

The Contribution of Entrepreneurial Competence of Madrasah Principals to Improved Graduate Quality

As'ari^{1,a)}, Encep Syarifuddin^{2,b)}, Apud^{3,c)}

¹²³Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

^{a)}Correspondence author: asari@uinbanten.ac.id

^{b)}encep.syarifuddin@uinbanten.ac.id

^{c)}apud@uinbanten.ac.id

Abstract:

Madrasas are required to transform and improve graduates' education quality, and they do not become a second alternative. Madrasas are less responsive to any potential development of madrasas' environment concerning madrasa's real-life situations and the concentration of madrasas' efforts. The principal's entrepreneurial competence is needed to solve this problem. The research aims to prove the contribution of school principals' entrepreneurial competence to improving the quality of madrasah graduates. This research applied the quantitative and inferential methods in which infinite numeral-based data was analyzed from the response to questions of both variables using simple linear regression. The population of the research was teachers at the Banten Province State Madrasah Aliyah. Samples were obtained by stratified random sampling, which amounted to 200 people. The research findings (regression-based analyses) showed that the criteria for $p < 0.005$ were fulfilled, so school entrepreneurial competence was significantly proven to improve graduates' quality at the Banten Province State Madrasah Aliyah. Based on the results of this study, the entrepreneurship of madrasah principals not only focuses on financial aspects but also on efforts to create added value for all stakeholders, significantly improving the quality of graduates

Keywords: Entrepreneur, Graduate Quality, Madrasah

1. Introduction

Madrasahs historically have historical value in Indonesian education as the first educational model to develop. However, its prestige still needs to be determined. Labeling madrasahs as prospective students' second choice of education is still attached to this day. Madrasahs are considered the second choice and are perceived as educational institutions that still need to fully meet society's expectations because they are implemented as they are and are unable to meet society's expectations (Nata & Sofyan, 2021).

In response to this phenomenon, madrasahs need to transform the learning process and management of madrasahs. The issue of quality and minimal achievement needs to be taken seriously and immediately given urgent attention, especially in the millennial era, which is full of competition (Eviyana et al., 2022). The weakness of madrasahs so far is that they are less aware and responsive to all the opportunities and potential of madrasahs as educational institutions that are the concentration of the madrasah's efforts, the state of competition and

rivals, the state of madrasah customers, and users of graduates in the business world and industry (Khorl, 2016). If, in the past, the management of madrasahs was centralized (managed by the government), now it must be based on the potential and capabilities of the madrasah itself (decentralized) (Danim, 2016).

Madrasah independence is essential in the development of today's progressive era so that madrasah leaders can create a madrasah environment that is an effective place of learning and is increasingly beneficial for the madrasah itself. Syapriyuda and Santosa (2020) explain that entrepreneurial competence can increase the independence of madrasahs in implementing potential programs. The entrepreneurial competence of the Madrasah principal as the leader of an educational institution is a manager in creating changes in the management of the madrasah. Entrepreneurial competence significantly strengthens the role of the madrasah principal as an innovator through the character of an entrepreneur.

Research conducted by Winario and Irawati (2018) shows the need for an entrepreneurial spirit for madrasah principals in improving the quality, independence, and development of madrasahs. Based on the best practices carried out by MA Manba'ul Hikam Sidoarjo, the madrasah principal implements entrepreneurship by forming a socialization and marketing team to improve the quality of the madrasah (Afidah et al., 2022). In other research, it is stated that the madrasah head's policy implemented in initiating quality development is a concrete step as a policyholder, such as developing qualified or qualified teaching staff and students (Baharun et al., 2022).

The description and portrait of madrasahs in Banten, especially State Madrasah Aliyah, have several issues that can generally be highlighted by the Community. This problem arose when the number of MAN graduates throughout Banten, consisting of 22 (twenty-two), had not reached 20% —30% acceptance into leading universities. Madrasah programs in a culture of religiosity have yet to be seen in measurable applications in society. Educators in the State Madrasah Aliyah environment throughout Banten have not been productive in developing themselves as effective educators and learning facilitators.

