

Management of The Head of Madrasah Aliyah in Entrepreneurship Development

Gugu Kriswahyudi¹, Yurnalis Etek², Abshor Marantika³, Koderi⁴, Muhammad Akmansyah⁵

Institut Agama Islam Tulang Bawang¹

Universitas Islam Raden Intan Lampung^{2,4,5}

Sekolah Tinggi Ilmu Ekonomi Bangkinang, Riau³

e-mail Correspondent: guguskriswahyud1969@gmail.com

Received: 11-12-2023

Revised: 13-01-2024

Accepted: 04-03-2024

Article Information

Abstract

Keywords:

Management,
Head of Madrasah,
Entrepreneurship
Development.

Entrepreneurship in madrasah educational institutions is a necessity that must be carried out to support quality improvement with independent financing. This research has two main objectives: firstly, how the school principal manages to develop entrepreneurship in his institution, and secondly, how the Madrasah principal organizes the organization and implementation of entrepreneurship. This type of research is quantitative, where the data is obtained through informants. The location of this research is two madrasahs in Tulang Bawang Regency. The informants for this research came from both madrasahs, namely the head of the madrasah, the deputy head of the madrasah, the head of administration, and the community around the madrasah. Furthermore, the data used is primary data obtained directly from informants through interviews. Test the validity of the data using data triangulation techniques. Meanwhile, data analysis techniques include the degree of trust, transferability, dependability, and confirmability tests. The findings of this research show that the suitable abilities and knowledge of madrasah heads in entrepreneurship influence planning for future educational development. This is demonstrated in the creation of academic curricula. In MAN 1 and MAN 2 Tulang Bawang, all subjects must include entrepreneurship. Apart from that, the placement that will be responsible must be based on the area of skill.

Kata kunci:

Manajemen, Kepala
Madrasah, Pengembangan
Kewirausahaan

Abstrak.

Kewirausahaan dalam lembaga pendidikan madrasah menjadi suatu keniscayaan untuk dilakukan, agar dapat menunjang peningkatan mutu dengan pendanaan yang mandiri. Penelitian ini memiliki 2 tujuan utama, pertama bagaimana manajemen kepala sekolah dalam mengembangkan kewirausahaan di lembaganya dan kedua bagaimana pengorganisasian dan pelaksanaan kewirausahaan yang di susun oleh kepala Madrasah. Jenis penelitian ini adalah penelitian kuantitatif yang data-datanya diperoleh melalui informan. Lokasi penelitian ini terdapat pada 2 madrasah di Kabupaten Tulang Bawang. Informan penelitian ini berasal dari kedua madrasah masing-masing kepala madrasah, wakil kepala madrasah, kepala tata usaha dan masyarakat sekitar madrasah. selanjutnya data yang digunakan merupakan data primer yang diperoleh langsung dari informan melalui wawancara. Uji keabsahan data menggunakan teknik triangulasi data. Sedangkan teknik analisis data meliputi derajat kepercayaan (credibility), keteralihan (transferability), uji kebergantungan (dependability), dan kepastian (confirmability). Hasil temuan penelitian ini menunjukkan bahwasannya kemampuan dan pengetahuan kepala madrasah yang baik dalam kewirausahaan mempengaruhi perencanaan pengembangan pendidikan dimasa yang akan datang. hal tersebut ditunjukkan dalam pembuatan kurikulum pendidikan. di MAN 1 dan MAN 2 Tulang bawang seluruh mata pelajaran wajib disisipkan dengan kewirausahaan. Selain itu juga pada penempatan yang akan bertanggung jawab harus sesuai dengan bidang keterampilannya.

INTRODUCTION

The implementation of Madrasah education is still faced with classic problems, especially regarding financing (Supaat, 2020). In a research conducted in the Kubu Raya area, 66 madrasahs had low quality because they had C accreditation (Hamzah, 2017). Madrasah is a place for religious-based education in our country, Indonesia, which is transforming to adapt to the demands of the times by increasing independence (Yusqi, 2022). Independence in educational organizations is needed to maintain the quality of education. reported by Republika Bank Indonesia supports economic independence in school institutions, Madrasahs, and Islamic Boarding Schools (Muhammad, 2020). In 2019, CNN also revealed that there was a dilemma between the size of the education budget and the lack of educational results achieved (Gumelar, 2019). For this reason, in Kendari, an entrepreneurship workshop was held at a Madrasah institution (Agency, 2022) Based on the description above, it is sufficient to formulate a comprehensive action to increase independence and entrepreneurship for madrasahs. Management is an effort to achieve a certain goal through the activities of others (Heriyono, Chrysoekamto, Fitriah, & Kartiko, 2021; Kartiko, Wibowo, Gobel, Wijayanto, & Saputra, 2023; Oktavia, 2020a; Rosmika, Prastika, & Kartiko, 2022). Madrasah heads who have an entrepreneurial spirit will contribute to the development of students when facing the world of work (Hoerudin & Nurachadijat, 2023; Lăcătuș & Stăiculescu, 2016; Suhartini, Muchlas, & Kuat, 2022).

