

Transformational Leadership in Developing Entrepreneurship Education Program in Islamic Boarding School

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Abstract. Islamic boarding schools have enormous potential to support the country's economy through entrepreneur education programs. This study aims to describe and analyze the role of transformational leadership in developing an entrepreneurship education program at Islamic boarding school. This research implemented mixed-methods with sequential exploratory design, where qualitative research is carried out in the first stage as the main data collection and quantitative research is carried out in the second stage as a complement or explanation based on the results of the first data obtained. This research was conducted in Al Ashriyyah Nurul Iman Islamic Boarding School located in Parung, Bogor, West Java, Indonesia. The role of transformational leadership in developing entrepreneurship education programs includes: providing motivation, inspiring, providing direction, stimulating creativity and innovation, giving attention, and giving awards. The research shows that transformational leadership has a positive impact on the development of entrepreneurship programs in Islamic boarding schools. The implementation of transformational leadership has had the greatest influence on teachers' ideas, creativity and innovation.

Keywords: Transformational Leadership, Entrepreneurship, Education, Islamic Boarding School.

1 Introduction

Islamic boarding school is one of the Islamic-based educational institutions in Indonesia that teach a lot about religious knowledge and also play a large role in the formation of noble morals and character for the students in them. Islamic boarding schools are managed under the Ministry of Religion, especially the Directorate of Islamic Boarding Schools. According to the Ministry of Religion of the Republic of Indonesia in PMA Number 30 of 2020 [1], Islamic Boarding Schools are community-based institutions and are established by individuals, foundations, organizations, Islamic communities, and/or communities that instill faith and piety in Allah SWT, cultivate noble character and uphold Islamic teachings *rahmatan lil'alamin* which is reflected in attitudes of humility, tolerance, balance, moderation, and other noble values of the Indonesian people through education, Islamic da'wah, exemplary, and

community empowerment within the framework of the Unitary State of the Republic of Indonesia. Based on this definition, Islamic boarding schools can be said to be Islamic educational institutions that not only teach Islamic religious knowledge but also study general sciences and community empowerment with the function of increasing intelligence both scientifically and morally.

The function of Islamic boarding schools into three things, namely as a center for the cadre of religious thinkers (center of excellence), creating human resources and also empowering the community as an agent of development [2]. The dynamics of Islamic boarding schools occur in their function as community empowerment institutions where Islamic boarding schools are the people's choice in facing globalization, especially regarding ethics and morals in entrepreneurship [3]. There have been many Islamic boarding schools that have been proven to be able to develop Islamic boarding school economic empowerment involving students and the surrounding community. Islamic boarding schools have enormous potential to support the country's economy. There are many potentials and benefits of establishing an Islamic boarding school. This was also revealed by [4] in their research that the most important potential of Islamic boarding schools is economic empowerment for the surrounding community [4].

Based on data from the mapping results of the Research and Development Center for Religious and Religious Education in 2020 and 2021, 90.48% of the 11,868 Islamic boarding schools have business units, and 2.58% of Islamic boarding schools have 3-5 types of businesses. This shows that only a small proportion of Islamic boarding school (9.52%) do not yet have a business unit. The involvement of Islamic boarding schools in empowering the economy for the community has received support and facilities from the Central Government and Regional Governments [3][4]. Several Ministries and Government Institutions that have provided this support to date include: (1) Bank Indonesia, launching the Islamic boarding school economic empowerment program since 2016, (2) the Ministry of Industry, holding the "*Santripreneur*" program as an effort to empower the economy through a model of growing and developing new industrial entrepreneurs in Islamic boarding school environment, and (3) the Regional Government of West Java Province, launched the OPOP (One Product for One Islamic Boarding School) program which aims to encourage the empowerment of Islamic boarding schools so that they have superior products and are able to be economically independent.

The large amount of support and potential for community economic empowerment for Islamic boarding schools adds to the important role of implementing entrepreneurship programs in Islamic boarding schools. To realize the implementation of the entrepreneurship program in Islamic boarding schools, a leadership role is needed from Islamic boarding school leaders and educators in them. Islamic boarding school leaders have an important role in developing entrepreneurship in the school environment they lead [1][3]. Islamic boarding school leaders prepare entrepreneurship programs, organize members/staff, implement programs, and evaluate program implementation, implement and supervise the running of entrepreneurship programs [5].