The above problems indicate the need for madrasah transformation through the entrepreneurial competence of madrasah principals. Entrepreneurial leadership encourages innovation and adaptability in education (Meung, 2024). Edupreneurship empowers principals to improve the quality of graduates by fostering initiative, creativity, and collaboration (Maruntelu, 2023). This competence manifests in critical thinking and problem-solving skills, aligning education with society's needs and preparing students to face future challenges through innovative educational practices.

Jatmika et al. (2019) argue that principals can use an entrepreneurial management model to improve hard and soft skills in students and can significantly improve the quality of graduates, preparing them to be ready to compete in the real world. This aligns with the concept of graduate quality as a qualification resulting from a practical, innovative learning process so that graduates compete in work and higher education study competitions (Hidayat & Martina, 2022). The quality of graduates is also emphasized as the priority of quality or competitiveness of graduates (Vasiliev, 2020). Thus, madrasah principals need entrepreneurial competence to create priority or superior programs to produce excellent graduates.

Based on the study, the researcher assumes that madrasah principals' entrepreneurial

competence contributes to improving graduates' quality. This study aims to prove the existence of this contribution. Research on the entrepreneurial competence of madrasah principals is currently still lacking. Generally, research related to the quality of graduates is related to pedagogical competence, learning culture and climate, and learning methods. This research is expected to provide a new perspective on efforts to develop the quality of madrasah graduates.

2. Literature Review

Entrepreneurship can be understood from several perspectives, both as a mental attitude, the ability to innovate, organizational processes and behavior, and the ability to mobilize. Barringer & Ireland (2016) define *entrepreneurship* as an individual's ability to find opportunities outside existing resources. Meanwhile, Demirbilek and Cetin (2021) view entrepreneurship as directing existing creative mental processes to innovation and change by individuals, creating new initiatives by creating opportunities and taking risks. The two concepts are similar in that entrepreneurship will emerge when someone dares to develop new ideas and businesses.

Entrepreneurial behavior results from a motivation to achieve a goal and the competencies needed to achieve it. Morris et al. (2013) formulate entrepreneurial competence as knowledge, skills, abilities, values, attitudes, personality, and expertise that lead to entrepreneurial behavior. Meanwhile, Simanjuntak et al. (2021) formulate that entrepreneurial competence can focus on general (individual), social, and functional contexts. Bird explains that this competence is possessed by individuals who start or manage organizations and provide added value through organizing their resources and opportunities (Mitchelmore & Rowley, 2010).

In the context of the competency standards of the madrasah principal, the entrepreneurship of a madrasah principal, as mandated in the Regulation of the Minister of National Education Number 13 of 2007, includes 1) building and developing innovative aspects for the progress of the madrasah, 2) achieving the success of an effective educational organization, 3) being highly motivated in the succession of the implementation of the duties and functions of an educational unit leader, 4) always trying (or never giving up) with problem-solving skills against all obstacles, 5) an excellent entrepreneurial spirit in the management of educational institutions or madrasahs as a good source of learning. These competencies are very relevant in improving the quality of graduates because madrasah principals who have an entrepreneurial spirit will be able to create an innovative learning environment, be responsive to change, and produce competitive graduates.

The principal of a madrasa with entrepreneurial competence acts as a transformational leader who can bring the madrasa towards better change. All forms of development and change initiated in the madrasa indeed improve graduates' quality. The characteristics of the principal described above are assumed to be factors that encourage the emergence of innovative programs to facilitate the development of the quality of graduates.

The quality of graduates is the main component that is the target of educational institutions in realizing the institution's educational goals, both formal and non-formal (Zazin, 2011). In line with that, the quality of graduates will be the standard of quality or level of good or bad graduates (graduates) of an educational institution (Akbar et al., 2022). Both concepts show that the quality of graduates can be seen from the suitability of the graduate profile with the

competencies and personal characteristics formed in the education process.

The quality of madrasa graduates must reflect the abilities and personalities following the characteristics of madrasahs as religious educational institutions. Currently, what is needed from madrasah graduates is not only students who excel in religious knowledge but also modern knowledge, science, and technology (Dali, 2017). Madrasah Aliyah must also be able to produce graduates who understand technology to preach in the world of the Internet (Kusmawati & Surachman, 2019).