Leadership is a person's way of influencing other people to carry out their duties (Kartiko, Rokhman, Priyono, & Susanto, 2024; Ortiz Aragón & Kismadi, 2015). The head of a madrasah is someone who is given additional duties or work to manage the madrasah, not only about the quality of education but also how to earn income through entrepreneurship (Sutrisno, Hayati, Saputra, Arifin, & Kartiko, 2023). To be the Head of a Madrasa you must understand one of the competencies, namely entrepreneurial competency (Hanafiah, Fatkhulloh, Nurlaela, & Haryani, 2022; Hatimah, 2023; Kornelis & Ock, 2014; Oktavia, 2020b). Entrepreneurial competency consisting of (1) creating innovations that are useful for the development of the madrasah, (2) working hard to achieve the success of the madrasah as an effective learning organization, (3) having strong motivation to succeed in carrying out the main tasks and functions as leader of the educational unit, (4) never give up and always look for the best solution in dealing with obstacles faced by madrasahs, and (5) have entrepreneurial instincts in managing madrasa production/service activities as a learning resource for students (Ma'ruf, Ahmad, & Tianti, 2023; Sudjarwo, 2018). Good entrepreneurial competence will have an impact on the quality of education (Inayah, 2023), apart from improving the quality of education it can also improve the economic quality of teachers (Hanushek & Woessmann, 2007)

This research aims to find gaps with previous research related to the competency of madrasah heads regarding entrepreneurship. Based on the description above, several questions are put forward that will be formulated in this research. The first question is how does the principal manage to develop entrepreneurship in his institution? This question will later be answered by informants who have the capacity for entrepreneurial knowledge at the madrasah. The second question is how is the organization and implementation of entrepreneurship organized by the Madrasah head? These questions will be answered through informants such as madrasa heads, administrative staff and other stakeholders.

Based on the previous section, it is felt that this research needs to be carried out in order to enrich the body of knowledge and implement the strategies of madrasah institutions in fostering independence in entrepreneurship. There are quite a lot of studies that address the theme of

entrepreneurship in educational institutions other than madrasas, but those that examine in detail the ability of state Aliyah madrasah heads in building or designing entrepreneurship are still quite limited, so this research is expected to be able to provide practical implications or new offers about entrepreneurship in Senior High School.

RESEARCH METHODS

This research is of a qualitative type, so that the researcher is the key instrument, the researcher takes data sources then carries out book content analysis, observation, interviews and documentation as data collection techniques in the field (Gerring, 2017; Grothaus, 2022). The collected data is then analyzed inductively/qualitatively with research results that emphasize meaning. The results of this research were strengthened by triangulation and then analyzed qualitatively with an analysis that emphasized meaning (Creswell & Creswell, 2013). This research is expected to be able to comprehensively and thoroughly describe and analyze the competency of madrasa heads in developing entrepreneurship in MAN 1 and MAN 2 Tulang Bawang Barat, apart from that this research is expected to be able to build a theory inductively which will then be used to obtain substantive findings in accordance with the research focus. The data sources used are primary and secondary data (Ari & Anwar, 2021). In order to obtain accurate data, researchers created a friendly and pleasant atmosphere so that there would be no feelings of suspicion (Aspers & Corte, 2019; L. Haven & Van Grootel, 2019) so that this research was carried out within 40 working days for the period June-August 2023. Primary data is data obtained from research subjects or from the field. Primary data is obtained in verbal form or words or spoken utterances and behavior from the subject (informant), namely data collected from observation, interviews and documentation, while secondary data is obtained from other parties, but not obtained by researchers directly from their research subjects.

In the data analysis process, researchers organize the data obtained then sort the data according to categories, patterns and describe it to find themes while simultaneously reviewing, organizing and mapping systematically. Data analysis by means of research, field notes, documentation, interview transcripts and others with the aim of deepening the focus of the study in research (Miles, Huberman, & Saldana, 2013). Data validity testing is a very important activity in qualitative research because it will guarantee the validity of the findings which have an impact on solving the problem being studied. Testing the validity of data in qualitative research includes testing the degree of trustworthiness, transferability, dependency and confirmability.

RESULT AND DISCUSSION

Result

The results of research regarding the current development of entrepreneurship led by the head of Madrasah Aliyah Negeri 1 and 2 Tulang Bawang show that there are several similarities as in table 1 below.

