Entrepreneurial Leadership Practice Through Mini-Project: Participatory Action Research (PAR) at the School of Tourism

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Abstract

This research aimed to explore the implementation of entrepreneurial leadership through mini-projects in a tourism sub-marketing context and to assess the performance of tourism students in designing tourism products using this approach. To mitigate these challenges, the research proposed a Participatory Action Research (PAR) methodology was employed. A single third-semester sub-marketing class was the focus. Purposive sampling was used to select participants aligned with the research theme. Data collection involved student and lecturer interviews. Mini projects included article reviews and project presentations. The research results are that teaching entrepreneurial leadership through mini-projects is successfully conducted for three days: 1) introduction to topics containing basic marketing concepts, 2) the importance of why people apply for marketing activities, and 3) strategies to win the markets. The activity was filled with reviewing articles on the second day, and discussions were completed with project presentations on the third day. Additionally, the conclusion of the research is that the student's performance is very positive, measured by indicators of directness in stating ideas, product novelty, and received responses.

Keywords— Entrepreneurial Leadership; Mini-Project Tourism; Participative

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi implementasi kepemimpinan kewirausahaan melalui proyek mini dalam konteks sub-pemasaran pariwisata dan untuk menilai kinerja mahasiswa pariwisata dalam merancang produk pariwisata dengan menggunakan pendekatan ini. Untuk mengurangi tantangan-tantangan ini, penelitian ini mengusulkan metodologi Participatory Action Research (PAR). Satu kelas sub-pemasaran semester ketiga menjadi fokusnya. Purposive sampling digunakan untuk memilih partisipan yang sesuai dengan tema penelitian. Pengumpulan data dilakukan melalui wawancara dengan mahasiswa dan dosen. Proyek mini meliputi tinjauan artikel dan presentasi proyek. Hasil penelitian menunjukkan bahwa pengajaran kepemimpinan wirausaha melalui proyek mini berhasil dilakukan selama tiga hari: 1) pengenalan topik yang berisi konsep dasar pemasaran, 2) pentingnya mengapa orang melakukan kegiatan pemasaran, dan 3) strategi untuk memenangkan pasar. Kegiatan ini diisi dengan review artikel di hari kedua, dan diskusi yang dilengkapi dengan presentasi proyek di hari ketiga. Selain itu, kesimpulan dari penelitian ini adalah bahwa kinerja mahasiswa sangat positif, diukur dari indikator kelugasan dalam menyatakan ide, kebaruan produk, dan tanggapan yang diterima.

Kata kunci— Kepemimpinan Wirausaha,; Pariwisata Proyek Mini; Partisipatif

I. INTRODUCTION

The evolution of teaching from traditional methods to modern approaches marks a significant shift in educational paradigms (Gärdenfors, 2021). This transformation necessitates that educators not only embrace technological tools but also develop leadership qualities within the classroom setting. Such leadership is not

merely about authority but involves fostering an environment where superior learning outcomes can be achieved. Leadership in education is pivotal for generating exceptional results (Pizzolitto et al., 2023).

Moreover, the capacity for leadership among teachers is instrumental in enhancing both their own skills and those of their students (Boeske, 2023). It's a multifaceted role that extends beyond imparting knowledge; it's about inspiring confidence and ability in students. The highlight distinct aspect of teaching elevates the profession, setting it apart from others (Taran et al., 2022). The impact of a teacher is profound, as they are the ones who primarily shape the quality of education through their ability to effectively convey material in a manner that resonates with students (Jamoliddinovich, 2022).

Teaching, inherently, is an art form that requires a delicate balance of knowledge, creativity, and empathy (van der Linde & Goede, 2023). Teachers are the driving force in the educational journey, tasked with the careful curation of content to meet the diverse needs of their students (Sayani, 2015). This process is not static; it demands continuous refinement of instructional strategies and teaching methods, ensuring that the material is not only understood but also appreciated by students. The importance of educational leadership, which is the culmination of these efforts, aimed at orienting the learning experience towards a comprehensive and holistic development (Neves, 2020).

In essence, the modern educator is a leader, an artist, and a catalyst for change (Ahmed & Harrison, 2022). They are charged with the mission to not just teach, but to transform the classroom into a dynamic space of growth and discovery. The integration of technology, the cultivation of leadership qualities, and the artistic delivery of content are all integral to this new era of teaching. It is a role that carries the potential to shape futures and redefine the boundaries of what education can achieve.

Leadership is indeed a multifaceted discipline that transcends various fields, including tourism, which is a vital sector in many economies (Hoang et al., 2023). It's a skill set that involves guiding individuals and groups towards achieving shared objectives, often through the enhancement of problem-solving, collaboration, and social construction abilities. In the context of tourism, effective leadership is not just about managing resources but also about fostering an environment that encourages innovation and productivity (Andereck et al., 2007).

The tourism industry, with its unique set of challenges and opportunities, requires leaders who can navigate cultural differences, anticipate market trends, and inspire a vision for sustainable growth (Hensellek et al., 2023). Leaders in this field must be adept at creating strategies that enhance the visitor experience while preserving the natural and cultural heritage of destinations. They must also be skilled in crisis management, as the industry is susceptible to various external factors such as economic fluctuations and environmental issues.

Moreover, leadership in tourism involves cultivating a strong organizational culture that values customer service, employee development, and continuous improvement. It's about building a brand that resonates with both employees and customers, creating a sense of loyalty and trust. This is particularly important in tourism, where experiences and memories are the core products offered.

In educational settings, tourism courses that incorporate leadership training prepare students to take on these challenges head-on (Ye, 2024). They learn to develop critical thinking and effective communication skills, which are essential in leading diverse teams and providing exceptional service. Furthermore, such courses often emphasize the importance of ethical decision-making and corporate social responsibility, preparing future leaders to make choices that benefit not only their businesses but also the communities and environments in which they operate (Zhao et al., 2023).

