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Entrepreneurial Leadership Values in Tourism Classroom Teaching. Enhancing the Learning Processes for Tourism Business

Muh. FAHRURROZI
Universitas Hamzanwadi, Indonesia
fahrurrozi@hamzanwadi.ac.id

Hamzani WATHONI
Universitas Hamzanwadi, Indonesia
wathoni@hamzanwadi.ac.id

Hasan BASRI
Universitas Hamzanwadi, Indonesia
hasanbasri@hamzanwadi.ac.id

MOHZANA
Universitas Hamzanwadi, Indonesia
mohzana@hamzanwadi.ac.id

Astrid DWIMAUJANI
Universitas Hamzanwadi, Indonesia
astriddwimaujani@hamzanwadi.ac.id

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Leadership has long been studied across academic and non-academic. Since it influences a robust learning outcome, schools should seriously incorporate leadership in the curriculum of study program. Leadership teaching in the tourism class, however, is overlooked and less practiced. Therefore, the research aims at elaborating an effective teaching course in the tourism class by adopting entrepreneurial leadership (motivation, vision, proactive, ability to spot opportunity, courage, innovation, and creativity) for activities from tourism sector. Using participatory action research, entrepreneurial leadership is taught to the third semester of college students of tourism discussing marketing. There were 44 sample sizes taken with purposive sampling. As a key instrument, the researcher evaluates group discussion notes to achieve indicators of reliable content and conclude with a profound summary. Findings show that teaching successfully implemented the values of entrepreneurial leadership in the tourism classroom. All activities were reflected on warming up to discussion, group discussion notes, and presentation performance within three-day-teaching.

Keywords: entrepreneurial; leadership; tourism; learning processes; tourism business; classroom teaching.

JEL Classification: A12; Z32; M51.

Introduction
Teaching today has evolved with various methods according to the needs of learners. Improving pedagogy, teaching arts, and leadership in the classroom becomes critical because it is achievement oriented (Rahmawati et al. 2020). Teacher leadership skills to demonstrate their teaching are evidence of a commitment to improving cognitive intelligence and teaching quality (Beresztova et al. 2020), students' abilities, and confidence. These main basics distinguish the profession of educators from other occupations (Gao et al. 2021), as the quality of

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Muh. FAHRURROZI

Universitas Hamzanwadi, Indonesia
fahrurrozi@hamzanwadi.ac.id

Hamzani WATHONI

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wathoni@hamzanwadi.ac.id

Hasan BASRI

Universitas Hamzanwadi, Indonesia
hasanbasri@hamzanwadi.ac.id

MOHZANA

Universitas Hamzanwadi, Indonesia
mohzana@hamzanwadi.ac.id

Astrid DWIMAULANI

Universitas Hamzanwadi, Indonesia
astriddwimaulani@hamzanwadi.ac.id

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Leadership has long been studied cross academic and non-academic. Since it influences a robust learning outcome, schools should seriously incorporate leadership in the curriculum of study program. Leadership teaching in the tourism class, however, is overlooked and less practiced. Therefore, this research aims at elaborating an effective teaching course in the tourism class by adopting entrepreneurial leadership (motivation, visioner, proactive, ability to spot opportunity, courage, innovation, and creativity) for activities from tourism sector. Using participatory action research, entrepreneurial leadership is taught to the third semester of college students of tourism discussing marketing. There were 44 sample sizes taken with purposive sampling. As a key instrument, the researcher evaluates group discussion notes to achieve indicators of readable content and conclude with a profound summary. Findings show that teaching successfully implemented the values of entrepreneurial leadership in the tourism classroom. All activities were reflected on warming up to discussion, group discussion notes, and presentation performance within three-day-teaching.

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Introduction

Teaching today has evolved with various methods according to the needs of learners. Improving pedagogy, teaching arts, and leadership in the classroom becomes critical because it is achievement oriented (Rahmawati *et al.* 2020). Teacher leadership skills to demonstrate their teaching are evidence of a commitment to improving cognitive intelligence and teaching quality (Berestova *et al.* 2020), students' abilities, and confidence. These main basics distinguish the profession of educators from other occupations (Gao *et al.* 2021), as the quality of

education will be largely determined by the quality of teachers. The art in teaching includes mastery of the teaching instructional provided, teaching methods that follow the learning environment and student conditions, as well as strategies carried out by educators to implement soft skills and life skills of students to fit the purpose of learning; educational leadership (Frisk *et al.* 2021).