Table 1 Type of business

No	Type of Business	MAN 1 Tulang Bawang	MAN 2 Tulang Bawang
1	school cooperative	available	available
2	canteen	available	available

Both types of businesses are currently well managed and generate quite good profits. However, what differentiates the two madrasas is the development factors that will be carried out in the future.

Based on the results of an interview with the head of the Aliyah madrasah 1 The planning objective of the head of the Aliyah madrasah is to instil a sense of shared responsibility in developing entrepreneurship in the madrasah involving madrasah residents and local communities through madrasah cooperatives opening halal canteens, by involving teachers in training with food products that have received certificates halal from the ministry of religion, collaborating with parties outside the madrasa as companions in the business sector, to have religious spiritual strength, self-control, personality, intelligence, noble morals and the necessary skills.

The results above are based on interviews with madrasa heads, teachers and heads of administration. The following is a statement from the school principal.

"The planning objectives of the head of the Madrasah Aliyah in developing entrepreneurship in madrasas look at the different situations and conditions of the environment and local communities. MAN 1 Tulang Bawang Barat through the madrasa cooperative opened a halal canteen with the cooperation of teachers and the local community with food products that have received halal certificates from the Ministry of Religion, cooperation with the Tebu Ireng Islamic Boarding School in West Tulang Bawang, flog catfish farming to carry out these activities requires teachers companion in this area"

The teacher's interview answers regarding entrepreneurship development planning are as follows.

"The planning objective of the head of the Madrasah Aliyah in developing entrepreneurship in the madrasah is to instil a sense of shared responsibility in developing entrepreneurship by involving teachers in training and developing a halal canteen that has received a halal certificate from the Ministry of Religion by madrasah residents and the community around the madrasah, establishing cooperation with other parties. outside the madrasa."

A similar thing was expressed by the Head of Administration of Madrasah Aliyah Negeri 1 Tulang Bawang Barat, saying that the aim of planning was in developing entrepreneurship.

"The planning objectives of the head of Madrasah Aliyah in developing entrepreneurship in madrasas are analyzing the management of entrepreneurship development in Madrasah Aliyah which includes: entrepreneurial personality, interpersonal skills by involving teachers for training outside the madrasah and developing a halal canteen that has received a halal certificate from the Ministry of Religion by madrasah residents and community, establishing cooperation with outside parties as business partners."

Meanwhile, at MAN 2 Tulang Bawang Barat, the planning objectives of the head of the Aliyah Madrasah are to build networks and partnerships: The head of the Madrasah can plan activities that involve the involvement of external parties, such as local business people, investors, or entrepreneurship support institutions and cultivate the behavior of hard work and never giving up, facilitating training. entrepreneurship: Madrasah heads can provide entrepreneurship training to students and teachers, encouraging creativity and innovation: Madrasah heads can plan steps to

encourage students and teachers to develop creative and innovative ideas in the field of entrepreneurship.

These results are shown by the statement of the head of MAN 2 Tulang Bawang Barat related to the following statement

"The aim of planning for the head of the madrasah aliyah in developing entrepreneurship in the madrasah is to build networks and partnerships: The head of the madrasah can plan activities that involve the involvement of external parties, such as local business people, investors, or entrepreneurship support institutions and cultivate the behavior of hard work and never giving up, increasing power initiative to develop entrepreneurship programs with the existing potential and abilities of madrasah residents as well as mutually beneficial collaboration with other parties."

The teacher at Madrasah Aliyah Negeri 2 Tulang Bawang Barat said that the purpose of planning is in developing entrepreneurship.

"The planning objective of the head of the madrasah aliyah in developing entrepreneurship in the madrasah is to facilitate entrepreneurship training: The head of the madrasah can provide entrepreneurship training to students and teachers. The training can cover aspects such as business planning, financial management, marketing and other management skills needed to run a business."

Almost the same thing to strengthen the objectives of the head of MAN 2 Tulang Bawang Barat was also expressed by the head of administration as follows.

"The planning objectives of the head of the Madrasah Aliyah in developing entrepreneurship in the madrasah are to encourage creativity and innovation: The head of the madrasah can plan steps to encourage students and teachers to develop creative and innovative ideas in the field of entrepreneurship. This could involve providing special training, scholarships, or reward programs for the best ideas."

Based on the objectives of the two MANs, in developing the direction of entrepreneurial goals, the head of the madrasah has a very important role. The ability to read the 2nd chance of MAN heads will have a tremendous impact on the independence of madrasahs in the future.

From the results of interviews with informants at MAN 1 Tulang Bawang School, it can be concluded that the strategy for integrating entrepreneurial elements into the madrasah curriculum is that apart from studying theory, students also need to be involved in practical learning. Madrasahs can organize activities such as business simulations, entrepreneurship training, and internships to provide entrepreneurship training and guidance for students who are interested in developing their own businesses. Meanwhile, MAN 2 Tulang Bawang's strategy is to build partnerships with the local business world. Madrasahs can collaborate with local entrepreneurs or entrepreneurial organizations to provide opportunities for students to learn directly from business practitioners, encourage students to think innovatively and creatively in developing business ideas, form entrepreneurship clubs in madrasahs to encourage creativity in developing business ideas.