Thus, the quality of graduates is not only measured by academic achievement alone but also by students' ability to adapt to change, think critically, and solve problems. The entrepreneurial competence of the madrasah principal is the key to creating graduates who are not only intelligent but also have an entrepreneurial spirit ready to face future challenges.

3. Research Method

The method in this research is mixed: quantitative and qualitative. This research investigates educational and social problems by collecting and analyzing quantitative and qualitative data. In this study, an explanatory sequential mixed methods design was chosen. The researcher prioritized the quantitative method in the early stages of this study. The rationality of the approach is that quantitative data and results clearly and clearly explain several problems in this research. Qualitative data collection is carried out to support and assist in refining and expanding the general description of the explanation in this research.

The population in this study were State Madrasah Aliyah Teachers in the Banten Province, spread across eight cities/regencies (total population 1746 teachers). In this research, the researcher used proportional stratified random sampling. Stratified random sampling is a sampling technique that divides the population into several groups or strata based on characteristics relevant to the study. In this study, the population was divided into strata based on the status of superior madrasahs in each city and district in Banten province. After dividing the population into strata, samples were taken randomly from each stratum. Based on this method, the number of samples used was 349 people.

All variables are generally measured using a Likert scale with a score range of 1-5. Each questionnaire used to measure variables has 30 items: Madrasah Principal Entrepreneurship Variable (X) = 30 items, and Graduate Quality (Y) = 30 items. The measuring instrument construct used is presented in Table 1 below.

Table 1. instrument construct

Variable	Dimension	Description
Entrepreneurial Competence of Madrasah Principals (X1)	<i>Ideas and opportunities</i>	Creating innovations that are beneficial for school development
	<i>Resources</i>	1. Work hard to achieve school success as an effective learning organization. 2. Have a strong motivation to succeed in carrying out their main duties and functions as school leaders
	<i>Into action</i>	1. Never give up and always look for the best solution for the madrasah 2. Have an entrepreneurial instinct in

		managing school production/service activities as a source of learning for students
Graduate Quality (Y)	Academic Quality	Able to excel and compete academically
	Personal and Social Quality	1. Discipline, responsibility, and attitude based on moral values 2. Able to achieve and compete academically
	Religious Quality	1. Able to know, understand, internalize, and practice religious teachings 2. Able to interpret religious teachings (preaching) in accordance with the development of the times

4. Result and Discussion

In the initial stage, the researcher conducted a survey related to the competency of the madrasah principal (X) and the quality of graduates (Y). The descriptive analysis of entrepreneurial competencies based on teacher assessments in the sample group is presented in table below.

Table 2. The descriptive analysis of entrepreneurial competencies (X)

		Statistic	Std. Error
X1	Mean	123.69	.546
	95% Confidence Interval for Lower Bound	122.61	
	Mean Upper Bound	124.76	
	5% Trimmed Mean	123.76	
	Median	124.00	
	Variance	104.129	
	Std. Deviation	10.204	
	Minimum	97	
	Maximum	149	
	Range	52	
	Interquartile Range	14	
	Skewness	-.122	.131
	Kurtosis	-.320	.260

In Table 2 above, it is known that the average value of the entrepreneurial competence of the Madrasah Principal is 123.69. Based on the average value, it can be understood that the research sample generally assessed the Madrasah Principal as competent in entrepreneurship in managing educational services. A high assessment indicates that the sample assessed that their Madrasah Principal had effectively implemented entrepreneurial dimensions. The Madrasah Principal can identify new opportunities in the Madrasah environment, such as developing innovative extracurricular programs or establishing cooperation with external parties. The Madrasah Principal is also considered capable of seeking and optimizing existing human, physical, and financial resources. In addition, the courage of the Madrasah Principal in making decisions and innovating is considered very good. It can even motivate all components of the madrasah to achieve the goals that have been set.