Leadership in tourism is a dynamic and complex endeavor that requires a deep understanding of both the business and the cultural aspects of the industry (Pesonen, 2020). It's about inspiring and guiding teams to create memorable experiences for travelers while ensuring the sustainability and profitability of tourism businesses. As the industry continues to evolve, so too must the leaders who will shape its future.

Leaders in the tourism industry face a myriad of challenges that require a blend of strategic foresight, adaptability, and resilience (Meyer et al., 2022). One of the most pressing challenges is the ongoing recovery from the COVID-19 pandemic, which has led to significant economic losses and job cuts, necessitating a long road to recovery (Chaskar & Upadhyay, 2023). Inflation is another hurdle, as it affects consumer spending power and can lead to trade-offs where discretionary travel may lose out.

Geopolitical instability also poses a significant risk, impacting travel patterns and creating uncertainty in the market (Kazakova & Kim, 2021). The industry must also grapple with the effects of climate change, which threaten the sustainability of tourism destinations and require leaders to implement environmentally responsible practices. Over-tourism and the preservation of cultural and biological diversity are additional concerns that leaders must manage to ensure the long-term viability of tourism sites (Sharma & Sodani, 2024).

Furthermore, leaders must navigate the digital transformation of the industry, adapting to new technologies that can enhance the customer experience but also disrupt traditional business models (Schneider & Kokshagina, 2021). Changing consumer preferences, such as the demand for personalized and authentic experiences, challenge leaders to innovate and tailor their offerings. A labor shortage, often due to the industry's reputation for low wages and challenging working conditions, complicates operations and service delivery.

Leaders must also be prepared for crisis management, as the industry is prone to external shocks ranging from natural disasters to political unrest (Majchrzak et al., 2021). The need for robust security measures is paramount to protect tourists and maintain the reputation of destinations. Additionally, leaders must foster a strong organizational culture that prioritizes customer service, employee development, and continuous improvement to stay competitive and build brand loyalty (Rane et al., 2023).

Tourism leaders must be equipped to handle a complex landscape of economic, environmental, technological, and social challenges (Scott, 2021). Their ability to steer their organizations through these challenges will determine not only the success of their businesses but also the resilience and growth of the tourism industry as a whole.

The interplay of leadership, technology, and pedagogy is a fascinating domain within the educational sector (Chigbu et al., 2023). Leadership, particularly in the realm of education, transcends mere administrative duties; it embodies the essence of guiding, inspiring, and cultivating an environment conducive to learning and growth (Honen-Delmar, 2023). The cited studies underscore the multifaceted impact of principal leadership on teacher performance, suggesting that effective leadership is not just about delegating tasks but also about fostering a culture of excellence and continuous improvement.

In the context of tourism, principles of leadership extend to managing resources, directing strategies, and engaging with diverse stakeholders. Information networking and peer engagement are crucial in this sector, as they facilitate the sharing of best practices and foster collaborative relationships. Field mastery, or deep understanding of the tourism industry, equips leaders with the insights necessary to navigate the complexities of the market and anticipate consumer needs.

Moreover, the mastery of leadership values such as integrity, accountability, and vision can significantly influence the trajectory of an organization (Kumkale, 2022). These values are not static; they evolve with the leader's continuous learning and adaptation to new challenges. The proactive nature of leadership involves not only anticipating future trends but also actively shaping them through informed decision-making and strategic planning (Monteiro & Borgo, 2023).

The spirit of leadership is also about the knowledge of manner—understanding the nuances of human interactions and the subtleties of communication that can make or break a team's dynamic (Wenger-Trayner & Wenger-Trayner, 2023). This is especially pertinent in education, where the transmission of knowledge is inherently a human-centered process. Comprehensive guidance, therefore, is not just about the content of teaching materials but also about the manner in which it is delivered and received.

In conclusion, the synthesis of leadership, technology, and pedagogical expertise forms a potent formula for success in various fields. Whether it's in the classroom or the competitive world of tourism, the principles of effective leadership remain constant: a commitment to excellence, a proactive approach to challenges, and a deep understanding of the human element at the heart of all endeavors. These components, when harmonized, can indeed be the channels of change and innovation.

II. LITERATURE REVIEW

Leadership in today's tourism context is very relevant to be taught. Through mini projects, for example, students are trained to enrich how a tourism product is made and packaged according to the target market. Product packaging, the final step before marketing, is projected to be vital. Because every production need management, knowledge of the value of entrepreneurial leadership is central to organizing the goods created. A mini-project in the product marketing process involving the application of entrepreneurial leadership values is the design of adaptive tourism lecture activities in response to the need for tourism job opportunities (Zahay & Peltier, 2008). Planning, organizing, controlling, and evaluating are essential management tasks that must be realized through entrepreneurial leadership instruments in the tourism class.

The intersection of teaching and leadership is a multifaceted domain that has garnered attention in various studies, yet it remains underexplored in specific contexts. The literature often treats teaching and leadership as distinct areas, with research typically focusing on one or the other. However, the role of a teacher inherently

encompasses elements of leadership, as they guide, inspire, and influence their students. Studies have explored the concept of leader identity among teachers, suggesting that educators must embrace their roles as leaders to effectively manage classroom challenges and facilitate learning (Lu et al., 2024). This perspective aligns with the broader understanding of leadership, which includes inspiring others, providing a vision, acting as mentors, and building community—all tasks that a teacher performs daily.

The research further supports this view, linking teachers' sense of efficacy and collective responsibility to their effectiveness and student achievement (Goddard et al., 2021). It emphasizes the importance of teacher leadership within the classroom and its impact on educational outcomes. Moreover, the concept of teacher-leaders extends beyond the classroom, as they often take on roles that influence educational policy and practice, shaping the learning environment and the educational system at large (Derrington & Anderson, 2020).

