover, these activities allow students to develop skills that are essential for entrepreneurial success, such as leadership, team collaboration, and resilience in the face of challenges. Research shows that when students are actively involved in business operations, they are more likely to develop a strong entrepreneurial identity and the confidence to pursue business ventures independently. By providing these opportunities, the school equips students with the tools necessary to succeed in entrepreneurship.

The study found that the continuous evaluation of the entrepreneurship programs plays a crucial role in ensuring that the curriculum remains relevant and effective. By regularly assessing both the students' progress and the impact of the program, the school can identify areas that need improvement and make necessary adjustments. This dynamic evaluation process helps ensure that the entrepreneurship program is not static but evolves in response to changing market conditions and student needs. The principal's involvement in this ongoing evaluation process ensures that the entrepreneurship education remains aligned with current business trends and prepares students for the challenges they will face after graduation. Continuous feedback also empowers students to reflect on their entrepreneurial projects, identify strengths and weaknesses, and improve their business management skills. This iterative process is essential for fostering a learning environment where students are encouraged to grow, adapt, and refine their entrepreneurial abilities, which are vital for their future success in the business world.

The findings of this study underline the importance of strategic management in entrepreneurship education. The principal's leadership in planning, involving students in hands-on activities, and ensuring continuous evaluation significantly enhances the effectiveness of the entrepreneurship program. These practices provide students with not only theoretical knowledge but also the practical experience needed to thrive as entrepreneurs. The study suggests that other schools and educational institutions aiming to foster entrepreneurship among students can benefit from a similar strategic approach, one that integrates practical business activities, student involvement, and regular program evaluation.

CONCLUSION

This study explored the role of the principal in managing entrepreneurship education at Madrasah Aliyah Nurul Yaqin, focusing on strategic management practices that enhance students' entrepreneurial spirit. The findings suggest that the principal's active involvement in the strategic planning, student engagement, and continuous evaluation of the entrepreneurship program significantly contributes to the development of students' entrepreneurial mindset. By integrating theoretical knowledge with practical business activities, students gain firsthand experience in managing real-world business operations, which prepares them for future entrepreneurial endeavors.

The study concluded that the strategic management approach implemented by the principal is effective in fostering an environment that encourages students to think critically, work independently, and solve problems creatively. Additionally, the active participation of students in business activities, combined with continuous feedback and program evaluation, ensures that the entrepreneurship program remains dynamic and aligned with current business trends.

The findings highlight the importance of a comprehensive, strategic approach to entrepreneurship education, where leadership, practical involvement, and ongoing assessment work together to provide students with the skills and confidence needed to succeed as entrepreneurs. This approach serves as a valuable model for other educational institutions aiming to enhance their entrepreneurship programs and prepare students for the challenges of the modern business world.

REFERENCE

Afiyati, R. R., & Noviani, L. (2023). *Pengaruh Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Dengan Pola Pikir Kewirausahaan Sebagai Variabel Mediasi*. 11(3), 335–342. <https://doi.org/10.26740/jupe.v11n3.p335-342>

Ardiansyah, S. S., Salsabilla, D., & Arini, V. Q. (2021). *Analisis Manajemen Strategik Perusahaan Waralaba pada Masa Pandemi Covid-19 (Studi Kasus Pada KFC)*. 5, 2965–2972.

Arfanaldy, S. R. (2024). *Analisis Kebutuhan Pengelolaan Tenaga Administrasi Madrasah*. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 4(01), 1–9. <https://doi.org/10.47709/educendikia.v4i01.3561>

Azmi, Z., & Harti, I. D. (2021). *Pengaruh Akuntansi Manajemen Strategik dan Kapabilitas Organisasional Terhadap Kinerja Organisasi*. 5(1), 266–276. <https://doi.org/10.33087/ekonomis.v5i1.309>

Darmawan, I. (n.d.). *Menumbuhkan Minat Berwirausaha Mahasiswa Melalui Pendidikan Kewirausahaan*. 9–16.

Falah, N., Marlena, N., Pendidikan, P., Niaga, T., Surabaya, U. N., & Timur, J. (2022). *Pengaruh Pendidikan Kewirausahaan dan Pengalaman Prakerin Terhadap Minat Berwirausaha Siswa SMK*. 8(1). <https://doi.org/10.18592/ptk.v8i1.6453>

Fathor Rozi, U. H. (2021). *Nilai-Nilai Pendidikan Karakter Penguatan berbasis Ekstrakurikuler Pramuka*. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 16(2), 2021. <http://journal.uin->

alauddin.ac.id/index.php/lentera_pendidikan/article/view/509

Harisand, P., Maria, F., Hariroh, R., Zed, E. Z., & Bangsa, U. P. (2023). *Media Sosial , Pendidikan Kewirausahaan Berdampak terhadap Minat Berusaha Dimensi oleh Inovasi Mahasiswa di Cikarang*. 11(3), 784–802.

Inayati, N., Masithoh, A. D., & Mudlofir, A. (2024). *Pengintegrasian Kurikulum Madrasah Diniyah Pada Sekolah Formal*. *POTENSI: Jurnal Kependidikan Islam*, 10(1), 77. <https://doi.org/10.24014/potensia.v10i1.29911>

Intifada Zahroh, N., Amelia Nasution, L., Dzulfa Tazqia, A., Adzra Intan Faiha, H., & Nurhayati, D. (2025). *Strategi Pengumpulan Data Dalam Penelitian Kualitatif: Teknik, Tantangan Dan Solusinya*. *Jurnal Kajian Pendidikan*, 3(6), 107–118.