The graduate quality profile (Y) was obtained through a survey of teachers in the sample group. Teachers' answers to the graduate quality questionnaire are one of the important indicators in assessing the success of the learning process. Descriptive analysis of the graduate quality variable is presented in the following table.

Tabel 3. Descriptive analysis of the graduate quality (Y)

		Statistic	Std. Error
Y	Mean	137.08	.417
	95% Confidence Interval for Lower Bound	136.26	
	Mean Upper Bound	137.90	
	5% Trimmed Mean	137.34	
	Median	137.00	
	Variance	60.651	
	Std. Deviation	7.788	
	Minimum	110	
	Maximum	150	
	Range	40	
	Interquartile Range	12	
	Skewness	-.341	.131
	Kurtosis	-.031	.260

Table 3 above shows that the average value of the teacher's assessment related to the quality of graduates is 137.08. Based on this value, it can be understood that teachers observe that madrasa graduates have a good understanding of Islamic teachings. They can apply religious values in everyday life, social interactions, and worship. Regarding social aspects, graduates are also considered to have social skills that can interact with others. In addition to religious and social aspects, teachers also see an increase in academic achievement of diplomas. This shows that graduates have strong religious knowledge and adequate academic abilities to continue their studies to a higher level. As for contributions to society, it is considered that there are still not many visible ones, such as becoming ustadz in society.

The results of data collection showed continuity between the entrepreneurial competency profile and the quality of graduates. The researcher proposed a hypothesis that the higher the entrepreneurial competency of the madrasah principal, the higher the quality of graduates. Simple linear regression analysis was conducted to test the hypothesis. The test results are presented in the following table.

Table 4. Regression Test Results.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	60.529	3.303		18.325	.000
	X	.619	.027	.780	23.249	.000

a. Dependent Variable: Y

Based on table 1, it is known that the Entrepreneurial Competence Significance value (X) = 0.000, which is smaller than the probability of 0.05. It can be concluded that there is a significant influence between Entrepreneurial Competence (X) on Graduate Quality (Y).

Table 5. Model of Summery

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	Sig. F Change
1	.780 ^a	.609	.608	4.877	.609	540.537	.000

The results of the analysis above are in line with the results of interviews conducted with the Principals of MAN 1 Serang Regency, MAN 1 Tangerang City, MAN 2 Tangerang Regency, MAN 2 Cilegon, MAN 2 Serang City, MAN 2 Pandeglang, and MAN 4 Tangerang. The results of interviews with the Principals of Madrasahs were processed and analyzed using NVivo. The results of the Word Cloud analysis of the Principals' Entrepreneurship Competence are presented in Figure 1 below.



Figur.1. Word Cloud analysis entrepreneurial competence

Nvivo's visualization of entrepreneurial competencies presented provides an interesting picture of the competencies expected of a madrasah principal in the context of entrepreneurship. Dominant keywords such as "pembelajaran", "pengembangan", "ekstrakurikuler", "Inovasi", and "kreativitas" show that madrasah principals are not only required to have good managerial skills, but must also be able to create an innovative learning environment. Madrasah principals with an entrepreneurial spirit do not only focus on selling educational services, but also on finding and creating quality educational services.

Further analysis found in words such as "mendukung", "memberikan", "memfasilitasi", and "melibatkan" shows that the Madrasah Principal's entrepreneurial efforts are oriented towards creating an atmosphere that allows students to learn, be creative, and develop their potential optimally. In addition, words such as "peningkatan", "prestasi", and "keberhasilan" show that madrasah principals are also required to be able to improve the quality of education in their madrasahs and achieve satisfactory achievements.

Other interesting findings from entrepreneurial competencies also include external aspects. The results of the analysis in Figure 1 show words such as "masyarakat", "lingkungan", and "kerjasama". These words refer to the ability of the madrasah principal to build partnerships with various parties. Entrepreneurial competence encourages the ability of the Madrasah Principal to build good relationships with various parties outside the madrasah, such as the community, the business world, and the government. This is important to obtain the support and resources needed in developing the madrasah. In addition, words such as "penggunaan teknologi", "informasi", and "inovasi" show that the output of the Madrasah Principal's entrepreneurship is the strengthening of information and communication technology to improve the quality of learning and madrasah management. The Madrasah Principal strives for his institution to be able to keep up with the times and implement new innovations in managing the madrasah.