Despite the significance of leadership in teaching, it appears that empirical research specifically addressing classroom leadership activities and perceptions is scarce. This gap in the literature suggests an opportunity for further exploration, particularly in how leadership skills can be integrated into teacher training and professional development programs. Such integration could potentially enhance the quality of teaching and learning experiences, benefiting both educators and students.

While the existing body of research provides valuable insights into the separate domains of teaching and leadership, there is a clear need for more focused studies on the confluence of these two areas, especially within the context of classroom instruction and teacher development. By bridging this gap, the educational community can better understand and support the dual roles that teachers play as both educators and leaders.

The exploration of entrepreneurial leadership within the tourism education context is indeed a niche yet vital area of study, particularly when considering the application of leadership values in the learning and teaching process. The study you're referring to seems to be a significant contribution to this field, aiming to delve into the teaching methods that incorporate an entrepreneurial leadership approach through a reflective classroom action research process. This approach is particularly relevant in the third semester of the tourism department at Hamzanwadi University, where the principles of entrepreneurial leadership are not only taught but also actively applied within the marketing curriculum.

The participatory nature of the research allows for a more immersive experience for the students, as they are not passive recipients of knowledge but active participants in the learning process. By engaging with the principles of entrepreneurial leadership, students can develop a range of competencies that are essential for the dynamic and ever-evolving tourism industry. These include motivation, vision, proactivity, the ability to spot opportunities, courage, innovation, and creativity. Such qualities are indispensable in the tourism sector, where market trends and consumer preferences can shift rapidly, and businesses must be agile and innovative to remain competitive.

Moreover, the study's focus on participatory research underscores the importance of collaboration and engagement in the educational process. It reflects a growing trend in higher education to move away from traditional lecture-based teaching towards more interactive and student-centered learning environments. In these settings, students are encouraged to take ownership of their learning, to question and challenge ideas, and to apply theoretical knowledge in practical, real-world scenarios.

The research question posed by the study is likely to revolve around the effectiveness of these teaching methods and their impact on students' understanding and application of entrepreneurial leadership principles. It may also consider the long-term benefits of such an educational approach in preparing students for successful careers in the tourism industry. By examining these aspects, the study could provide valuable insights into how tertiary education can adapt to better equip students with the skills and mindset needed for entrepreneurship and leadership in tourism.

The study conducted at Hamzanwadi University employs a variety of teaching methods designed to instill entrepreneurial leadership values within the tourism classroom. These methods are participatory and reflective in nature, ensuring that students are not merely passive recipients of information but active participants in their learning journey. One of the key techniques used is participatory action research, which involves students in the process of inquiry, allowing them to engage directly with the subject matter and reflect on their experiences.

Group discussions form a central part of the learning process, where students can exchange ideas and debate various aspects of marketing in tourism, thus developing critical thinking and communication skills. These discussions are structured to encourage students to apply entrepreneurial leadership principles such as motivation, vision, proactivity, and the ability to spot opportunities. The educator's role in this setting is to facilitate dialogue, challenge students to think deeply, and guide them towards insightful conclusions.

Presentations are another method utilized, where students are required to synthesize their knowledge and present their findings to the class. This not only reinforces their understanding of the material but also develops their public speaking and persuasion skills, which are crucial for any future leader in the tourism industry. The act of presenting also serves as a platform for peer feedback, an essential component of the reflective learning process.

The study also incorporates warming-up activities, which are designed to stimulate students' interest and prepare them for the day's lesson. These activities are likely to be interactive and engaging, setting the tone for a dynamic and participatory class environment. Additionally, the use of real-life case studies and scenarios helps students to understand the practical applications of entrepreneurial leadership in the tourism sector.

Moreover, the teaching approach is characterized by a focus on creativity and innovation, encouraging students to think outside the box and come up with novel solutions to marketing challenges in tourism. This is in line with the entrepreneurial spirit, which values originality and the courage to take calculated risks. Research [30] focus on entrepreneurial orientation, team creativity, dynamic capabilities, and competitive advantage on the relationship between entrepreneurial leadership and SMEs' performance, known as Nguyen Phuong V, but research [30] there are gaps that have not been investigating by previous research, namely does not explain how the principles of leadership and why it is important in educational setting. The difference between this research and previous research are providing the principles and categories of leadership in educational, and how the leader can implement the procedure in educational context, and why it is so crucial on it.

From the exposition of the objectives of this qualitative research, the researcher employs a participatory research design involving both lecturers and students to explore entrepreneurial leadership values. This research seeks to bring novelty by combining two critical disciplines, entrepreneurial and educational leadership, in the context of classroom teaching. The researcher delves into the learning process, encompassing meticulous preparation, action-oriented activities, and comprehensive evaluation of student performance. the entrepreneurial leadership practice through mini-project with participatory action research (PAR) approach can make several valuable contributions, through the integration of entrepreneurial leadership and PAR, this research likely examines how entrepreneurial leadership practices can be effectively integrated with Participatory Action Research (PAR) methodologies. It sheds light on how entrepreneurial skills—such as innovation, risk-taking, and adaptability—can enhance the participatory research process. Furthermore, practical application in the school of tourism probably provides practical insights specific to the context of the School of Tourism. Future researchers can learn from real-world examples and case studies related to entrepreneurial leadership within the tourism industry. Through mini-projects as learning opportunities, the focus on mini-projects suggests that the article explores hands-on, practical experiences. Future researchers may gain ideas on designing and implementing small-scale projects within educational settings. Empowering students and stakeholders, PAR emphasizes collaboration and active involvement of stakeholders (including students, faculty, and industry professionals). This research likely discusses how this empowerment approach benefits both research outcomes and the development of entrepreneurial skills. Addressing complex tourism challenges, entrepreneurial leadership often involves tackling complex problems. This research might highlight how PAR can be used to address challenges specific to the tourism sector, such as sustainability, community engagement, or economic development. In other side, methodological insights for future studies, by examining the intersection of entrepreneurial leadership and PAR, the article likely provides methodological insights. Future researchers can learn about data collection, stakeholder engagement, and practical implications.