A very important factor to support the important elements that educators should have mentioned above is leadership. Leadership will encourage students and educators to produce cognitive activities focused on problem-solving, innovative behavior (Islam *et al.* 2022) collaboration, and social construction skills (O'Shea 2021). The teacher leadership in carrying out their profession is very influential on creativity and flexibility (Jingkun *et al.* 2021) in implementing decision-making when teaching since educators can carry out decisions related to students' context and future interests, including managing a business venture.

In the world of tourism, language collaboration and leadership skills are urgently mastered. Learning a language based on communication can help students measure their ability to interact and cultivate an innovative and creative mindset based upon the tourism world's hint prioritizing global competition. Teaching in the context of current tourism classes is considered an approach under the times; presentation of interesting learning content, the interaction between qualified students and lecturers, and problem-based learning processes and experiences. The display of interesting teaching instructional is usually accompanied by coordination and competence of principal leadership of educators (Kartini *et al.* 2020). Effective principal leadership positively affects teacher performance (Official Image and Hasanah 2020, Hardono 2017, Li *et al.* 2021, Patarai *et al.* 2018, Sopandi 2019). Mastery of teaching material courses and the availability of supporting media, such as audio and visual and technology, are not influential enough if leadership skills are weak. Leadership is a two-way interaction and communication allowing the learner to transfer to the learning object. Leadership values emphasize motivation for how a teacher directs and encourages active students. Leadership also means being proactive (Fatoni *et al.* 2021) in receiving and implementing materials to create value in learning. The spirit of leadership emphasizes manner (Gumah *et al.* 2021) knowledge of direct students. It provides maximum comprehensive guidance so that the opportunity to understand the content of teaching materials can be carried out between students and between students.

In education, leadership is more dominated by instructional leadership and transformational leadership (Shi *et al.* 2020). The morality value of both types of leadership refers to self-discipline, leading role models, and unselfishness with the estuary of achievement. The importance of leadership knowledge (Daud *et al.* 2021) for teachers in maximizing the quality of learning content in the classroom can increase the thrust of students involved more so that the principle of learning in exchanging insights is implemented. The achievement of curriculum targets in the course will be easier to implement if optimal leadership skills are applied. However, in addition to the development of methods, approaches, and technologies in learning and teaching, there are several problems that will be related to increasing expectations of mastery of teaching materials in the classroom, such as students who cannot follow and understand teaching materials quickly, and learning processes that are not accompanied by basic skills and great motivation.

To overcome problems in the learning and teaching process, leadership skills are needed from educators as controllers in the classroom. Some of the leadership criteria that educators must own include reflection, the characterful attitude of learners (Supriatna 2021), having intellectual curiosity, openness to global perspectives (Haber-Curran and Guramatunhu Cooper 2019), humble and tentative attitude, having effective methods of language teaching and literacy, mastery of strong learning content, especially in language development, reading, and writing, as well as a robust understanding of culturally relevant teaching (Fountas and Pinnell 2020). The ability to lead can help achieve the set lesson plan's criteria and competencies students must attain.

Many studies have examined leadership in teaching, but the discussion of research that focuses on entrepreneurial leadership across programs is still very little. The gap or distance on this topic is the lack of interest in applying this type of leadership in the learning and teaching process. One of the research projects on leadership focuses on distributed leadership, which is an approach by maximizing the quality of educators with decision-making empowerment (O'Shea 2021). Other research focuses on instructional leadership that aims to improve the quality of educators and students through good learning outcomes (Alazmi and Al-Mahdy 2020, Bellibaş *et al.* 2020, Erdel and Takkaç 2020). Another study (Roberts 2021) examined how leadership development programs on coursework to non-English speakers impact English fluency the relationship between dean leadership efficacy and teaching (Tahsildar 2021). However, it can be concluded that entrepreneurial leadership is still very rarely applied in the teaching process. The concept of entrepreneurial leadership can be interpreted as a new paradigm with a different leadership style (Hoang *et al.* 2022). As the name implies,

entrepreneurial leadership applies innovation and value-oriented leadership to maximize opportunities to maximize things effectively, visionary, proactively, and efficiently (Fatoni *et al.* 2021)

With the lack of research that raises about entrepreneurial leadership, especially about the application of leadership values in the learning and teaching process, this research intends to elaborate how teaching methods with entrepreneurial leadership approach with reflective classroom action research process is carried out in the third semester of the tourism department of Universitas Hamzanwadi. This research attempts to pour the results of class action research where the principle of entrepreneurial leadership is taught on one of the discussion topics: marketing destination.