Supporting resources MAN 1 Tulang Bawang, has supporting resources for the planning of the head of the madrasah aliyah in developing madrasah entrepreneurship to be able to develop an entrepreneurship curriculum that suits their goals and needs. Madrasahs can collaborate with institutions or organizations that provide entrepreneurship training and education. madrasahs can

look for mentors or local entrepreneurs who are willing to provide guidance and direction to students who are interested in developing entrepreneurship, while MAN 2 Tulang Bawang, obtained results from supporting resources for madrasahs can collaborate with financial institutions, government institutions, or the local business community to provide access to resources, can encourage student participation in entrepreneurial competitions at the local, regional, or national level. This kind of competition provides an opportunity for students to test and develop their business ideas, collect or develop relevant entrepreneurship learning materials and resources for use by students and teachers to help students understand entrepreneurship concepts better.

In the procedural factors at MAN 1 Tulang Bawang, the procedure determines the objectives of entrepreneurship development in madrasahs, whether the objective is to teach business skills to students, carry out an analysis to identify the needs of students, teaching staff, and the infrastructure needed for entrepreneurship development, based on the results of the analysis needs, create a relevant entrepreneurship curriculum. This curriculum should include business skills, an understanding of entrepreneurial principles, business case studies and entrepreneurial opportunities in relevant sectors, conduct special training for teaching staff to equip them with the necessary knowledge and skills. The procedure at MAN 2 Tulang Bawang is the planning procedure for the head of the Madrasah Aliyah in entrepreneurship development to carry out regular monitoring and evaluation of the entrepreneurship development program. Monitor student progress, the effectiveness of the curriculum, as well as the impact of entrepreneurial activities that have been carried out, ensure that there are enough resources available to support entrepreneurial activities, conduct special training for teaching staff to equip them with knowledge and skills

MAN 1 Tulang Bawang Planning program for the head of Madrasah Aliyah in developing entrepreneurship, carry out analysis to understand the needs and potential of entrepreneurship in madrasahs. Identify the short-term and long-term goals you want to achieve. The planning program for the head of Madrasah Aliyah in developing entrepreneurship carries out an analysis to understand the needs and potential of entrepreneurship in madrasahs. Identify short-term and long-term goals to be achieved, provide special training and development for teachers and madrasah staff in the field of entrepreneurship. For MAN 2 Tulang Bawang, Madrasah Aliyah principal planning program in entrepreneurship development, establish partnerships with local industry players or entrepreneurial organizations to provide students with internship opportunities, field trips or guidance, implement the entrepreneurship program in stages, including classroom teaching, extracurricular activities, workshops, and entrepreneurship events, carry out regular evaluations of entrepreneurship development programs. Get feedback from students, teachers, and other interested parties to improve the program.

DISCUSSION

Entrepreneurship is part of the effort to realize a combination of ideas, imaginative actions and innovation with the soft skills possessed by management and organizations needed to manage people, money and operations appropriately to obtain the needs to obtain maximum profits in the process (Pearce & Robinson Jr., 2003). Based on this theory, these two educational institutions are carrying out entrepreneurship development efforts with the main aim being to be able to gain independence and maintain the existence of these educational institutions. The development of entrepreneurship in Madrasah Aliyah is an innovative step and needs to be appreciated, because Madrasah Aliyah has great potential to produce a creative, independent and entrepreneurial young

generation. The development steps taken are to provide integration of entrepreneurship education into the Madrasah Aliyah curriculum (Riaz, Burton, & Fearfull, 2023). Not only theory but also practice is given so that students have entrepreneurial experience such as being involved in managed small businesses such as online shops and so on. Provide appropriate skills training related to time management, communication and problem solving. Collaborating with the surrounding community can be in the form of an internship or other terms that have been agreed upon. It is no less important to hold business competition activities regarding entrepreneurship which aim at the emergence of creativity and new innovations. Introducing entrepreneurship and technology (Mala, Purwatiningsih, & Ghozali, 2022; Yusuf & Mujahidin, 2022). Entrepreneurship development at madrasah aliyah not only helps students develop business skills, but also encourages them to play an active role in the economy and society in accordance with Islamic principles. This can provide long-term benefits in the formation of young leaders who are entrepreneurially minded and ethical.