One type of leadership that is considered effective in developing and improving programs in an organization is transformational leadership. The term transformational

comes from the word to transform, which has the meaning of transforming or changing something into a different form. Transformational leadership style is a leader who inspires his followers to convey personal interests for the good of the organization [6]. Transformational leadership is the influence of a leader on subordinates by feeling trust, pride, loyalty, respect for superiors and having the motivation to do more [7]. Based on this understanding, it can be concluded that transformational leadership is a leadership style that can change members' personal values through the influence of leaders to achieve the goals of an organization.

In summary, the essence of transformational leadership is as an inspiration, able to combine personal and group interests, oriented towards change, empowering subordinates, and having a long-term orientation [8]. The seven principles of transformational leadership in educational organizations include simplicity, motivation, facilitation, innovation, determination, mobility, and preparedness [9]. The elements of transformational leadership include: building a strategic vision, communicating the vision, modeling the vision, building commitment to the vision, transforming the vision requires commitment [10]. Guidelines for transformational leadership namely: stating a clear and attractive vision, explaining how the vision can be achieved, acting confidentially and optimistically, showing confidence in followers, using dramatic and symbolic actions to emphasize important values, leading by example, and giving people authority to achieve that vision [11].

Based on the definition and explanation regarding transformational leadership above, the research problem in this study is related to the importance of studying the role of leadership in developing and improving entrepreneurship programs in Islamic boarding schools. The existence of government support in realizing one of the goals of Islamic boarding schools, namely community-based, further strengthens the background for conducting research. Therefore, the aim of this research is to describe and analyze the role of transformational leadership in developing entrepreneurship programs in Islamic boarding schools.

The Al Ashriyyah Nurul Iman Parung Bogor Islamic Boarding School has been chosen as the research site because this school is unique. Practically, educational activities at this Islamic boarding school take place with a guarantee of free fees for all students, which as of January 2011 had reached approximately 23,000 students. Fee exemption is not limited only to educational needs, but also to meeting consumption, dormitory, health and other needs. Guided by 500 teaching staff from preschool to high school, education is provided in formal education units from PAUD, Elementary, Middle School, High School and High School levels.

2 Methodology

This research implemented a mixed method that combines qualitative and quantitative research in an exploratory manner. The primary data is the result of data collection obtained through qualitative methods in the form of interviews and observations. The secondary data is quantitative data obtained based on questionnaire results. Quan-

titative data is intended as supporting data for primary data. The following is an overview of the research data collection process using sequential exploratory design.

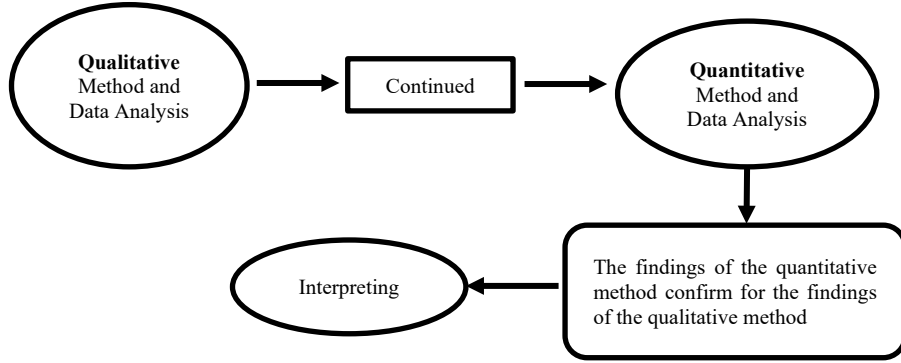


Fig. 1. Explanatory sequential design

The sample in this research was teachers, staff and school leaders. A total of 165 respondents were involved in this research. The instruments used in data collection were interview guides, observation sheets, documentation and questionnaires.

The data were connected, and the quantitative phase helped inform the qualitative phase. The integration of the quantitative and qualitative phases of the study was facilitated through two primary mechanisms. Firstly, the quantitative results were utilized to formulate the interview questions for the qualitative phase. Secondly, the integration of the results occurred during the analysis stage, where the findings from both quantitative and qualitative phases were combined to gain a more comprehensive understanding of the research topic. The following figure shows the exploratory sequential mixed methods research steps from developing instruments to interpreting the data.