The study's results showed a significant positive influence between the madrasah principal's entrepreneurial competence (X) and the quality of graduates (Y). These results confirm that entrepreneurial competence, which includes the ability to innovate, take risks, and be market-oriented, enables the madrasah principal to create a dynamic learning environment that is relevant to the times.

Previous studies have shown that transformational leadership, manifested by the ability to inspire, drive change, and empower organizational members, has a positive impact on organizational performance. Entrepreneurial competence can be considered one dimension of transformational leadership.

Entrepreneurship as part of transformational leadership in school/madrasah principals can be seen in how leaders create a clear vision and inspire change in the organization. As a leader, they strive to develop new and innovative ideas to improve the quality of education (Afnidar et al., 2024). In this context, entrepreneurship is important because it includes identifying opportunities and creating new solutions that can be applied in madrasahs.

In transformational leadership, the Madrasah Principal empowers all resources in the school, including teachers and staff. Principals who act as entrepreneurs will empower them to innovate, collaborate, and contribute to achieving educational goals (Dakwah, 2020). The principal of Madrasah creates a positive and collaborative work environment Empowering

resources, creating a positive work environment, optimal utilization of resources, and developing student competencies, the principal of Madrasah can produce graduates who are qualified, independent, and ready to face the future.

The principal creates a positive and collaborative work environment Empowering resources, creating a positive work environment, optimal utilization of resources, and developing student competencies, the principal can produce quality, independent graduates who are ready to face the future. Likewise, if referring to the perspective of national education policy, as stated in the Ministry of National Education No. 22 of 2006, concerning content standards for Elementary and Secondary education units, there are 7 main roles of a principal, including; educator, manager, administrator, supervisor, leader, creator of a work climate and entrepreneurship. The role of entrepreneurship in this context places the principal as a figure who not only manages the institution, but also as an innovator who is able to create added value for the madrasah and the community. In his leadership, the head of the madrasah is proactive in identifying new opportunities, encouraging innovation, and optimizing existing resources, so that a dynamic learning environment is formed and adapts to changes in the times, and brings the madrasah towards competitive advantage (Wahib, 2018).

The entrepreneurial competence or edupreneuship of the madrasah principal is related to the character of the madrasah principal who has creativity in developing the madrasah, is persistent and works hard, has strong motivation to carry out his duties and functions, is solution-oriented, and has an instinct in entrepreneurship (Fadlil, 2024) Implementing this competence can be done in various ways, such as developing innovative programs, establishing cooperation with the business world, and managing school resources efficiently. Thus, the madrasah principal can create a conducive learning environment for students to develop their potential optimally.

With the entrepreneurship possessed by the Madrasah Principal, it should be an opportunity to face the challenges of madrasah management. The challenges faced by educational institutions such as State Madrasah Aliyah are undoubtedly vulnerable to the level of sensitivity in budget management and budget spending in financial management. Operational spending and budget for improving quality are essential. Funding for improving teacher competence is very large, meaning that the achievement of improving the competence of educators impacts the educational Institution's costs or household budget educational institution. The large budget and costs allocated to improve teacher competency will undoubtedly affect teachers' quality, especially in continuously renewed learning management. The entrepreneurship of the Madrasah Principal is needed to facilitate budget management and independence in managing the Institution. Thus, entrepreneurship is part of the management towards increasing the independence of the madrasah so that the image of the madrasah in the community continues to improve (Rosadi, 2021) .

Pearce and Robinson define entrepreneurship as an effort to realize a combination of ideas, imaginative actions, and innovation with soft skills possessed by management and organizations. These skills are needed to manage people, money, and operations appropriately to meet the needs and obtain maximum profit in the process (Kriswahyudi et al., 2024). This concept explains that entrepreneurship is not only limited to creating financial profits but also includes efforts to create added value for all stakeholders.