The aim of instilling a sense of shared responsibility in developing entrepreneurship and cultivating the behavior of hard work and never giving up encourages creativity and innovation. Strategy for collaborating with local entrepreneurs or entrepreneurial organizations to provide opportunities for students to learn directly from entrepreneurial practitioners. Making innovations produce solutions can bring change. Human resources are the main and most determining factor, Establishing mutually beneficial cooperation with other parties, Material resources are physical resources needed to carry out business, in developing entrepreneurship (Rofiq & Nadliroh, 2021).

Procedures for identifying innovative behavior, preparing the stages to be achieved, identifying strong motivation, preparing strong motivation for success. The program identifies short-term and long-term goals to be achieved. Providing systematic entrepreneurship training to build the skills and knowledge needed for entrepreneurship. Establishing partnerships with local industry players or entrepreneurial organizations to provide internship opportunities and field visits.

Formulation of objectives: One of the main objectives of entrepreneurship development is to create an environment that encourages innovation and creativity. Develop entrepreneurial skills. The division of labor establishes the vision and strategy for entrepreneurship development in madrasas, providing the support and resources necessary to implement entrepreneurship programs. Responsible for planning, implementing and supervising entrepreneurship programs in madrasahs. Placement of workers is an important step in ensuring business efficiency and success. Ensure that the workers placed have the competence according to their duties. Form a team with diverse expertise to ensure a balance of organizational abilities and entrepreneurial development. Adjusted job description, placed in a position according to ability (Aprilianto, Sirojuddin, & Afif, 2021).

Delegation of authority increases efficiency by giving authority to individuals or groups who have special knowledge and skills in entrepreneurial development. Refers to the process of giving responsibility and power to individuals or groups in organizing and managing activities. must be done wisely and supported by effective communication. Coordination The process of aligning and integrating activities, resources, and people within an organization involved in entrepreneurial development. Building a well-coordinated team is the key to success in entrepreneurial development, involving team members having a clear understanding of the goals.

Leadership is a strength that is used as capital to make changes towards success. Leaders must direct all their human resources to realize the vision and mission of the organization. One of

the important factors that influences the success of an entrepreneur is mobilizing other people to achieve the goals they have set. Attitudes and Morals Honesty is a very important moral principle in entrepreneurship. Self-confidence is important in developing entrepreneurship. Requires hard work and persistence. Students need to learn to work hard, overcome challenges, and not give up easily in developing their business. Communication identifies all parties related to entrepreneurship development in madrasas and carries out internal communication with madrasa staff. Communicate with external stakeholders, such as student parents, local communities and related institutions (Neliwati, Hasanah, Pringadi, Sirojuddin, & Arif, 2023; Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022). Incentives for appreciation and recognition from madrasah leaders, incentives are adjusted to performance in carrying out tasks, those who get intensive are those who carry out responsible tasks, compensation for work results to improve business development, adjusted to the abilities of those who make contributions. Discipline is a manifestation of compliance with existing regulations. Good work behavior can be demonstrated by compliance with regulations, discipline is an important factor in improving performance. School discipline is part of holistic character formation of students (Hasan, 2021; Hasan & Aziz, 2023).

Madrasah standards can prepare entrepreneurship development plans that include short-term and long-term goals. Monitoring and Evaluation: Madrasahs need to carry out regular monitoring of entrepreneurial activities (Khodeir, Aly, & Tarek, 2016). Performance is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. The work performance that has been achieved has not been as expected, has not been optimal and has not met expectations, for entrepreneurship development due to lack of infrastructure. Comparison of Implementation with Standard implementation of strategies and action plans that have been determined to achieve objectives. The main focus of implementation is carrying out daily activities with efficiency and effectiveness. Standard supervision guidelines or established criteria. Comparison of implementation with standards does not meet expectations, there are more deviations not according to planning, bureaucratic management theory focuses on structuring the organization in a hierarchy so that there are clear governance rules. Correcting deviations mainly relates to methods of entrepreneurship development, adjusting existing plans, gradually addressing them requires time and support from everyone, returning to initial planning, correcting deviations requires accompanying teachers and infrastructure for entrepreneurship development. Correct deviations as part of monitoring actions from implementation, whether in the form of errors, failures, then correct them and prevent them from happening again, and so that implementation is in accordance with the plan that has been determined..