Phase	Phase 1			Phase 2			Phase 3		
Research Steps	Development of qualitative instruments	Qualitative data collection	Qualitative data analysis	Development of quantitative instruments	Quantitative data collection	Quantitative data analysis	Interpretation		
Detail Procedures	Procedure *Considering questions regarding transformational leadership and how entrepreneurship program implemented; *Developing observation sheet	Procedures *Semi-structured interviews (N=24 → 6 teachers, 6 staffs, 2 school leaders, 10 students) *Observation *Documents review (e.g. curriculum, entrepreneur program, lesson plan, module, assessment report, teaching journal)	Procedures *Content analysis *Coding and data tabulation analysis	Quantitative data results	Procedures * Developing questionnaire instrument about transformational leadership and entrepreneurship program in Islamic boarding school	Procedures *Survey questionnaire (N = 165)	Procedures *Statistical Descriptive: Frequencies, average, percentage	Quantitative data results	Procedures Interpretation and explanation of qualitative and quantitative results
Detail Products	Products 10 main questions for the in-depth interviews	Products *Transcripts *Documents	Products *Coded texts *Text analysis *Analytical memos		Products 30 to 50 items of statements or questions	Products Nominal, ordinal, and interval items scores	Products *Descriptive statistics		Products Discussion of implications and areas for future research

Fig. 2. Sequential explanatory research steps

3 Results

Al Ashriyyah Nurul Iman Parung Bogor Islamic Boarding School is a dormitory-based educational institution that prioritizes entrepreneurship education. One effort to implement this entrepreneurship education is to establish cooperatives that oversee various business fields including bread, bottled water, tofu, tempeh, soy milk, organic fertilizer, printing, studies, recycled products, etc. This entrepreneurship education program is intended so that students have entrepreneurial skills that are well honed and ready to use both theoretically and practically.

This research aims to describe and analyze transformational leadership in supporting entrepreneurship programs in this school environment. In the initial research stage, a qualitative method was carried out in the form of observations and interviews with the school leader, several teachers, staff, and students. Based on the data tabulation of observations data and interviews data, the following summary findings were obtained in Table 1.

Table 1. The summary of fundings from data qualitative.

1	The Al Ashriyyah Nurul Iman Parung Bogor Islamic Boarding School has had an Entrepreneurship Education program that has been running for a long time, is documented, and there is evidence of publication in print media and on the website. The entrepreneurship program was the idea of the previous Foundation leader known as "Abah" (Father).
2	The Al Ashriyyah Nurul Iman Parung Bogor Islamic Boarding School implements free funds education, where students who study are not charged a penny. Therefore, several business units were established and developed long ago to meet the needs and welfare of Islamic Boarding Schools
3	Al Ashriyyah Islamic Boarding School has several types or business units including: waste recycling (1998), convection (2009), printing business (2007), barbershop (2011), bottled drinking water (2007), bread factory (2006), business fisheries (2005), agriculture (2004), animal husbandry (2007), public entertainment (2011), and so on.
4	The Al Ashriyyah Nurul Iman Foundation has a service program aimed at university students who have graduated from high school to serve as teachers or assistants in entrepreneurship programs at Islamic boarding schools for approximately 2 years.
5	Islamic boarding school leaders have transformative leadership in developing entrepreneurship programs which is reflected in the way they provide motivation to students and teachers, inspire, provide direction, stimulate creativity and innovation, provide attention, and give awards.
6	The Islamic boarding school is in the process of implementing an independent curriculum, especially integrating the entrepreneurship education program with the Project for Strengthening the Pancasila Student Profile and the Rahmatan Lil Alam in Student Profile (P5 – PPRA).

In the next research stage, the researcher collected quantitative data to confirm and strengthen the results of the qualitative research described previously. At this stage the researcher used a closed questionnaire/questionnaire which contained statement items in Table 2. The statement items consisted of 8 items for the transformational leadership variable, and 10 items for the entrepreneurship education program variable.

Specifically, the entrepreneurship education program variable has 3 aspects, namely the planning aspect, the implementation aspect, and the program assessment aspect.