1. Literature Review

1.1. Leadership in Teaching

Leadership theory has now been studied in almost all scientific fields. Leadership is a social process (Callahan *et al.* 2021) that occurs in a group or organization in the form of efforts to maximize the actions of others so that they can achieve common goals. Leadership is divided into several types. Transformation leadership, for example, helps schools effectively drive environmental change (Bouwmans *et al.* 2017). His actions can influence, direct, motivate (Fatoni *et al.* 2021) and supervise others to complete tasks that have been planned to achieve the organization's goals and objectives. The leadership of other types; Teacher leadership can be successfully carried out by a leader with leadership competencies, verbal skills, and teaching (DeDeyn 2021), enabling them to influence others, devise several plans, coordinate, and conduct experiments to achieve common goals (Rohmah *et al.* 2017). This process is concerned with the interaction between people, leaders, and followers to achieve a common goal. According to (Wibowo and Saptono 2018), leadership can influence organizational resources to follow leaders' aspirations.

Teacher leadership is an important element in the context of teaching. Teacher leadership is an inspiring factor because it orients achievements (Vervae *et al.* 2018) and influences behavior, encouraging improvement of teaching quality (Shen *et al.* 2020) as well as one's performance in general (Joo 2020). Teacher leadership can be one of the important components in supporting the effectiveness and performance of teachers (Liu 2021). No exception in school, teacher leadership is very influential in achieving school goals because school leadership is the key to education reform (Luyten and Bazo 2019). Leadership is an important part of an educational organization (Ariyani *et al.* 2021). Misrepresenting and implementing leadership models can result in fatal consequences for an organization. This error can affect the performance of the organization and will affect the organization's initial achievement or direction. Therefore, the selection and application of leaders and leadership models that follow the needs and objectives of the organization need to be considered. Teacher leadership must provide direction to its students and then motivate them to carry out a job to maximize performance. Education reform will not succeed if this ability is not reflected in daily life (Luyten and Bazo 2019). A leader gives direction to their colleagues, sets goals, motivates them to do the job, and maximizes their efforts to come together in the same order.

The application of leadership values in teaching has become a concern for educators. Applying leadership values in the classroom can positively affect educators and students taught. Educators who apply leadership values in their teaching activities can create a more conducive classroom atmosphere build personal emotions more closely (Sharar and Nawab, 2020). Likewise, with students who are taught, with the application of leadership values, they will guide each other to achieve common goals. Teaching about leadership in the classroom aims to prepare them to become leaders who have the knowledge and know-how to work together in a team. Education is designed to prepare students so that they can be creative. This is because the value of leadership in teachers is exemplified through the attitude of work innovation (Sudibjo and Prameswari 2021). This application is considered more innovative because it transforms the focus of low-level thinking skills and helps students develop the critical thinking, collaboration, and exchange of ideas necessary for the future of their education (Blömeke 2021).

1.2. Entrepreneurial Leadership in the Learning Processes

Entrepreneurial leadership involves all elements of an organization to achieve the core values of the organization, such as taking risks, capturing opportunities (Fatoni *et al.* 2021), innovating products and processes, creating competitive advantages, and improving the dynamics of competencies targeted by the organization (Nguyen *et al.* 2021). Entrepreneurial leadership can contribute significantly to the organization's success compared to other types of leadership. This is because leaders are always looking for opportunities and organizing resources well for the organization's development.

Entrepreneurial leadership in teaching activities at the university level is a key factor in spreading work skills and distributing entrepreneurial knowledge (Wakkee *et al.* 2019). This can affect students and desired results following learning objectives. Teaching conducted with entrepreneurial leadership can motivate competitive students (Okolie *et al.* 2021) to do their best and maximize their potential. Teaching with entrepreneurial leadership can also create a better classroom atmosphere and creative thinking (Bagheri and Pihie 2010), and one can always see opportunities in every process. Entrepreneurial leadership competence becomes one of the factors that can determine success or failure in teaching activities in the class. Success in class is the success of educators who have entrepreneurial competence.

