



BECOMING AN INNOVATIVE ISLAMIC EDUCATION TEACHER: SYNERGY OF TEACHERPRENEURSHIP AND COMMUNITY OF PRACTICE

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ABSTRACT

This study aims to analyze the synergy between the concepts of teacherpreneurship and Community of Practice (CoP) in improving the professionalism of Islamic Religion Education (IRE) teachers at the elementary school and madrasah levels. The research method used is qualitative with a case study approach, involving observation, interviews, and documentation of the research subjects, which consist of IRE teachers, madrasah principals, education supervisors, and students. Data was collected through direct observation of teaching practices, in-depth interviews with key informants, and analysis of documentation related to learning activities and professional development. The results of the study indicate that the integration of teacherpreneurship and CoP has a positive impact on learning innovation and the improvement of IRE teachers' competencies. Teachers who develop entrepreneurial skills in the field of education are able to create creative teaching materials that are relevant to the needs of students. In addition, through active participation in CoP, teachers can share experiences, strategies, and solutions to challenges encountered in the learning process. The role of education supervisors as facilitators in forming and managing CoP has proven effective in strengthening collaboration and shared learning among teachers. The conclusion of this study is that the synergy between teacherpreneurship and CoP is an effective strategy in improving the professionalism of IRE teachers. Recommendations include the need for entrepreneurship training for teachers, strengthening the role of educational supervisors in forming CoPs, and support from madrasahs in providing facilities and time for collaborative activities. Thus, it is hoped that PAI teachers can be more adaptive and innovative in facing the dynamics of education in the digital era.

Keywords: Innovative PAI Teachers, Teacherpreneurship, Community of Practice

ABSTRAK

Penelitian ini bertujuan untuk menganalisis sinergi antara konsep teacherpreneurship dan Community of Practice (CoP) dalam meningkatkan profesionalisme guru Pendidikan Agama Islam (PAI) di tingkat SD dan Madrasah. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan studi kasus, melibatkan observasi, wawancara, dan dokumentasi terhadap subjek penelitian yang terdiri dari guru PAI, kepala madrasah, pengawas pendidikan, dan peserta didik. Data dikumpulkan melalui observasi langsung terhadap praktik pengajaran, wawancara mendalam dengan informan kunci, serta analisis dokumentasi terkait kegiatan pembelajaran dan pengembangan profesional. Hasil penelitian menunjukkan bahwa integrasi antara teacherpreneurship dan CoP memberikan dampak positif terhadap inovasi pembelajaran dan peningkatan kompetensi guru PAI. Guru yang mengembangkan kemampuan kewirausahaan dalam bidang pendidikan mampu menciptakan materi ajar yang kreatif dan relevan dengan kebutuhan peserta didik. Selain itu, melalui





partisipasi aktif dalam CoP, guru dapat berbagi pengalaman, strategi, dan solusi terhadap tantangan yang dihadapi dalam proses pembelajaran. Peran pengawas pendidikan sebagai fasilitator dalam membentuk dan mengelola CoP terbukti efektif dalam memperkuat kolaborasi dan pembelajaran bersama di antara para guru. Kesimpulan dari penelitian ini adalah bahwa sinergi antara teacherpreneurship dan CoP merupakan strategi yang efektif dalam meningkatkan profesionalisme guru PAI. Rekomendasi yang diberikan antara lain perlunya pelatihan kewirausahaan bagi guru, penguatan peran pengawas pendidikan dalam membentuk CoP, serta dukungan dari pihak madrasah dalam menyediakan fasilitas dan waktu untuk kegiatan kolaboratif. Dengan demikian, diharapkan guru PAI dapat lebih adaptif dan inovatif dalam menghadapi dinamika pendidikan di era digital.

Kata Kunci: *Guru PAI Inovatif, Teacherpreneurship dan Community of Practice*

INTRODUCTION

Islamic Education (IRE) holds a strategic role in shaping the character and morals of students amidst the challenges of the digital era and globalization. The development of information technology, shifting educational paradigms, and socio-religious dynamics demand that IRE teachers continuously innovate to improve their professionalism. It is no longer sufficient to only master religious material textually; today's PAI teachers must be able to integrate Islamic values with relevant and contextual pedagogical approaches. In this context, the professional development of teachers is not only structural through formal training but also cultural and social through innovative initiatives.