In summary, this research likely contributes by bridging entrepreneurial leadership practices with participatory research methods, offering practical guidance, and inspiring future researchers in the field of tourism.

III. RESEARCH METHODOLOGY

This study employs a participatory research design involving both lecturers and students to explore entrepreneurial leadership values within the context of third-semester tourism courses. The research delves into the learning process, encompassing meticulous preparation, action-oriented activities, and comprehensive evaluation of student performance. Conducted at Universitas Hamzanwadi, the study encompasses the entire student population enrolled in tourism study programs. Samples were drawn from the third semester, specifically targeting a single class using purposive sampling techniques. Given the introduction of novel marketing topics in eco-tourism courses during this semester, purposive sampling emerges as the most suitable method for this investigation.

This research seeks to bring novelty by combining two critical disciplines, entrepreneurial and educational leadership, in the context of classroom teaching. Entrepreneurship is a branch of economics whose focus of study is to replenish needs. Interestingly, this study seeks to practice the values of entrepreneurial leadership in the

context of teaching in tourism classes with mini projects as learning activities. By studying the influence of teaching courses in tourism classrooms that adopt entrepreneurial leadership, this research can contribute to developing leadership theory and entrepreneurship in an educational context. In addition, this research is also expected to help students develop practical skills applied in a tourism work environment. Thus, this research has an urgency to improve the quality of teaching and student success in tourism study programs with excellent outcomes.

Collecting Data Procedures

The qualitative research procedure on the topic of applying the value of entrepreneurial leadership is shown in the following diagram 1:
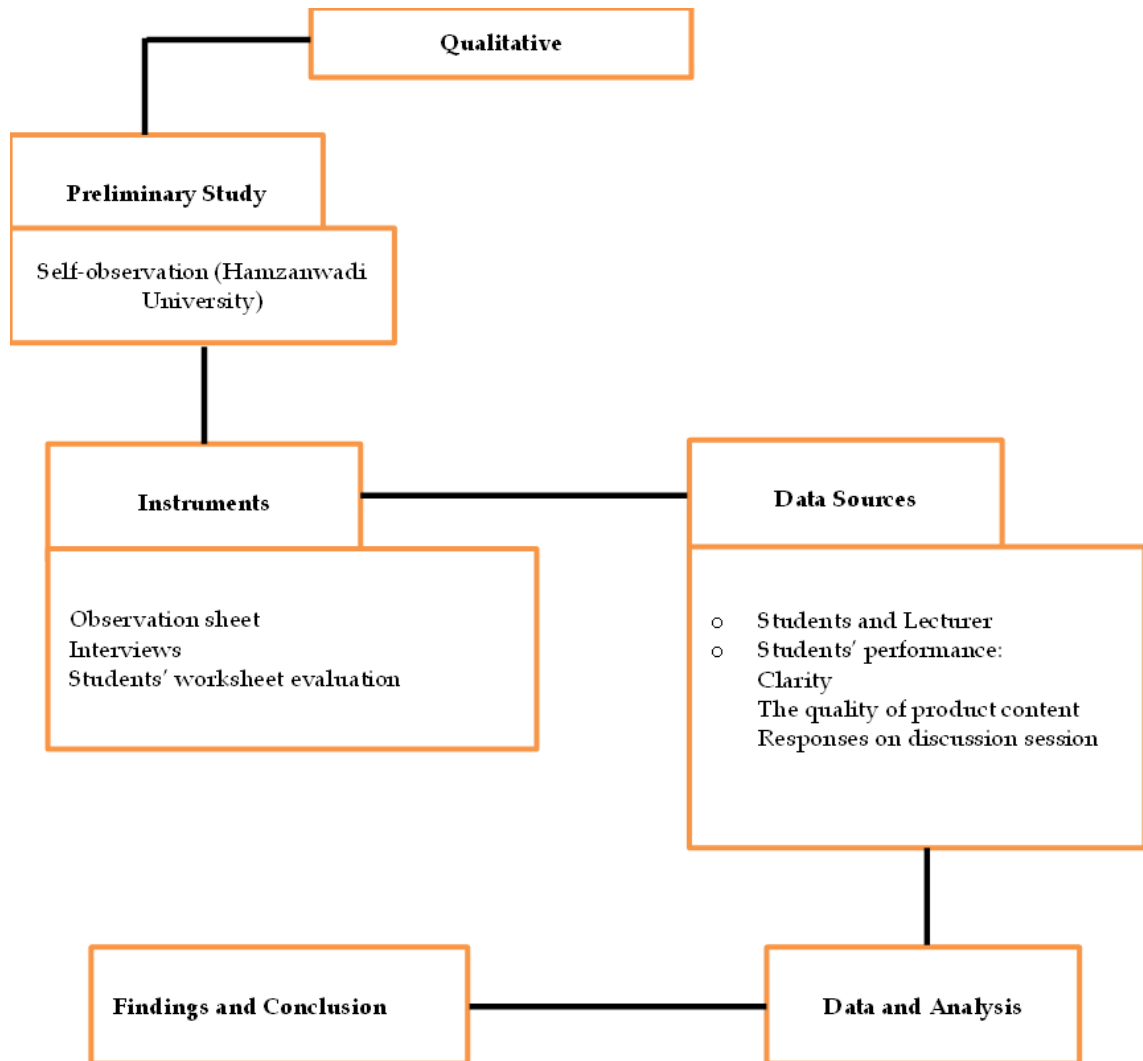

Diagram 1: Qualitative Research Procedure

The research conducted at Universitas Hamzanwadi provides a focused glimpse into the educational dynamics within the tourism sector. By selecting the 3rd-semester tourism class as a representative sample, the study aligns with specific criteria that aim to delve into pertinent aspects of the learning process. This particular class, which concentrates on marketing, offers a unique opportunity to observe and analyze student engagement and comprehension in a specialized context. The methodology employed in gathering data is comprehensive, encompassing verbal interactions during lectures, which are instrumental in understanding the real-time processing of marketing concepts by students.