Entrepreneurial leadership gives students an understanding of the globalized world opportunities for social interaction and is a much-studied subject (Alazmi and Al-Mahdy 2020, Sherkat and Chenari 2022, Tung *et al.* 2020). In entrepreneurial leadership, students interact actively with teachers and peers in group activities. These activities can increase their love of entrepreneurial activities and strengthen their perception of entrepreneurial abilities. This activity is also useful for every student who has a different background to improve their social learning. In teaching, students are expected to have the spirit of entrepreneurial leadership whose essence is the value of innovation, responsive to market opportunities (de Fátima Pires da Cruz *et al.* 2021) that they can use as provisions outside of school.

2. Methodology

The design used in this study is Participatory Action Research (PAR), involving lecturers and students in research. Participatory action research was adopted regarding entrepreneurial leadership values related to the third-semester tourism class, where the lecturer is a key instrument. The teacher's teaching and learning process is elaborated in detail, containing preparation, action, and evaluation.

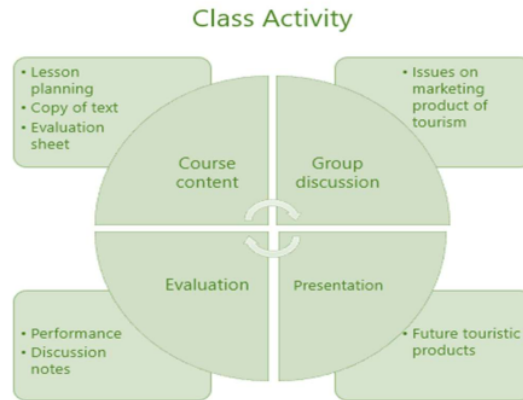
This research study has been conducted at Universitas Hamzanwadi. According to the research concentration, the population in this study is all students of tourism study programs. The sample is taken from semester three, which includes two classes with purposive sampling techniques of 44 active students. Purposive sampling is the right sampling technique considering that marketing topics are only taught in eco-tourism courses in the third semester. The sample representation has been well-matched from the concentration of research materials and the semester.

The data collection instruments in this study are discussion notes, student performance during presentations, and the results of group marketing plans. The discussion note sheet is the essence that students conclude related to marketing issues in the reading provided. Before the presentation, students must collect the results of their notes on the course topic provided. An indicator of learning is how important group records correlate with the content of marketing readings. Do the notes summarize match the lesson? Is there an initiative from the group to provide shortcomings and criticism of the issues contained in the paper? The second instrument is student performance. This point is important to be evaluated as an assessment of the courage of students to present results and dare to take risks in the conclusions that have been made. The final instrument is to judge students by innovation and creativity. This evaluation aims to record how strongly students successfully apply the value of entrepreneurial leadership learned, such as visionary, innovative, unyielding, brave, proactive, and seeing opportunities. The quality assessed is the novelty of the product, the market opportunity, and the way of packaging in the presentation.

2.1. Results and Discussion

Entrepreneurial leadership in tourism classes has significant results on the ability of Universitas Hamzanwadi students to apply value in the learning process on marketing topics. The importance of entrepreneurial leadership needs to adapt to the digital era where the classroom must be innovative, and students must be motivated to do new things, visionary, proactive, creative, risk-taking, achievement-oriented, and diligent. The values are applied during learning activities to all students of the third semester of Universitas Hamzanwadi's Tourism study program.

Figure 1. Teaching activity in tourism classes



Forty-four students were divided into two classes. The meeting was only taken during three meetings discussing marketing during the teaching and learning process. The application of entrepreneurial leadership values in the learning process aims to encourage students to be deeper and form an entrepreneurial spirit, innovative, creative, and competitive in pursuing the field of tourism business whose opportunity is promising in the future. Learning activities in class action research are designed through group discussions, reviewing literature relevant to the core of marketing discussions, providing critical responses to issues referenced from journal readings, and making conclusions to be presented. Evaluation as the final result of learning activities is assessing the impacts of essential notes from papers, presentations, and group discussions.