One relevant approach is the concept of teacherpreneurship, namely the ability of teachers to develop entrepreneurial competencies based on education. A teacherpreneur is not just a teacher but also an innovator capable of creating educational products, services, or solutions that have a broad impact (Berry et al., 2013; Zhao, 2012). In the context of IRE teachers, this can be realized in the form of creative digital-based learning media, contextual da'wah modules, and the development of community-based Islamic education networks.

On the other hand, the concept of Community of Practice (CoP) is an important social framework for supporting the professional development of teachers. CoP is a community that grows naturally from shared practice, where members share experiences, reflect on practice, and build collective knowledge (Wenger, 1998). In the context of IRE teachers, CoP can take the form of Islamic study communities, pedagogical discussion forums, and collaboration in developing integrative curricula based on Islamic values. This collaboration not only enhances individual capacity but also strengthens professional solidarity among teachers in building a progressive Islamic education ecosystem.

Thus, combining teacherpreneurship and Community of Practice approaches offers a new paradigm for the professional development of IRE teachers. This innovation not only enriches the teacher's role in the classroom but also expands their contribution to society as adaptive, creative, and transformative agents of change (Fullan, 2001; Hargreaves, 2003). This article aims to examine the potential integration of these two approaches in shaping professional, innovative, and contextual IRE teachers according to the challenges of the times.

The professional development of IRE teachers cannot be separated from welfare issues, especially for teachers in private madrasahs. In various regions, private IRE teachers only receive





certification allowances if they are lucky and remain far from the salary standards of the State Civil Apparatus (ASN). There are even extreme cases, such as in Pandeglang, Banten, where madrasah teachers only receive a salary of IDR 50,000 per month (Isal Mawardi, 2021). In Pamekasan, Madura, a teacher was found to be paid IDR 5,000 per month (Kuliah Al Islam, 2024). Nationwide, the average salary of honorary madrasah teachers ranges from IDR 780,000 to IDR 984,000 per month, far below the Provincial Minimum Wage (UMP), which averages IDR 3.1 million (Republika, 2024). This condition creates a gap between the demands of PAI teacher professionalism and the reality of their welfare. On one hand, IRE teachers are expected to implement the Merdeka Curriculum, improve their competencies, and innovate in learning. However, on the other hand, low salaries force many teachers to seek side jobs, so time and energy for professional development become limited (Muhaimin, 2018; Suyanto, 2013).

This phenomenon indicates the need for innovative approaches to the professional development of IRE teachers. One such approach is teacherpreneurship, namely the ability of teachers to develop educational products or services that have economic value (Iswan & Wicaksono, 2020; Mulyasa, 2013). Additionally, the formation of Communities of Practice (CoP) can serve as a forum for teachers to share knowledge, experiences, and support each other in improving their competencies (Wenger, 1998). By integrating the concepts of teacherpreneurship and CoP, it is hoped that IRE teachers in private madrasahs can improve their professionalism and welfare simultaneously. This approach not only provides a solution to financial limitations but also strengthens collaboration and innovation within the Islamic education community (Lieberman & Mace, 2010; Zamroni, 2011).

The Industrial Revolution 4.0 and digital transformation bring significant changes to the world of education, including the teaching of Islamic Education (IRE). IRE teachers are no longer sufficient to act merely as transmitters of religious knowledge but must become facilitators, innovators, and even agents of social change. Therefore, the concepts of teacherpreneurship and community of practice are relevant to be adopted as new approaches to improving the quality of PAI teachers (Darling-Hammond & McLaughlin, 1995; Loughran, 2006). Teacherpreneurship refers to the combination of the teacher's role and entrepreneurial spirit, namely the ability to see opportunities, create solutions, and add value in educational practice (Berry et al., 2013; Zhao, 2012). Meanwhile, the community of practice (CoP) offers a collaborative framework where teachers learn from each other, share experiences, and build knowledge collectively (Wenger, 1998). Both can be transformative forces in building a resilient and responsive PAI teacher figure in the face of change.