The involvement of colleagues in documenting these interactions through observation sheets is crucial, as it captures the nuances of how entrepreneurial leadership values are integrated and manifested in the learning environment. The assessment sheets serve a dual purpose. They provide immediate feedback on student discussions and presentations, and they also furnish longitudinal data on individual performance throughout the semester. Such meticulous documentation is invaluable for a holistic evaluation of the educational strategies in place.

Furthermore, the two-way interviews conducted with lecturers and selected student representatives offer additional layers of insight. These discussions likely reveal the effectiveness of the pedagogical approaches and the extent to which students internalize and apply the principles of entrepreneurial leadership beyond the classroom setting. The triangulation of data from various sources—observation notes, performance assessments, and interviews—ensures a robust analysis that can inform future curricular developments and teaching methodologies.

Overall, this study's approach reflects a commitment to understanding and enhancing the educational experience in the field of tourism, with a particular focus on the interplay between marketing knowledge and entrepreneurial leadership skills. The findings from this research could potentially contribute to the optimization of teaching strategies, not only within Universitas Hamzanwadi but also in broader educational contexts.

In the realm of research, data collection is a critical step that requires meticulous planning and execution. It's essential for researchers to approach this process systematically, ensuring that it unfolds in a manner that is both procedural and organic. Selecting informants and identifying data sources are tasks that demand careful consideration, as they form the backbone of the research's validity and reliability. Researchers must exercise due diligence in these areas to avoid biases and errors that could compromise the integrity of their findings. By prioritizing these elements, researchers can establish a robust foundation for their work, leading to insights that are both credible and valuable. Here are the procedures for collecting informants.

1. Determine the representation of people who can provide information about the data sought: lecturers who teach marketing courses and students who take marketing courses.

2. Discuss with peers; Colleagues will assist in the research process, either in determining informants or taking notes during the research process.

IV. RESULT/FINDING

4.1 Course Contents

In its work to build economic strength, the tourism class has a central role in preparing students to enter the competitive industrial world. One of the critical aspects adapted to the tourism curriculum is the teaching of entrepreneurial leadership skills in the classroom. Entrepreneurial leadership in marketing offers an innovative perspective in facing market challenges that is unique to the tourism industry. This is realized from learning activities by inserting entrepreneurial leadership values in the sub-marketing course at Hamzanwadi University.

Entrepreneurial leadership has been taught in the 3rd-semester tourism class at Hamzanwadi University with a mini project scheme. This class has been designed in three meetings discussing superior tourism products in the future. Sub-marketing is a selected topic mixed using a lecture, bidirectional discussion, and group-work discussion approach, discussing a variety of competitive product projections in the market for three consecutive days. The sample of this class is one class taken purposively from two classes totaling 44 people who study marketing. In marketing materials, lecturers target students to understand how entrepreneurial leadership works and must be guided as comprehensive knowledge. Value values such as proactive, unyielding, and innovative are elaborated in the classroom to reinforce that entrepreneurship needs these values to remain crowded and competitive. Other values such as responsibility, productivity, and reading opportunities are also the central values taught to students in tourism classes.

The content of the mini-project lecture taught is described only in the marketing sub-material. Students only attend this class for three meetings, discussing the introduction to marketing, marketing principles, why marketing is needed in business, and product marketing tactics. In advanced classes, lecturers provide discussion classes on marketing product cases from selected articles from journals categorized as Sinta. The third day provides open space for students to present the results of marketing product designs designed in groups through mini projects. Mini projects are the collective task of students designing tour product packages. Mini-project learning activities are practical and can provide independence learning and train oral skills and collaboration. This corresponds to the principle of entrepreneurial leadership: collaborative, responsible, and proactive.

4.2 Learning Activities

Teaching day 1

The lecturer prepares the material at the first meeting. Students can sit in rows without having to arrange a round table. The teaching activity opened with the lecturer introducing "Marketing" and writing it as a concept map on the board. Students take turns to be allowed to express their opinions related to their marketing knowledge. Now and then, the lecturer pointed to one of the students how marketing is defined and filled in the empty roundabout of the written concept map. Lecturers give appreciation to students while reinforcing the definitions that have been mentioned. The lecturer then tries to conclude the student's opinion closest to the ideal marketing understanding. For 10-20 minutes, the lecturer explained the basic marketing principles and then added student understanding by asking several questions related to marketing issues in the latest tourism products. In the question-and-answer session between explanations, it is not uncommon for students to ask back about some of the phenomena of marketing tourism goods or services. Most questions focus more on the constraints and effective marketing methods of marketers. The lecturer then explained other points, such as marketing strategies and practices in many companies in the tangible goods industry and services categorized as intangible.

For 20 minutes, the lecturer instructed students to form small groups that would be tasks in the form of mini-projects at the third meeting. Students are given blank worksheets as A4 paper to write a marketing plan for goods or services made in groups. This mini project does not require plenary students; it is only limited to the product blueprint to be worked on. After giving instructions on what work to do, the lecturer validated several students who could work on mini projects collectively. The lecturer confirms that the mini-project must have no more than 4 or 5 members. Here are some points in the mini-project that were carried out, as shown in Table 1.