The assessment used is the result of group notes and presentations. The evaluation uses a quality assessment of a group's understanding of a reading topic and is presented in front of a class for responses by another group. Teachers provide student performance assessments based on entrepreneurial leadership values to reference learning indicators based on group records and presentation results. The improvement of students' understanding of marketing concepts is tested in group discussions, presentations, and discussion notes.

2.2. Learning Activities

Learning activities with marketing topics in tourism study programs are conducted in three-class meetings with 90 minutes per meeting. Before starting the series of teaching activities, we prepare a lesson plan that is designed following the indicators of achievements that students must achieve during learning. A detailed lesson plan aims to help smooth the teaching and learning process. The lesson plan is necessary to set a good and directional strategy and method for the results as planned. Furthermore, the lesson plan describes the various activities and interactions between teachers and students, divided into three phases of teaching: deconstruction, joint construction, and independent construction.

After compiling a lesson plan, the teacher designs and chooses the appropriate topics to support learning activities; the selection of discussion topics during the learning and teaching process aims to direct learning activities to be under the objectives stated in the lesson plan (Yang *et al.* 2020). Giving topics to students can encourage them to think critically in expressing opinions related to the given topic. In a classification scheme consisting of many students, the determination of issues is accompanied by some reading materials under discussion. The selection of variations in reading materials with a communicative and critical level of word selection helps students use rational thinking in discussing and solving problems.

Teaching Day 1

On the first day, learning activities focus on introducing teaching topics. The teaching materials at this meeting are marketing taken from the lesson plan. Marketing learning materials are packaged into three face-to-face. The value of entrepreneurial leadership (motivational, creative, proactive, unyielding, visionary, achievement – oriented) becomes the main spirit introduced in the teaching and learning process. The important thing to do is emphasize the importance of inviting students to have their views on product marketing through brainstorming

activities. Brainstorming is a pre-study in the form of question-and-answer activities conducted at the beginning of a meeting of learning activities aimed at training critical thinking learners on the topic to be studied.

Brainstorming activities begin by giving students opening questions, such as "what is the important thing to do for a tourist developer to a tourist product?" This question is directed at all students. Students are allowed to respond to these questions according to their respective understandings. This method is one of the teacher's tactics for implementing proactive values by involving students in discussions. Some students gave varied answers. Some responded "sales, packaging, pricing, determining customers". To encourage in-depth discussion, students are then motivated and stimulated with the question "good answer," after the process of pricing, packaging and determining the market of the product to be sold, what is the final activity that the manufacturer must do after the goods are ready?" this question seems tougher to think about because they have to answer with the right answer. After about a minute, one of the students raised his hand and responded "promotion." The teacher then responds "exactly," promotion or marketing. In this phase, teachers have implemented three entrepreneurial leadership values in an integrated manner: Motivating, proactive, and unyielding.

Through diverse student answers to questions about strategies towards tourist products, lecturers then direct discussion activities to marketing topics. To train students' thinking skills, the lecturer discussed marketing theory beginning with the question, "marketing is a common term when talking about entrepreneurship, what do you know about marketing?" many students almost responded to this question. Some provide comprehensive explanations, some only answer in a few words and phrases, such as promoting the company to consumers, distributing information from producer to consumer, etc. From various answers, the lecturer explained the definition of marketing theory in detail by concluding student discussions in the classroom. Then, students explained some important components of marketing, including marketing mix theory (product, price, place, promotion, process, physical evidence, people). Explanation of marketing theory to students is accompanied by questions and answers throughout the learning process. The real value of entrepreneurial leadership applied on the first day is motivating and engaged or proactive students are built. These two values are needed to influence each other in thinking and expressing critical opinions related to the topic of discussion. The last activity is to conclude the learning results and remind the students that the upcoming class meeting will discuss the reading that contains the marketing of tourist products.

Teaching Day 2

On the next day, learning activities enter the student-centre activity stage. Activities focus on the interaction between students through group discussion activities. Group discussion activities help students elaborate personal opinions and other opinions and train everyone's mental leadership by reporting the results of discussions to other groups and lecturers. The lecturer acted as a facilitator who provided detailed reading materials on the specified topic on this second day. Before proceeding to the core of the activity, the lecturer re-explained the concept of marketing to students as an idea to be developed during discussions in groups. To maximize each student's role in learning activities, the lecturer asked one of the students as a representative to bring up important things in marketing. This is done so that students are motivated to explore other important things about marketing lessons based on the opinions of other students and brainstorming results on the first day.