Furthermore, it is hoped that this synergistic approach can shape the character of prospective PAI teachers who are visionary, solution-oriented, and resilient in facing the dynamics of Islamic education in the digital era. Through early understanding and experience of networking in a Community of Practice, as well as the spirit of teacherpreneurship instilled during their studies, students will grow as future educators who are not only competent in knowledge but also empowered economically and socially (Eraut, 2004; Singer, 2012). Thus, they can contribute to strengthening the quality of inclusive, contextual, and progressive Islamic religious education.





METHOD

This research uses a qualitative approach with a field study method, aiming to deeply explore the synergistic practices of teacherpreneurship and Community of Practice (CoP) in shaping innovative IRE teachers. The main data collection techniques included participatory observation, in-depth interviews, and digital and physical documentation. This research was conducted in Islamic primary and secondary education institutions (elementary schools and madrasahs) that demonstrated innovative activities in the professional development of IRE teachers.

The research subjects consisted of IRE teachers at the elementary school and madrasah levels as the main actors of innovation; madrasah principals as institutional decision-makers; madrasah education supervisors who monitor quality and teacher professional development; and students as direct recipients of the learning impact. Semi-structured interviews were conducted to explore perceptions and experiences related to the synergy strategy of teacherpreneur-CoP. Direct observations were made of learning practices, teacher collaboration, and the use of innovative Islamic media and products.

As a broader form of documentation, the researcher also observed video content on the YouTube account of a madrasah supervisor that showed workshop activities, teacher training, and discussion forums among supervisors. This aimed to capture the dynamics of the digital Community of Practice that develops virtually. Other documentation included learning devices, collaborative work products of teachers, minutes of Subject Teacher Consultations (MGMP)/Teacher Working Group meetings, and portfolios of innovative products. Triangulation of methods and sources was applied to ensure the validity of the findings, which were then analyzed thematically and inductively to formulate patterns of implementation and challenges faced by PAI teachers in their efforts to become innovative.

RESULTS AND DISCUSSION

Teacherpreneurship and Community of Practice (CoP) are two interrelated concepts in the world of education. Teacherpreneurship is a teacher who also has an entrepreneurial spirit and is able to create innovations and opportunities in education (Berry et al., 2013). Meanwhile, CoP is a group of teachers or individuals who share interests, knowledge, and practices in a particular field, and learn from and collaborate with each other to improve the quality of learning (Wenger, 1998). By combining these two concepts, teachers can develop themselves, improve their teaching practices, and create a more innovative and dynamic learning environment.

Teacherpreneurship is a concept that combines entrepreneurship with the teaching profession. Teachers who implement teacherpreneurship not only focus on teaching tasks in the classroom but also develop innovations in learning, manage educational products or services, and create value through entrepreneurial initiatives (Zhao, 2012). This aligns with the view of Yong Zhao (2012), who states that future teachers are not only deliverers of material but also creators of value through market-oriented educational innovations. According to Iswan and Wicaksono (2020), teacherpreneurship within the context of Merdeka Belajar encourages teachers to become more creative and innovative in developing learning that suits the needs of students. They emphasize the importance of entrepreneurial competencies for teachers in facing the educational challenges of the digital era.





The concept of the teacherpreneur was first developed by Berry et al. (2013), who emphasized the importance of the teacher's role as a learning leader who also innovates independently. In the context of PAI, teacherpreneurship does not mean selling religion, but rather creating new approaches that bring Islamic values to life in students' lives contextually and relevantly. For example, PAI teachers who develop application-based Islamic learning media, manage educational YouTube channels on religion, or write teaching modules based on the integration of local wisdom values.

According to Mulyasa (2013), teachers with an entrepreneurial spirit tend to have the courage to take risks, create new ideas, and think of solutions to limitations. This is very important in PAI teaching, which is often constrained by the stigma of being a "non-national exam subject" and receiving little technological attention (Suyanto, 2013).