Table 2. Statement items for transformational leadership variable

Variable	Item	Code	Average	%
Transformational Leadership	Convey the vision and mission of the Islamic Boarding School clearly	TL1	3.93	78.55
	Developing a sense of pride in Islamic boarding schools in every teacher	TL2	3.95	79.03
	Growing teachers' self-confidence	TL3	3.87	77.94
	Arouse work enthusiasm in teachers	TL4	3.97	79.39
	Inspiring teachers to always be enthusiastic and optimistic in achieving the goals of Islamic Boarding Schools	TL5	3.92	78.42
	Stimulating creativity and innovation in teachers	TL6	4.10	81.94
	Direct teachers to solve problems carefully	TL7	3.90	77.94
	Appreciate teachers' ideas	TL8	4.11	82.18

Table 3. Statement items for entrepreneurship program variable

Variable	Function	Item	Code	Average	%
Entrepreneur Program	Planning	Create a learning plan before the entrepreneurship program is implemented	EP1	3.88	77.60
		Determine indicators of competency achievement before program implementation	EP2	3.73	74.60
		Determine learning objectives before implementing the program	EP3	3.86	77.20
		Prepare a schedule before implementing	EP4	3.81	76.20

Variable	Function	Item	Code	Average	%
		the program			
	Actuating	Entrepreneurship learning is carried out in accordance with the guidelines created	EP5	3.90	78.00
		Entrepreneurship learning is carried out according to a set schedule	EP6	3.92	78.40
		Entrepreneurship teachers provide guidance to students during entrepreneurship learning	EP7	3.95	79.00
	Evaluation	Entrepreneurial learning managers create good criteria for assessing learning success	EP8	3.73	74.60
		The head of Islamic Boarding School evaluates the success of the entrepreneurship learning program regularly	EP9	3.70	74.00
		The way to assess students' success in participating in entrepreneurship learning is appropriate	EP10	3.73	74.60

4 Discussion

4.1 Descriptive Analysis of Transformational Leadership

The item stating the transformational leadership variable (TL) which has the highest average is item TL8, namely respecting teachers' ideas. This statement item has an average value of 4.11 with a percentage of 82.18% of the majority of respondents answering agree. Respondents have the perception that leaders often appreciate the contribution of ideas or ideas related to the input and output of entrepreneurship programs at Islamic boarding schools. The item with the second highest average is TL6, namely stimulating creativity and innovation in teachers. This statement item has an

average value of 4.10 with a percentage of 81.94% of the majority of respondents answering agree. This shows that the implementation of transformational leadership in the school has had the greatest influence on teachers' ideas, creativity and innovation in developing entrepreneurship programs.

Meanwhile, the item with the lowest average is TL3, namely growing teachers' self-confidence. This statement item has a mean of 3.87 with a percentage of 77.45 respondents, the majority of whom answered neutral. Respondents had the perception that leaders were neither too good nor too bad at increasing teachers' self-confidence. Leaders need to carry out training that can help teachers increase their self-confidence so that the goals of the program and Islamic Boarding School can be achieved and able to compete with other institutions.

4.2 Descriptive Analysis of Entrepreneurship Education Program

Descriptive analysis of the Entrepreneurship education program is measured through 3 aspects, namely the planning aspect, implementation aspect and assessment aspect. Based on descriptive statistical calculations, the average obtained for each aspect, namely the planning aspect is 3.89, the implementation aspect is 3.91, and the percentage proportion can be seen in Figure 3. This shows that the teachers are most optimal in implementing the program. entrepreneurship in the implementation aspect.

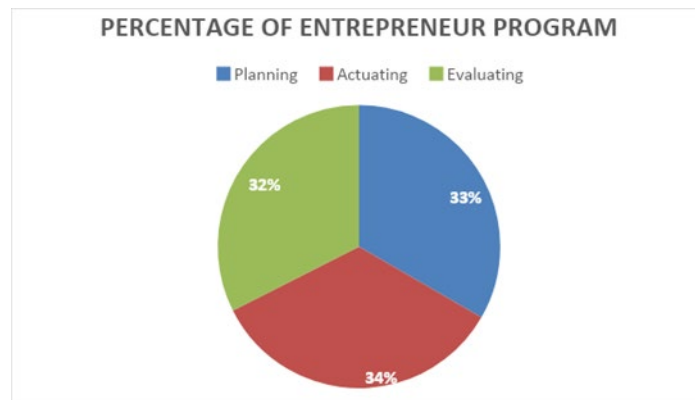


Fig. 3. The percentage of entrepreneur program based on each function

The highest statement item for the entrepreneurship program variable (EP) is in the implementation aspect of EP7, namely the entrepreneurship teacher provides guidance to students during entrepreneurship learning. This statement item has a mean of 3.95 with a percentage of 79% of respondents agreeing.