After dividing students into several discussion groups, the lecturer gave articles about marketing issues in entrepreneurship in tourism. After that, students were directed to discuss, study concepts, and record important things about marketing issues in the paper read. Through discussion activities, students are expected to explore the value of being visionary creative, and risk-taking in expressing the possibilities obtained during the discussion, following the importance of entrepreneurial leadership.

The output of discussion activities between groups is the delivery of discussion results and notes obtained during these students-centre activities. As an exercise in sharpening mental leadership in the classroom, presentations conducted after group discussions are led by all group members in turns, focusing on each individual's opinions under their understanding of the reading text. In addition to encouraging them to think creatively and be visionary in expressing ideas, students also intend to understand that every opinion in the classroom is legitimate during the learning and teaching process. Therefore, students can conclude that leadership holds one idea, respects each other's perspectives, and draws conclusions from mutual understanding. The involvement or proactiveness of all group members, daring to take risks with the presentation of group results, and being creative in presenting the results of discussions are important entrepreneurial leadership values planted in the learning process.

At the end of the meeting on the second day, the lecturer concluded the definition of marketing. The purpose of marketing is presented by elaborating on the results of discussions between groups and a detailed

understanding of the concept based on the content of the article discussed together. As the final activity in the learning process, lecturers appreciate groups that have good performance during the presentation and motivate groups that have not been maximal. Before leaving the class, the lecturer tells all students that the upcoming meeting will discuss the marketing plan. Students are required to group and present it as the final meeting of the marketing topic.

Teaching Day 3

On the third day, the learning phase enters the evaluation phase of the student's understanding of the material taught first and second days. The lecturer explained the details of the activities to be carried out following the indicators of achievements that must be achieved on that day. Activities on the third-day focus on the presentation of a travel product idea. This presentation aims to hon the way students think through supposing marketing products for real. The demo text of discussion and presentation materials is shared by lecturers to all audiences present as a reference to understand and evaluate the performance of each group. This is done to give all students present about what is considered during the various probabilities of becoming a marketing agent through the presentation.

Why do you evaluate on the third day using a presentation? Presentation is a place to demonstrate ideas and understanding to the public with structured delivery to deliver a product. Therefore, in this tourism class, presentations are made to four groups after giving enough time to each group to discuss and arrange the material to be delivered based on the theme that has been set. This presentation on the third day can be used as an overview of the extent to which students are ready to execute each idea and critical thinking and how the value of entrepreneurial leadership (proactive, creative, unyielding, diligent, and visionary) is poured into a mini marketing project plan. This will exercise an important influence on business performance through marketing. Students of tourism study programs are expected to offer innovative and achievement-oriented ideas and solutions. This presentation activity lasts for 20 minutes for each group, outside of question-and-answer interactions with the presentation audience. After the presentation, the audience is allowed to ask questions and provide criticism and suggestions on the products presented by each group. During the presentation process, students seem enthusiastic to convey their business plans. They help each other and proactively explain the possibility that their business will sell in the market. In terms of the audience, students ask questions about the probability of the effort surviving and what tricks to do when experiencing setbacks. This process shows that the value of being proactive in the delivery of business product information, creative in preparing business planning, unyielding with competitors, and they want to take risks for the result is an important value in entrepreneurial leadership that has been effectively used and has been successfully applied in teaching marketing in tourism classes. Giving appreciation and motivation to groups categorized as the top three is also done.

3. Discussions

The tourism sector has undergone significant changes. This change makes tourism one of the superior business locomotives. The development of tourism causes many entrepreneurs who switch to doing business in this sector because of economic opportunities. In addition to the growing technology issue, tourism, in general, is a highly competitive business getting more attention and creative processes from the response to change (Ndou *et al.* 2019). Constructive educational efforts related to supporting this sector have been designed to facilitate individuals with science in the university context, including teaching the value of entrepreneurship in the classroom.