Table 1: Blueprint for Product Content

No	Tourism Product Marketing
1	Product name
2	Product advantages
3	Access to raw materials
4	Targeted markets
5	Marketing strategy
6	Partnership
7	Price
8	Competitor analysis

The final phase of learning in this educational setting is a dynamic and interactive process, where lecturers facilitate a democratic space for student groups to present their mini-projects. With a strict time, limit of 15 minutes, students must succinctly convey the essence of their work while their peers actively engage by listening and summarizing the presentations. This approach not only fosters a proactive attitude among students but also instills entrepreneurial leadership values. Through product design activities, students are encouraged to anticipate future trends, take responsibility for their projects, and identify market opportunities. This holistic practice of entrepreneurial leadership within mini-projects cultivates a learning environment where students are actively involved, taking ownership, and developing the ability to critically analyze the marketability and sustainability of their products in a competitive landscape. To know more about the implementation of all the procedure, it can be seen the below:

Teaching day 2
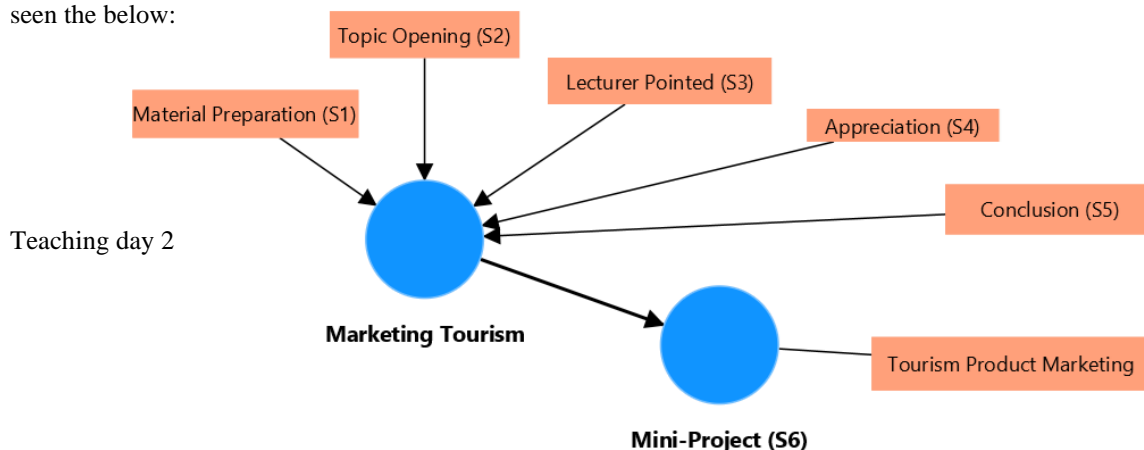
The second day's learning is student-centered. The activity began with the lecturer again provoking the question of what students remembered about the marketing concept. The discussion and question and answer lasted about 10 minutes. To enter the core material, the lecturer explained that students formed groups of 4 people to start mini projects. Before the mini-project, students prepared learning resources in the form of journal articles to be analyzed. They are allowed to discuss and review the content of the article. They should summarize what they have read in groups. They should generally present the product, its competitive opportunities, and how to market it. This activity trains students with an entrepreneurial leadership spirit in which there is responsibility and critical thinking about opportunities.

In the session of delivering the article review results, students actively conveyed the content of the meaning. The article review concludes by summarizing what has been read and providing responses to marketing strategies marketers use. Some students from other groups provided comparisons and added ways to market products as input from what they had done in the group. The class looked lively because each student played an active role in delivering the study results. This principle is taught in entrepreneurial leadership that an entrepreneur must be proactive in taking a role, dare to express opinions, be sharp in analyzing products, and be able to exchange ideas to achieve collective goals. This phase shows a sense of responsibility, organizing tasks and arriving at the stage of execution that is synonymous with leadership. Learning through the mini-project has successfully adapted entrepreneurial leadership in the tourism class. In the last 10 minutes, the lecturer strengthened the course of the discussion, appreciated the group, and emphasized that the last meeting of students was asked to design products according to the criteria in Table 1.

"Learning activities through mini projects are perfect for training leadership. Students are accustomed to dissecting problems and then trying to find the ideal solution. I see the impact of this class model in that students are more courageous and open to appearing. The opportunity to convey ideas needs to be rehearsed. The most important thing about learning with mini projects is organization, consensus, and leadership are visible."

(interview with HB, a lecture teaching eco-tourism sub-marketing, 2023)

4.3 Reflection

Reflection is the final stage of the learning process of marketing. On the third day, all students worked to prepare their mini-project materials to be presented. The presentation discussed tour service packages and other tangible products such as spa products, lodging, educational tent services, and religious travel. They work in small groups, and lecturers have prepared assessment blueprints in evaluation sheets, as in Table 2.

Table 2: Mini-Project Evaluation

| No	Evaluation Items
1	The novelty of the product
2	Product description in paper
3	Achievement of specified assessment indicators
4	Group performance in presentations
5	How to respond to questions and feedback
6	Compatibility between presentation and material (mini-project)
7	Courtesy and acceptance of delivery

Overall, the students' performance in the assigned mini-project was very successful. They look confident, conveying the product's potential and opportunities to compete in the market. This performance can be inferred from directly observing how they convey product descriptions well, concisely, and acceptably. The novelty of the idea offered attracts the audience's attention. One of the groups that presented the results of the mini-project product was the car wash business. This idea is simple, but students' creativity in packaging this product is relatively new. They raise issues from service and employee performance when serving less responsive customers. It was found that most staff were untidy and their physical appearance did not receive priority attention. This idea becomes an opportunity for students to innovate by touching the appearance and service. They offer that all the

"car wash" staff are attractive women. They assume that women can be an added value and can attract the interest of the male customer market. The following is a description of one of the students who presented the product.

 "We collectively think there will be opportunities from the carwash business in East Lombok district. The problem that many complain about is the service and appearance of the staff. There is an influence of physical appearance with the desire of people to use the service."