The added value of education is the value that is added or increased to anyone after receiving education at a certain level, which is reflected in the higher the education, ideally, the better

the quality of the person (Suaduon et al., 2022). In the context of madrasas, the added value referred to is increased achievement, student achievement, and life skills after receiving an educational program at the madrasa (Kasmadi et al., 2024). Entrepreneurship carried out by the madrasah principal to add value and quality to the madrasah is reflected in policies, programs, and systems. It is oriented towards improving graduates' quality as part of the added value.

The principals of superior madrasas have successfully implemented entrepreneurial competencies in different ways. They start by creating new opportunities, formulating strategic policies, and developing superior programs to increase student participation. Whether through academic programs, extracurricular activities, or strategic policies, the ultimate goal is to improve education quality and prepare graduates to face future challenges.

The resulting framework model related to the implementation of entrepreneurial competencies and their influence on improving the quality of graduates is presented at following picture.

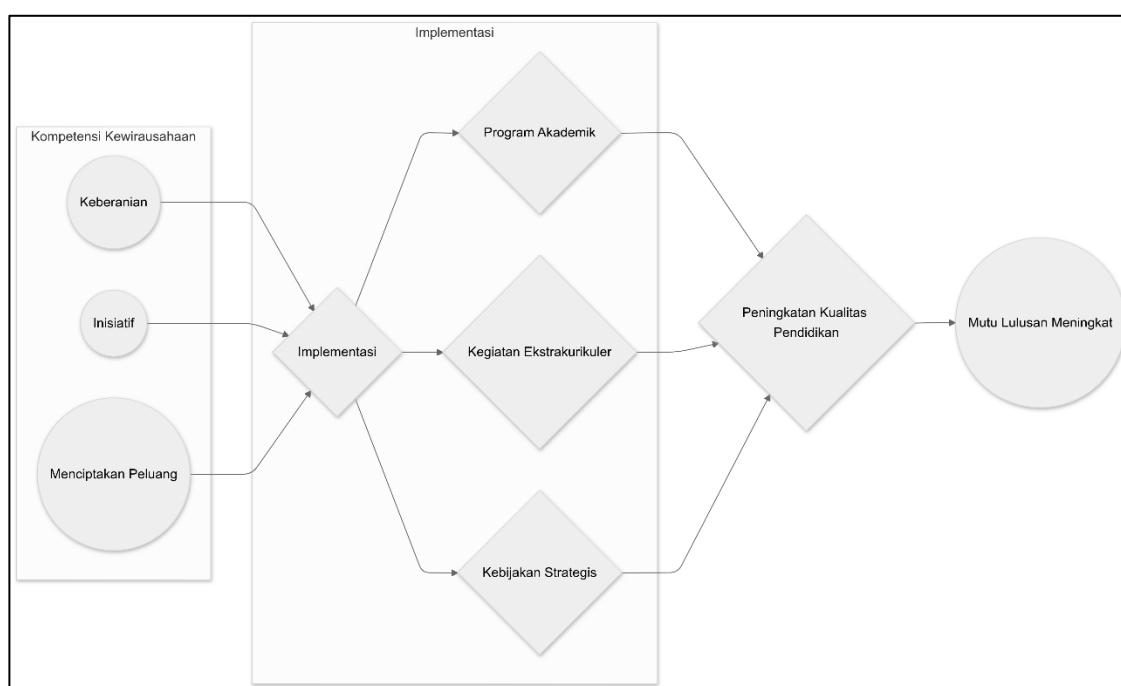


Figure 2. The model of implementation

5. Conclusion

The entrepreneurial competence of the madrasah principal has a significant influence on the quality of graduates. The ability to innovate, take risks, and be market-oriented, possessed by the madrasah principal with an entrepreneurial spirit, allows them to create a dynamic learning environment relevant to the times' needs. As part of transformational leadership, entrepreneurship encourages the madrasah principal to create a clear vision, empower teachers and staff, and optimize school resources. The entrepreneurship of the madrasah principal focuses not only on the financial aspect but also on efforts to create added value

for all stakeholders, especially in improving the quality of graduates.

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