

The Leadership of Female Madrasah Head in Developing Entrepreneurship

Nurul Hidayah and Agus Eko Sujianto

Institut Agama Islam Negeri (IAIN) Tulungagung, INDONESIA

Corresponding Author: Agus Eko Sujianto

ABSTRACT: *The purpose of this study is to explain women's leadership strategies in developing entrepreneurship in schools. This study examines in depth the phenomenon of entrepreneurship in schools with the madrasah head as the key informant. The research approach chosen is qualitative with the type of case study. Data collection was carried out by in-depth interviews with selected research informants using snowball sampling techniques. The results showed that the leadership of the female madrasah head in developing entrepreneurship through three strategies namely: entrepreneurship education (PKWU), self-development of students and instilling madrasah culture to build independence in entrepreneurship.*

KEYWORDS: *women's leadership, entrepreneurship education, independence.*

Date of Submission: 02-03-2020

Date of Acceptance: 19-03-2020

I. INTRODUCTION

Women in Islam have a very noble position if they can optimize their strategic role without violating Islamic Sharia rules. The Indonesian government gives freedom to women to optimize their potential through their roles in various sectors. The role of women in development has progressed both in the economic, political, social, health and education sectors. Even women are given positions to hold important positions such as political leaders and company managers. Irawan (2018) suggests that in Indonesia business with women as top management has increased from 66% in 2016 to 75% in 2017. This increase shows that women have the feasibility of leading the organization and bringing the organization to success.

Likewise, with the world of education, many women have become school/madrasa principals. Even some female principals/madrasah have succeeded in becoming outstanding leaders in their educational institutions. The success of a woman's leadership is seen because she has a gentle, subtle but also wise personality which is her strength, so that she can lead her subordinates in a non-hierarchical manner, but can apply various ways of leadership to motivate subordinates. Mayer et al, (2015) in their study explained that the success of women in leading educational institutions was due to spirituality. With these characteristics, women can lead successfully, as Sperandio (2007) shows that in Bangladesh there is progress in gender equality where women play an active role by becoming leaders in educational institutions.

Leadership is the actions or actions of individuals and groups that make people or groups move towards a goal. According to Robbins et al, (2017), a leader is not necessarily a manager. Vice versa. Just because managers give certain formal rights by the organization, it does not guarantee that they can become effective leaders. Leadership that is not sanctioned — the ability to influence arising outside the formal structure of the organization — is often as important as the formal influence. Leaders can be chosen from and by groups or officially appointed.

Leadership about education has a meaning as the ability of school principals to influence, guide, direct and move school staff to be able to work effectively to achieve established educational and teaching goals. As a leader in the education unit, the principal is responsible for the personnel or employees to influence, incite, organize, and coordinate the implementation and improvement of the quality of education and teaching, so that they can carry out the educational leadership functions as expected.

Meanwhile, women's leadership according to Aburdene & Naisbitt (1992) has special characteristics, namely: empowering, restructuring, teaching, providing role models, encouraging openness and stimulating questioning. Thus leadership is not only held by men, but women also have the rights as explained by Marhumah (2011) that so far, gender is a culturally shaped attribute that is inherent in men and women. The structure of every aspect of human social life based on gender differences is distinguished by gender. Gender as a concept in analysis refers to a set of traits, roles, responsibilities, functions, rights, and behaviors as cultural forms inherent in men and women.

Nevertheless, women's leadership is challenged Anshor (2008). Women are seen as weak figures in decision making. Another paradigm that women in their leadership is also doubtful about the quality of their leadership, especially in efforts to improve the quality of education in their institutions Krause (2017). This

labeling has led to many stereotypes built by the community as a result of social relations about differences between men and women and that women are only suitable for domestic work Qadir (2019).

These challenges spurred the spirit of women to prove their abilities and expertise in holding the mandate of leadership. School principals are functional teachers who get the additional task of leading a school. The success or failure of an educational institution depends very much on the role and performance of the school principal because he is a determinant of the direction and trainer for school members towards the goals of their institution. Kamete (2014); Khan et al., (2014) explained that the principal as a manager can be seen in his ability to communicate and encourage academic human resources to realize the quality of learning in schools.