(interview with R, a student taking eco-tourism sub-marketing, 2023)

Seven points are carried out in the standard tourism student mini-project assessment. The novelty of ideas, material delivery performance and presentation continuity, for example, are displayed when the mini project is intact. Entrepreneurial leadership within the framework of mini-projects in the tourism class stimulates the spirit of collectivity and enthusiasm. This can create an environment in the classroom that promotes creative ideas and innovative solutions to problems encountered in the tourism industry, including products. Entrepreneurial leadership in the context of adapting teaching in tourism marketing classes has encouraged students to think beyond conventional boundaries, foster a positive attitude towards risk, and develop the fighting power necessary to succeed in the competitive world of tourism. It can be seen the illustration below:
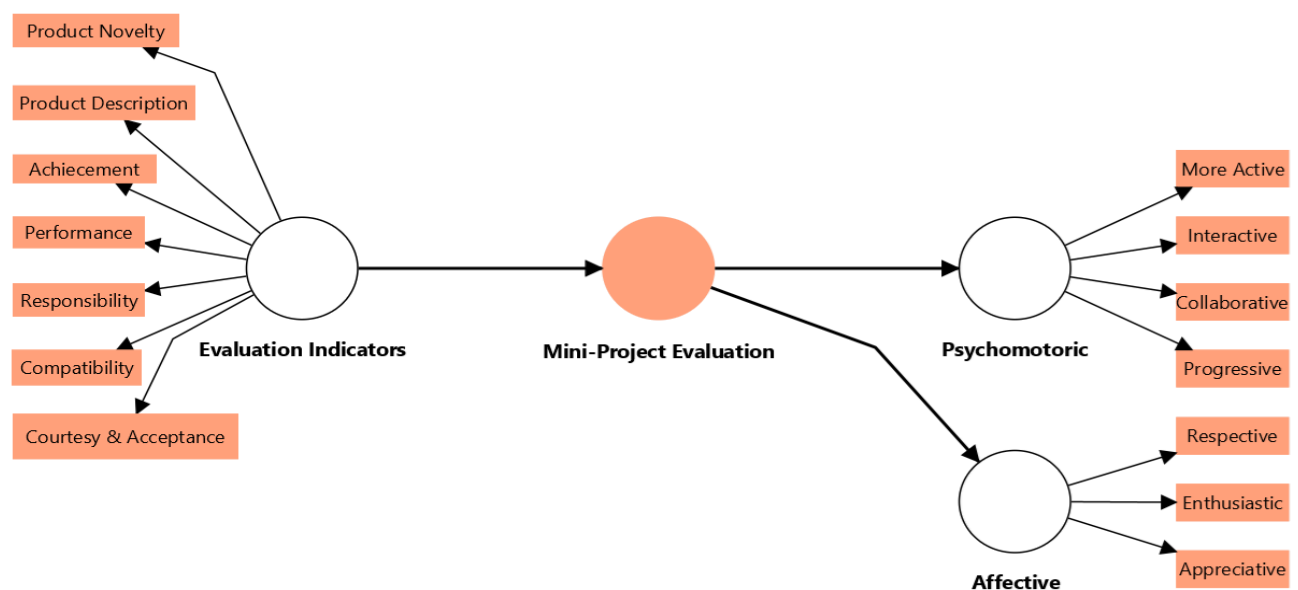
V. DISCUSSION

Participatory Action Research (PAR)

Participatory Action (PAR) research is a unique and collaborative approach to research that emphasizes the active involvement of all parties related to the problem being studied (Chevalier, 2019). In the context of education, PAR becomes invaluable because it allows students, teachers, and staff to work together in identifying, analyzing, and solving problems faced by the school community. This approach not only enhances a shared understanding of the problem, but also strengthens a sense of ownership and commitment to the resulting solution.

By using PAR, schools can develop more effective and sustainable strategies because they are based on real experience and input from those most affected by the problem. It also helps in building the capacity of individuals and institutions to continuously learn and grow. In addition, the PAR can facilitate dialogue and critical reflection that helps in creating meaningful and lasting change.

In its application, PAR involves a series of cycles consisting of planning, action, observation, and reflection (Paredes-Chi & Viga-de Alva, 2020). This cycle is repeated until satisfactory results are obtained and can provide deep insight into the dynamics and context of the problem. This allows participants to continuously evaluate and adjust their actions based on the feedback received, thereby increasing the effectiveness of the intervention.

The PAR approach also emphasizes the importance of process-oriented learning, where the research process itself is considered a valuable learning opportunity (Vagarinho & Llamas-Nistal, 2020). This encourages participants to not only focus on the final result, but also on the experience and knowledge gained during the research process. Thus, PAR not only produces solutions to specific problems, but also enriches the participants' understanding and skills, which can be applied in other situations in the future.

PAR is very effective in education because it supports experiential learning, promotes collaboration, and produces relevant and impactful solutions. This is an example of how research can be integrated into everyday educational practices to create a more dynamic, inclusive, and responsive learning environment to the needs of all members of the school community.

Leadership in Tourism

Entrepreneurial leadership is indeed an important key in the modern business world (Pauceanu et al., 2021). The ability to see opportunities where others might see obstacles, to inspire and motivate teams to work toward a shared vision, as well as the courage to take calculated risks are all hallmarks of a successful entrepreneurial leader. In an educational environment, the application of this concept can be invaluable. Through mini-projects, students not only learn theory, but also hone practical skills such as strategic planning, decision-making, and problem-solving. They also learn about the importance of teamwork, effective communication, and resilience in the face of failure. Such projects often create an environment that supports innovation and creativity, preparing students for real-world challenges and opportunities. In addition, hands-on experience in managing projects from start to finish helps students understand the business life cycle and the actual market dynamics. This forms a solid foundation for them to become future entrepreneurial leaders who will drive innovation and economic growth.

Teaching entrepreneurial leadership to students can be done through a variety of interactive and practical methods (Brauckmann-Sajkiewicz & Pashiardis, 2022). One approach is through project-based learning, where students are given the opportunity to design and execute their own small business projects. This allows them to experience firsthand the process of planning, implementing, and evaluating a business. In addition, business simulations and role-playing can also be effective learning tools, where students can practice decision-making in different business scenarios.

It is also important to integrate real case studies into the curriculum, so that students can learn and analyze how successful entrepreneurial leaders overcome challenges and capitalize on opportunities. Class discussions and Q&A sessions with experienced entrepreneurs can provide valuable insights and inspiration for students. Mentorship and coaching are also important components in developing entrepreneurial leadership skills, where students can receive first-hand feedback and guidance from professionals in their fields.