Table 1 Findings of Madrasah Head Management Models in Entrepreneurship Development

Head of Madrasah Aliyah	of Entrepreneurship Management Planning	1. Goal: To instill a sense of responsibility and hard working behavior. 2. Creativity and innovation 3. Strategy for establishing cooperation. 4. Prepare for the procedure 5. Collaboration with local entrepreneurs creates innovation to produce SMB solutions and supports

	human resources as the main factor and material resources
	6. Systematic entrepreneurship training program
Organizing	<ol style="list-style-type: none"> 1. Formulate goals. 2. Division of work according to skills. 3. Placement of structures based on experience 4. Delegation of authority to break lengthy bureaucracy 5. Coordination is the process of aligning and integrating activities, resources, within the organization
Implementation	<ol style="list-style-type: none"> 1. Leadership is a strength that is used as capital 2. Attitudes & morals: Honesty is a very important moral principle in entrepreneurship 3. Appreciation and recognition from leadership 4. Discipline is an embodiment of compliance with existing regulations
Supervision	<ol style="list-style-type: none"> 1. Monitoring and Evaluation Standards 2. Performance is the result of work in terms of quality and quantity achieved by standards and standards that do not meet expectations. 3. Entrepreneurship development, adjusted to existing plans, gradually addressed

CONCLUSION

The findings of the management model of madrasah principals in their planning build the main strategy to improve training and entrepreneurship programs systematically and sustainably, with maximum financial support. Apart from that, providing experienced mentors and supervisors so that they can provide direct, more focused guidance, Organizing placing workers according to their abilities, and providing delegation of authority to those who have knowledge, skills, Coordination, aligning activities and organizational resources. The implementation of capital leadership makes changes towards success. Attitudes & morals. Honesty is an important moral principle. Internal and external communication. Incentives for appreciation and recognition from leaders. Discipline is an embodiment of compliance with existing regulations. Supervision of regular monitoring and evaluation standards. Quality and quantity performance achieved Comparison of implementation with standards not according to expectations not according to planning Correct method deviations according to existing planning, gradually addressed

This research can be used as a reference for future research in a similar field of research, apart from that it can be a reference for the Ministry of Religion through the Madrasah Education Section. It is necessary to monitor the policies of the head of Madrasah Aliyah regarding entrepreneurship subjects which must be held and implemented in accordance with existing regulations, not combined with other subjects so that an understanding of entrepreneurship is not achieved. Meanwhile, Madrasahs can increase credibility in producing graduates who have high entrepreneurial intentions, attitudes and skills. Meanwhile, Madrasah Aliyah principals are advised to have commitment and consideration regarding implementing the entrepreneurship development education model, which requires accompanying teachers according to their scientific field. For the Madrasah committee, as a community responsibility in developing entrepreneurship at Madrasah Aliyah, supporting facilities and infrastructure are needed to practice entrepreneurial activities.

The limitations of this research are the methods used considering that there are so many methods that can be used in research so that it can still be tested again with different methods to get consistent results, besides that it also has limitations in the number of objects studied, so it cannot touch all social layers. and different school backgrounds. And you can also add other allied variables.

REFERENCES

- Agency, A. N. (2022, February 19). BPVP Kendari dorong pengembangan kewirausahaan pada Madrasah. Retrieved 2 March 2024, from Antara News Sultra website: <https://sultra.antaranews.com/berita/409229/bpvp-kendari-dorong-pengembangan-kewirausahaan-pada-madrasah>
- Aprilianto, A., Sirojuddin, A., & Afif, A. (2021). Strategi Manajemen Kepala Sekolah Dalam Meningkatkan Prestasi Belajar Peserta Didik. *FATAWA: Jurnal Pendidikan Agama Islam*, 2(1), 107–130. <https://doi.org/10.37812/fatawa.v2i1.392>
- Ari, K., & Anwar, S. (2021). *The Effect Of Leadership, Compensation, And Organizational Culture On Employee Performance At The Mother And Child Hospital "Fatimah" Lamongan*.
- Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative Sociology*, 42(2), 139–160. <https://doi.org/10.1007/s11133-019-9413-7>
- Creswell, J. W., & Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed). Los Angeles: SAGE Publications.
- Gerring, J. (2017). Qualitative Methods. *Annual Review of Political Science*, 20(1), 15–36. <https://doi.org/10.1146/annurev-polisci-092415-024158>
- Grothaus, C. (2022). Collaborative Online Learning across Cultures: The Role of Teaching and Social Presence. *Qualitative Research in Education*, 11, 298–326. <https://doi.org/10.17583/qre.10474>
- Gumelar, G. (2019, March 15). Dilema Anggaran Jumbo Pendidikan Minim Hasil. Retrieved 2 March 2024, from <https://www.cnnindonesia.com/ekonomi/20190313204741-532-377038/dilema-anggaran-jumbo-pendidikan-minim-hasil>
- Hamzah, N. (2017). Wajah Buram Madrasah Indonesia (Studi Pada Beberapa Madrasah Tidak Terakreditasi Di Pedalaman Kubu Raya). *At-Turats*, 11(2), 105–112. <https://doi.org/10.24260/at-turats.v11i2.895>