The lowest statement item is in the EP9 assessment aspect, namely the Head of the Islamic Boarding School evaluates the success of the entrepreneurship learning program on a regular basis. This item has the lowest mean when compared to other items, namely 3.70. This shows that the assessment aspect, especially the role of the Islamic Boarding School Head in conducting evaluations, needs to be improved.

4.3 The Role of Transformational Leadership in Supporting Entrepreneurship Program

Transformational leadership is a leadership model that continuously makes changes to improve the organization. The leaders who have been most successful in making change are those who have tried to apply transformative or transformational leadership [12]. The Al Ashriyyah Nurul Iman Parung Bogor Islamic Boarding School has had transformative leadership since its inception until today. One of the features of this Islamic boarding school is that education is provided with a guaranteed free fee for all students. Fee exemption is not limited only to educational needs but also to meeting consumption, dormitory, health and other needs. One of the sources of funding for Islamic boarding schools comes from donors who provide assistance in the form of Islamic boarding school infrastructure. Apart from that, to support the continuity and prosperity of the Islamic boarding school, the leadership created several business units which are also places for teachers and students to practice entrepreneurship. The role of Islamic boarding school leaders in developing entrepreneurship is to provide motivation, reward, provide motivation to students and teachers, inspire, provide direction, stimulate creativity and innovation, provide attention, and give awards [12][13]. The figure of the previous Islamic boarding school leader known as "Abah" was a central figure who was transformative and very inspiring in finding the concept of a religious education formula that was dynamic and relevant to the times.

In general, the role of transformational leadership in Islamic boarding schools can be idealized into four important things, namely (1) mission and goals, (2) learning and teaching processes, (3) learning climate, and (4) supporting environment [14]. Based on [15] observations, the figure of a transformative Islamic boarding school leader can be idealized as follows.

- Transformative Islamic boarding school leaders are always open and sincere in accommodating the aspirations of the community for the progress of their institution. A leader's openness is a form of collaboration between Islamic boarding school leaders and the surrounding environment in realizing shared ideals.
- Transformative Islamic boarding school leaders always adhere to the principle that boarding schools are institutions that must provide services to the Islamic boarding school community (students, teacher and shadow teacher) as well as the wider community.
- Transformative Islamic boarding school leaders will be able to work together with other parties in order to maintain and protect Islamic boarding school culture based on Islamic moral, ethical and spiritual values. Collaboration must be carried out by Islamic boarding schools in advancing Islamic boarding schools. To increase the effectiveness of implementing entrepreneurship programs, Islamic boarding schools need to collaborate with related parties, such as collaborating with certain business entities, local governments, or educational institutions that can help provide education and training related to entrepreneurship in Islamic boarding schools.

- Transformative Islamic boarding school leaders will be proactive in exploring information about innovative Islamic boarding school educational technology, and strive to complete the necessary facilities and infrastructure.
- Transformative Islamic boarding school leaders are also optimally creative in utilizing limited Islamic boarding school educational and teaching facilities. Transformative Islamic boarding school leaders try to be able to analyze information that comes from the evaluation results of the teacher or other staff. Transformative Islamic boarding school leaders try to be alert to new information that has the potential to cause unrest in the Islamic boarding school environment.

5 Conclusion

Based on the research results, it can be concluded that Islamic boarding school leaders have transformational leadership in developing entrepreneurship education programs in Islamic boarding schools. The role of transformational leadership is to provide motivation, inspire, provide direction, stimulate creativity and innovation, provide attention, and provide rewards. The implementation of transformational leadership at the Al Ashriyyah Nurul Iman Parung Bogor Islamic Boarding School has had the greatest influence on teachers' ideas, creativity and innovation in developing entrepreneurship programs. The implementation of the entrepreneurship program is going well, especially in the mentoring item or teachers providing guidance to students while taking part in entrepreneurship learning. However, there are two items that need to be improved, namely those related to growing teacher self-confidence and also the role of Islamic boarding school leaders in implementing evaluation/assessment of entrepreneurship programs.

6 Acknowledgements

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