Kautsar, M., & Julaiha, S. (2023). *Langkah-langkah Manajemen Strategik di Lembaga Pendidikan Islam*. 3(1), 24–28. <https://doi.org/10.53621/jider.v3i1.203>

Meyanti, I. G. A. S., Sutajaya, I. M., & Sudiarta, I. G. P. (2023). *MINAT DAN KOMPETENSI WIRAUSAHA*. 9(3), 292–299. <https://doi.org/10.23887/bjm.v9i3.63536>

Mukaddamah, I. (2024). *Peran Kepemimpinan Transformasional Kepala Sekolah dalam Meningkatkan Kinerja Guru: Studi Kasus di Sekolah Dasar*. *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora* (E-ISSN 2745-4584), 5(01), 438–448. <https://doi.org/10.37680/almikraj.v5i01.5834>

Mulyana, R. A., Solichah, A., Nurchotimah, I., & Mutaqin, Z. (2022). *Konsep pendidikan kewirausahaan di perguruan tinggi*. XI(1), 8–19.

Musthofa, M. D., Baharun, H., & Yakin, A. (2024). *Melibatkan Stakeholder : Strategi Kunci untuk Meningkatkan Loyalitas Merek Madrasah*. 3(2), 20–35.

Muzaini, M. C., & Salamah, U. (2023). *Pembentukan Karakter Siswa Melalui Pembelajaran Pendidikan Agama Islam di Sekolah Menengah Pertama*. 9439, 82–99.

Nurfadilah, I., & Farihah, U. (2021). *Pengaruh Motivasi Kerja dan Disiplin Kerja Terhadap Kinerja Guru Madrasah*. *JIEMAN: Journal of Islamic Educational Management*, 3(1), 105–128. <https://doi.org/10.35719/jieman.v3i1.70>

Puspito, G. W., Swandari, T., & Rokhman, M. (2021). *Manajemen Strategi Pengembangan Pendidikan Non Formal*. 1, 85–98. <https://doi.org/10.31538/cjotl.v1i1.88>

Rahayu, S., Susilawati, T., Iskandar, D., Nuramat, F., Najib, M., & Majid, A. F. (1997). *Komunikasi Fundamental pada Pendidikan Kewirausahaan Bagi Generasi Digital* *Komunikasi Fundamental pada Pendidikan Kewirausahaan Bagi Generasi Digital*.

Ramadani, T. F., Marcellah, A., & Muktamar, A. (2024). *Eksplorasi Konsep dan Model Kepemimpinan dalam Manajemen Strategik*. 2, 243–264. <https://doi.org/10.69693/ijim.v2i2.135>

Riyani, N. (2024). *Pengaruh Gaya Kepemimpinan Transformasional, Motivasi Kerja Dan Semangat Kerja Terhadap Kepuasaan Kerja Pegawai Lpp Rri Holistik Manajemen: Jurnal Manajemen*, 5(1), 1–13. <http://jurnal-pasca.unla.ac.id/index.php/holistik/article/view/110%0Ahttp://jurnal-pasca.unla.ac.id/index.php/holistik/article/download/110/103>

Siahaan, J. R., Rianti, I., & Putri Pratiwi, R. (2021). *Peran Kepemimpinan Transformasional terhadap Keterikatan Kerja dengan Kepuasan Kerja dan Motivasi sebagai Mediasi*. *MASTER: Jurnal Manajemen Strategik Kewirausahaan*, 1(2), 137–150. <https://doi.org/10.37366/master.v1i2.195>

SUDIRMAN, S. (2022). Mendesain Pembelajaran Tematik-Integratif Berpandukan Pranada Kunci G. EDUCATIONAL : Jurnal Inovasi Pendidikan & Pengajaran, 2(3), 263–273. <https://doi.org/10.51878/educational.v2i3.1542>

Sulistyowati, R. (2022). Strategi Pemberdayaan UMKM Berbasis Digital di Era Ekonomi Kreatif. Jurnal Ekonomi Dan Kewirausahaan, 12(1), 55–68. [https://ejournal.staialgazalisoppeng.ac.id/index.php/ekisya/article/download/85/63](https://ejournal.staialgazalisoppeng.ac.id/index.php/ekisya/article/view/85%0Ahttps://ejournal.staialgazalisoppeng.ac.id/index.php/ekisya/article/download/85/63)

Tangkeallo, D. I., & Tangdialla, R. (2021). Analisis Pendidikan Kewirausahaan dan Penggunaan Media Sosial Terhadap Minat Berwirausaha Mahasiswa Fakultas Ekonomi UKI Toraja. 4(2006), 74–79. <https://doi.org/10.26858/jekpend.v4i1>.

Tengku Darmansah, Ahmad Rifa'i, Indah Mayasari, Anti Annisa, & Aisyah Oktaviana. (2024). Peran Teknologi Informasi Dalam Transformasi Persuratan Organisasi Di Era Digital Di MTS Insan Cita Medan. MUQADDIMAH: Jurnal Ekonomi, Manajemen, Akuntansi Dan Bisnis, 2(3), 68–78. <https://doi.org/10.59246/muqaddimah.v2i3.887>