- Hanafiah, Fatkhulloh, F. K., Nurlaela, N., & Haryani, S. (2022). Kompetensi Kewirausahaan Kepala Madrasah Aliyah Karya Bakti Sukasari. *Muntazam: Jurnal Manajemen Pendidikan Islam*, 3(02), 122–134. <https://doi.org/10.1212/muntazam.v3i02.8587>
- Hanushek, E. A., & Woessmann, L. (2007). *The Role Of Education Quality For Economic Growth*. The World Bank. <https://doi.org/10.1596/1813-9450-4122>
- Hasan, M. S. (2021). Learning Model Service-Learning at Boarding School. *Nazhruna: Jurnal Pendidikan Islam*, 4(3), 804–821. <https://doi.org/10.31538/nzh.v4i3.1139>
- Hasan, M. S., & Aziz, A. (2023). Kontribusi Pendidikan Islam dalam Pengembangan Sosial Emosional Peserta Didik di MTs Salafiyah Syafiyah Tebuireng Jombang. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 3(2), 143–159. <https://doi.org/10.54437/irsyaduna.v3i2.1124>
- Hatimah, H. (2023). Kompetensi Kepala Sekolah Dalam Melaksanakan Kewirausahaan Di Sma Negeri 3 Palangka Raya. *Manajerial: Jurnal Inovasi Manajemen Dan Supervisi Pendidikan*, 3(3), 192–197. <https://doi.org/10.51878/manajerial.v3i3.2492>
- Heriyono, H., Chrysoekamto, R., Fitriah, R. N., & Kartiko, A. (2021). Gaya Kepemimpinan Prof. Dr. Kh. Asep Saifuddin Chalim dalam Meningkatkan Motivasi Kerja Karyawan di Pesantren. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 2(1), 21–30. <https://doi.org/10.31538/munaddhomah.v2i1.64>
- Hoerudin, H., & Nurachadijat, K. (2023). Pengaruh Jiwa Kewirausahaan Kepala Madrasah Terhadap Jiwa Kewirausahaan Siswa. *Jurnal Mahasiswa Kreatif*, 1(4), 01–09. <https://doi.org/10.59581/jmk-widyakarya.v1i4.637>
- Inayah, N. (2023). Implementasi Kompetensi Kewirausahaan Kepala Madrasah dalam Meningkatkan Mutu Lulusan Madrasah Aliyah. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 9(3), 691–700. <https://doi.org/10.32884/ideas.v9i3.1362>
- Kartiko, A., Rokhman, M., Priyono, A. A., & Susanto, S. (2024). Peningkatan Kinerja Guru Melalui Budaya Organisasi dan Kepemimpinan Servant Kepala Madrasah. *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, 13(1), 1–14. <https://doi.org/10.54437/urwatulwutsqo.v13i1.1323>
- Kartiko, A., Wibowo, G. A., Gobel, L. V., Wijayanto, A., & Saputra, N. (2023). Improving Teacher Job Satisfaction Through Organizational Commitment and Organizational Citizenship Behavior in The Digitalization Era. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(2), 315–327. <https://doi.org/10.31538/ndh.v8i2.3960>
- Khodeir, L. M., Aly, D., & Tarek, S. (2016). Integrating HBIM (Heritage Building Information Modeling) Tools in the Application of Sustainable Retrofitting of Heritage Buildings in Egypt. *Procedia Environmental Sciences*, 34, 258–270. <https://doi.org/10.1016/j.proenv.2016.04.024>
- Kornelis, M., & Ock, Y. S. (2014). Design of School Management Information System Based on the Indonesian National Education Standard -International Journal of Contents | Korea Science. Retrieved 2 March 2024, from <http://koreascience.or.kr/article/JAKO201420249945777.page#>
- L. Haven, T., & Van Grootel, Dr. L. (2019). Preregistering qualitative research. *Accountability in Research*, 26(3), 229–244. <https://doi.org/10.1080/08989621.2019.1580147>
- Lăcătuș, M. L., & Stăiculescu, C. (2016). Entrepreneurship in Education. *International Conference KNOWLEDGE-BASED ORGANIZATION*, 22(2), 438–443.