In the third semester at Universitas Hamzanwadi, tourism classes have been taught the value of entrepreneurial leadership. This study aims to train students to learn diligently, envision business opportunities, and translate the market with innovation. According to Fatoni *et al.* (2021), the value of entrepreneurial leadership constitutes debriefing in individuals to the entrepreneurial spirit, stimulating creative innovation, and directing creativity to results. The application of entrepreneurial leadership values is taken by students into three special meetings discussing marketing. In the learning process, students are invited to discuss and be proactive in providing opinions related to marketing topics that become the discussion. Teacher as a leader opens space and presents two entrepreneurial leadership values: Motivated and proactive on the first day. The student's participation in conversations about marketing seems active and motivated in providing his views on the topic. Lesson planning successfully and effectively builds interaction (Rus 2020) to achieve external targets (Iqbal *et al.* 2021). According to Yang *et al.* (2020), designing the lesson plan guides teachers to implement learning effectiveness.

The ability of entrepreneurial leadership in students learning marketing is successfully implemented. Learning materials are designed to prepare them for competition with the debriefing of courage, creativity, and deftly seeing opportunities and critical issues. On the second day, students are given a reading of the marketing case. They are divided into groups making important notes on the topic of discussion. This pattern has provided a stimulus that the success of a class will depend largely on the preparation and action of teachers in accommodating needs (Elizabeth and Plessis 2018). Furthermore Wathoni and Basri (2021) explained that learning must be creative, touch on needs, and be close to learners' interests. The tourism sector, which is considered promising enough, prepares many students to study tourism. The growing number of fans certainly makes the competition even tougher. Therefore, it is necessary to pack a grateful teaching material. Teaching facilities, selecting teaching methods becomes essential to overcome dissatisfaction due to unmet needs.

Furthermore, entrepreneurial leadership can be a quite effective solution in preparing students to enter the tourism business. In entrepreneurial leadership teaching as taught in the third semester, students can effectively apply the value of leadership in entrepreneurship. Students are educated to see opportunities, innovate, and think creatively about the rapid growth of the business world. Entrepreneurial leadership provides students with a wide range of social interaction opportunities to develop their entrepreneurial competencies in general and entrepreneurial leadership abilities. Entrepreneurial leadership involves interacting with teachers and peers in group activities to improve their understanding of entrepreneurial leadership. In addition to being an entrepreneur, tourism classes that discuss marketing have instilled the spirit of entrepreneurial leadership in students. This spirit of leadership is very important for every entrepreneur. The essence of leadership that every entrepreneur has can help them work together. Leaders who have a leadership spirit can maximize team performance to achieve their goals. This can be obtained by strengthening school leadership (Inegbedion *et al.* 2020) to reach a solid entrepreneurial principle.

Conclusion

Teaching innovation by including entrepreneurial leadership values is worthy of being maintained so that the results of this study positively impact the changing learning atmosphere. Learning methods by adopting entrepreneurial leadership provide student space to hone leadership skills. This method raises students' motivation in learning, which is shown by the effectiveness of students in education and discussing the topic of teacher-planned teaching. They actively share ideas with their groups to give good teamwork by leading each other. Group discussions undoubtedly guide them and update visionary ideas on day three regarding innovation and product marketing planning. What students show is an important part of leadership skills that must continue to be developed as a foundation to create breakthroughs and dialectic of knowledge.

Furthermore, the unification of good ideas can improve understanding in a structured manner, leading them to increase critical thinking over a distance that will encourage them to innovate. At this stage, the core value of entrepreneurial leadership, such as being creative ability to see opportunities and visionaries, can be achieved by students. Achieving this attachment certainly requires good stages with a serious process carried out. However, students represent several stages to achieve learning innovation as part of the value of entrepreneurial leadership, such as their courage and confidence in presenting ideas with logical and planned argumentation. The revisitation of courage and spirit is the embodiment of student creativity.

Thus, it should be leadership skills (entrepreneurial leadership) consumed across industry majors such as tourism business to form the personality of visionary, creative, brave, able to see opportunities, innovative, and proactive to new changes. The combination of entrepreneurship and leadership values is very effective in optimizing the quality of student learning in the classroom. This research suggests that leadership can be an important part of tourism for several reasons. First, leadership forms an adaptive student character, making effective teams result-oriented. Second, leadership can increase students' sensitivity to innovation and be responsible for the work process. Third, leadership teaches students the importance of predicting opportunities and being proactive in any change. In essence, it is recommended that the value of entrepreneurial leadership should be an important part of the course in the curriculum of the tourism study program.

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