Community of Practice (CoP) is a concept first introduced by Etienne Wenger (1998), who explains that meaningful learning occurs in communities that share interests, knowledge, and common goals. CoP consists of members who actively share experiences, support each other, and improve their practices through continuous social interaction. In the world of education, CoP often exists in the form of teacher working groups (KKG, MGMP), online forums, literacy communities, or collaborative projects (Lieberman & Mace, 2010; Soraya & Supadi, 2022). For IRE teachers, participation in CoP not only strengthens pedagogical aspects but also fosters critical reflection and collective concern for contemporary religious issues.

CoP serves as a means to: share teaching methods based on problem-solving and Qur'anic values, discuss ethical and spiritual challenges among students, and develop collaborative projects such as e-teaching books or digital da'wah workshops. Such activities expand the professional capacity of PAI teachers and build supportive educational social networks (Wenger, 1998). In the educational context, CoP can function as a forum for teachers to learn and grow together, share teaching strategies, and improve the quality of learning they provide. Soraya and Supadi (2022), in their research on MGMP (Subject Teacher Consultations) in Indonesia, showed that these forums are effective in improving teacher professionalism through the principles of group discussion and collaboration among subject teachers.

Based on the results of observations, interviews, and documentation, it was found that some IRE teachers in elementary schools and madrasahs have shown tendencies toward teacherpreneurship practices, especially in developing digital-based learning media such as da'wah videos, interactive modules, and Islamic educational platforms. Some teachers even actively monetize educational content through YouTube channels, digital marketplaces, or independent training.

However, this innovation process did not occur individually but was facilitated through collaborative spaces such as MGMP, KKG, and online forums managed by education supervisors. Observations of the YouTube account belonging to a madrasah supervisor revealed that workshop and online training activities serve as important forums for forming a digital Community of Practice (CoP). Within this CoP, teachers share best practices, review each other's teaching tools, and collaborate on content creation. This concept refers to Wenger's (1998) theory, which states that meaningful professional learning occurs through active involvement in a community that shares goals, practices, and professional identity.





It was also found that the synergy between teacherpreneurship and Community of Practice has a positive impact on the professionalism of IRE teachers. Teachers are not only more creative and confident in developing innovations but also more resilient in facing contemporary challenges such as technological disruption and resource limitations (Fullan, 2001; Hargreaves, 2003). This synergistic model reinforces the understanding that teacher professionalism is not merely the result of formal training but is a collective and dynamic process, as affirmed by the theory of Continuing Professional Development (CPD) in the educational literature (Darling-Hammond & McLaughlin, 1995; Eraut, 2004). Thus, this synergy enables the integration of pedagogical competence, Islamic spirituality, and a spirit of social entrepreneurship.

CONCLUSION

This research shows that the synergy between teacherpreneurship and Community of Practice (CoP) has a significant impact on innovation in the teaching practices of Islamic Education (IRE). PAI teachers who develop entrepreneurial skills in education not only improve their teaching quality but also expand their impact through various digital platforms (Berry et al., 2013; Zhao, 2012). Through the teacherpreneurship approach, teachers are able to create engaging and useful learning content, while within CoP, they can share experiences and best practices with fellow educators, thereby enriching teaching methods collectively (Wenger, 1998; Soraya & Supadi, 2022).

Teacher involvement in communities based on collaboration, such as workshops and online forums, also supports the formation of professional networks that strengthen their quality and competence (Lieberman & Mace, 2010). In this context, education supervisors play a very important role in facilitating the formation of productive CoPs, both online and offline (Mulyasa, 2013). As a result, the professionalism of IRE teachers is driven not only by formal training but also by active collaboration in sharing best practices, leading to improved teaching quality and the development of student character (Fullan, 2001; Hargreaves, 2003).

Becoming an innovative PAI teacher requires not only mastery of the material but also the courage to change, create, and collaborate. The synergy between teacherpreneurship and community of practice is a strategic approach to creating IRE teachers who not only teach but also inspire and influence civilization (Iswan & Wicaksono, 2020; Zamroni, 2011). In the midst of the rapid currents of digitalization and shifting values, IRE teachers are the guardians of meaning who must continuously update their methods while remaining steadfast in their purpose.

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