- Mala, A., Purwatiningsih, B., & Ghozali, S. (2022). Implementasi Pengembangan Jiwa Literasi Entrepreneurship Pada Siswa Sekolah Dasar. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 5(2), 120–144. <https://doi.org/10.54069/attadrib.v5i2.366>
- Ma'ruf, M. A., Ahmad, C. F., & Tianti, A. Y. (2023). Evaluasi Pelaksanaan Peraturan Menteri Agama Nomor 58 tahun 2017 tentang Kepala Madrasah. *Gunung Djati Conference Series*, 36, 159–171.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative Data Analysis: A Methods Sourcebook*. SAGE Publications.
- Muhammad, H. (2020, Agustus). BI Dukung Kemandirian Ekonomi Sekolah Dan Pesantren. Retrieved 2 March 2024, from <https://ekonomi.republika.co.id/berita/qej8iy380/bi-dukung-kemandirian-ekonomi-sekolah-dan-pesantren>
- Neliwati, N., Hasanah, U., Pringadi, R., Sirojuddin, A., & Arif, M. (2023). Curriculum Management in Improving The Quality of Student Learning and Academic Achievement. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(1), 115–121. <https://doi.org/10.31538/munaddhomah.v4i1.233>
- Oktavia, R. (2020a). Kompetensi Kewirausahaan Kepala Sekolah Pada Sekolah Menengah Pertama Negeri Di Kecamatan Hiliran Gumanti Kabupaten Solok. *Jurnal Bahana Manajemen Pendidikan*, 2(1), 596–605. <https://doi.org/10.24036/bmp.v2i1.3803>
- Oktavia, R. (2020b). Kompetensi Kewirausahaan Kepala Sekolah Pada Sekolah Menengah Pertama Negeri Di Kecamatan Hiliran Gumanti Kabupaten Solok. *Jurnal Bahana Manajemen Pendidikan*, 2(1), 596–605.
- Ortiz Aragón, A., & Kismadi, B. (2015). *Capacity Building for University-Community Engagement in Indonesia: The "Model Baru" and new possibilities for supporting local development*. <https://doi.org/10.13140/RG.2.1.4712.8401>
- Pearce, J. A., & Robinson Jr., R. B. (2003). *Strategic management: Formulation, Implementation and Control*. Boston: McGraw-Hill.
- Riaz, U., Burton, B., & Fearfull, A. (2023). Emotional propensities and the contemporary Islamic banking industry. *Critical Perspectives on Accounting*, 94, 102449. <https://doi.org/10.1016/j.cpa.2022.102449>
- Rofiq, M. H., & Nadliroh, N. A. (2021). Analisis Evaluasi Pembelajaran Aqidah Akhlak Dalam Sistem Kredit Semester Di Madrasah Tsanawiyah Cerdas Istimewa Amanatul Ummah. *FATAWA: Jurnal Pendidikan Agama Islam*, 2(1), 70–92. <https://doi.org/10.37812/fatawa.v2i1.269>
- Rosmika, E., Prastika, Y. D., & Kartiko, A. (2022). The Influence Of Principal's Leadership Style And Organizational Culture On Teacher Performance At MA Unggulan Hikmatul Amanah. *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam*, 15(2), 213–230. <https://doi.org/10.37812/fikroh.v15i2.464>
- Sirojuddin, A., Amirullah, K., Rofiq, M. H., & Kartiko, A. (2022). Peran Sistem Informasi Manajemen dalam Pengambilan Keputusan di Madrasah Ibtidaiyah Darussalam Pacet Mojokerto. *ZAHRA: Research and Thought Elementary School of Islam Journal*, 3(1), 19–33. <https://doi.org/10.37812/zahra.v3i1.395>
- Sudjarwo, T. (2018). Upaya Penguatan Pemahaman Kepala MTs di Kota Bandung Setelah Diklat terhadap PMA 58/2017 melalui Pendampingan pada Semester Genap Tahun Pelajaran 2017/2018. *Jurnal Pendidikan Madrasah*, 3(2), 329–343. <https://doi.org/10.14421/jpm.2018.32-06>

- Suhartini, Y., Muchlas, M., & Kuart, T. (2022). Kompetensi Kewirausahaan Kepala Sekolah dalam Mengembangkan Edupreneurship di Sekolah Menengah Kejuruan. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(5), 4833–4849. <https://doi.org/10.31004/jpdk.v4i5.7395>
- Supaat, S. (2020, January 23). Web Resmi Kantor Kementerian Agama Kabupaten Kapuas. Retrieved 2 March 2024, from <https://kalteng.kemenag.go.id/kapuas/opini/615/Problematika-Dan-Solusi-Pendidikan-Madrasah-Swasta-di-Pedesaan>
- Sutrisno, S., Hayati, H., Saputra, N., Arifin, S., & Kartiko, A. (2023). The Influence of The Head of Madrasah and Infrastructure Facilities on The Quality of Education Through Teacher Competence. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(2), 274–288. <https://doi.org/10.31538/tijie.v4i2.423>
- Yusqi, M. I. (2022, Mei). Transformasi dan Kemandirian Madrasah. Retrieved 2 March 2024, from Detikedu website: <https://www.detik.com/edu/detikpedia/d-6076970/transformasi-dan-kemandirian-madrasah>
- Yusuf, E., & Mujahidin, E. (2022). Sharia Entrepreneur Internship Method In Building Marhamism Character In Islamic Boarding Schools. *Nazbruna: Jurnal Pendidikan Islam*, 5(1), 206–217. <https://doi.org/10.31538/nzh.v5i1.2056>