The use of technology and social media in entrepreneurial projects should also be emphasized, as these are highly relevant tools in contemporary business (Martín-Rojas et al., 2020). Students must be taught how to utilize digital platforms for marketing, networking, and market research. These skills are not only useful for classroom projects, but also for their future entrepreneurial aspirations.

To instill a resilient and adaptive mindset. Students should be encouraged to see failure as a learning opportunity and to become comfortable with the uncertainty that often accompanies entrepreneurial ventures (Obstfeld et al., 2020). By combining theory with practice, using the latest technology, and emphasizing learning from experience, entrepreneurial leadership education can equip students with the skills and confidence to become innovative and impactful future business leaders.

School of Tourism

Tourism Schools play a crucial role in developing the tourism industry which is one of the most important economic sectors in many countries (Khan et al., 2020). With a focus on developing specific competencies, such as hotel management, tour guide, or event planning. Tourism School graduates are prepared to enter the competitive job market with relevant and necessary skills (Rosyidi, 2021). The mini-projects undertaken by students not only enhance their practical understanding of the industry, but also allow them to innovate and contribute to the growth of the sector. The development of new tourism products, for example, can include the creation of tours that focus on local culture or nature, which not only attract tourists but also preserve heritage and the environment. The promotion of tourist destinations is an opportunity to use social media and other digital technologies to reach a global audience, while the management of small tourism businesses helps in understanding the nuances of business operations and management. Through an integrated approach between theory and practice,

the School of Tourism contributes to the development of the local and national economy, as well as enriches the educational experience for its students.

At the School of Tourism, students study a variety of subjects designed to provide the knowledge and skills necessary in the tourism industry (Bilotta et al., 2021). The subjects include Tourism, which introduces students to the basic aspects of the tourism industry, including actors, supporting facilities, accommodation, and others. United Kingdom and Elective Foreign Languages are also taught to prepare students to communicate in an international environment. Simulation and Digital Communication are an important part of the curriculum, given the importance of technology in today's tourism industry. Tourism Industry Communication, Sanitation, Occupational Hygiene and Safety, and General Administration are some of the other subjects that equip students with knowledge of industry standards and good work practices. In addition, subjects such as Flight Booking and Calculation, Travel Planning and Management, and others, provide students with the practical skills necessary for various operational aspects in tourism. The curriculum is designed to create graduates who are ready for work and able to contribute significantly to the ever-growing tourism industry. The subjects offered can vary depending on the skill program chosen by the student, such as Travel Business, Hospitality, Marine Tourism, Culinary, and others, all of which have a focus on developing skills relevant to the sector.

Graduates of the School of Tourism have bright and diverse career prospects, reflecting the dynamics and needs of the ever-evolving tourism industry (Papageorgiou et al., 2024). With the knowledge and skills gained during their education, graduates can pursue a variety of career paths, from hospitality, destination management, to event planning. The hospitality industry offers the opportunity to work in top-notch hotels, manage day-to-day operations, and provide world-class service to guests. For those interested in the travel aspect, becoming a travel agent or tour guide provides an opportunity to design and lead tours, as well as interact with different cultures. Opportunities also exist in the field of shipping, where graduates can work on cruise ships, manage leisure activities, and ensure an enjoyable experience for passengers.

On the other hand, graduates who have an entrepreneurial spirit can start their own businesses, such as travel agencies, event planning, or tourism consulting, leveraging their network and industry knowledge. The aviation industry also opens doors for those who want to work in airlines, either as flight attendants or in operational management. In addition, graduates can pursue careers in government agencies focused on tourism development and promotion, or as F&B consultants, optimizing culinary experiences in various destinations.

The ability to communicate in multiple languages and understand the nuances of global cultures is highly valued, opening up more opportunities in the international job market (Peltokorpi & Zhang, 2022). Graduates can also become travel writers, share their experiences and insights through various media platforms, or manage tourist areas, ensuring the sustainability and attractiveness of destinations. With the increasing demand for authentic and sustainable travel experiences, graduates of innovative and environmentally sound Tourism Schools will find many opportunities to thrive and contribute to the industry.

VI. CONCLUSION AND RECOMMENDATION

Teaching entrepreneurial leadership through a mini-project learning model in tourism classes provides a different and positive experience. Mini projects have been successfully implemented as part of lecturers' constructive efforts to build awareness of the critical academic environment. The mini-project learning pattern is very effective because it involves all students' experiences and plays a vital role in learning. Learning settings are only carried out for three meetings discussing sub-marketing. The learning method only parses the material through lectures, bidirectional discussion and group work. Introduction to the primary marketing material: the reason people do marketing activities is a series of activities taught at the first meeting. In the second meeting, students were provided with resources like scientific readings from research articles published in reputable journals Sinta. At the end of the material, students go through mini-projects that have been divided, design excellent products, and attend seminars in class. Outside the learning process, this mini-project scheme has been structured to include.

The practice of cultivating entrepreneurial leadership in the tourism class is neatly packaged. The intake of leadership skills needed to adapt to industry dynamics can stimulate entrepreneurial spirit and innovation among students in tourism classes. The mini-project model plays an active role in shaping leadership character, dares to take challenges into opportunities, and is collaborative in preparing work plans. This pattern effectively increases productivity and creates an innovative environment for tourism class students at Hamzanwadi University. Overall, the mini-learning design of the project went on target. This indicator is concluded from students' outstanding performance in delivering product material, how to package the material and responses to questions and answers.

This research contributes to expanding the study that leadership can be adopted and successfully taught outside the context of pure educational management. This study limits its scope to the method used (participatory action research) in teaching courses in tourism classes. Due to scope limitations, other studies can examine this topic on a broader scale to obtain more decisive evidence. In the future, research can be done by surveying student acceptance of the mini-project model as an alternative activity in class.

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