Based on the brief explanation above, this study was conducted to explore the leadership strategy of the head of the Madrasah Aliyah Negeri 2 MAN Tulungagung, known for its personality figure who is very disciplined, wise, friendly, gentle, assertive, has a good ability to motivate subordinates, and has a spirit high jihad (spiritual leadership). Sousa (2018) suggested that the development of entrepreneurship is very important given to students today because it is one of the developments of their skills as provisions so that they can be more independent if they leave the madrasa. Moreover, unemployment is currently increasing because employment is increasingly narrow. Besides that, it is also expected to shape the souls and entrepreneurial attitudes of students.

MAN 2 Tulungagung was chosen as the research locus because of the high attention of the leadership to entrepreneurship and based on field observations, in this school, some cooperatives and canteens are always full of products produced by the MAN 2 Tulungagung entrepreneurship field. Another consideration is the emergence of several students who have their businesses and sell their products in madrasah, making entrepreneurship in schools an embryo for the birth of new young entrepreneurs. In summary, this research was conducted to answer the research question, namely: What is the strategy of women's leadership in developing entrepreneurship in schools?.

II. METHOD

This research was conducted at MAN 2 Tulungagung which is currently led by female principals and is unique in that teaching and learning activities are colored by entrepreneurial activities from, by and for students. This study approach is qualitative with the type of case study research. The type of case study was chosen based on the consideration that this research wanted to conduct an in-depth exploration [13], regarding entrepreneurship programs in schools. Data collection techniques with in-depth interviews with selected research informants using snowball sampling techniques. Analysis of the data used is the Miles and Huberman model, as stated by Emzir (2010).

III. FINDINGS AND DISCUSSION

In leading schools, the Head of MAN 2 Tulungagung is relevant to Suhandjati (2010) that women's leadership in the public still has various challenges. In social life, the status of women is still experiencing discrimination, lack of access to education, employment, decision making, and other public spheres. To empower women, this is a separate issue, wherein contributing to development it is expected to have a stronger role.

The school principal also proved that, although a woman who has tenderness and affection, but also a leader who is very firm and very responsible. Gender differences are not a problem for him. This finding is different from Northouse (2015) that gender can differentiate commitment to work and motivation to lead. For leadership effectiveness, men have more of the qualities needed than women. Gender stereotypes visualize beliefs about the nature of labeling women, ie men are considered to have stereotyped controlling characteristics, such as self-confidence, assertiveness, independence, rationality, and certainty. The following are research findings of the contribution of women in the development of entrepreneurship in schools.

1. Women's Leadership Strategies in Developing Entrepreneurship Through Workshop Education and Entrepreneurship

As a female leader, Miftach has the entrepreneurial spirit needed to manage existing resources. This can be seen in his personality who is happy about new challenges, the presence of courage, virtue, and the spirit of striving to meet the needs and the strength that is in him he is empowered to solve various problems through empowering the resources of subordinates. His desire to make MAN 2 Tulungagung as an entrepreneurship madrasa is manifested through a craft and entrepreneurship education strategy which is realized through: first, craft education and entrepreneurship through theory. Second, craft education and entrepreneurship through practice. Third, craft education and entrepreneurship by marketing.

Theory and practice are given to all students in each class from class X to class XII. This is because he realizes how important the entrepreneurial spirit and independence are as provisions for the students in the future. Workshop and Entrepreneurship education at MAN 2 Tulungagung is given in each class by K-13. This

is a mandatory program that must be run. But at MAN 2 Tulungagung, Miftach wants the program to not only fulfill obligations but also optimize its theory and practice so that it is truly achieved by the objectives of madrasah, which is to become an entrepreneur madrasah. Besides that, Miftach wants to introduce to students that being an entrepreneur even though small like making bread and then selling it is very noble than not being able to do anything at least for himself, as stated by Echdar (2013), Entrepreneurship is a communication and management skill to mobilize people, money and raw materials or other resources needed to produce the project so that it is implemented well.

Giving theory to PKWU subjects will more or less provide a basic understanding of entrepreneurs. Because in this PKWU subject, students are not only taught how to process food and drink, they will still be equipped with the nature of entrepreneurship, the importance of entrepreneurs and how to become entrepreneurs for future success. The inculcation of entrepreneurship values is very important for students. Therefore, this PKWU education is carried out with the best planning and monitored directly by the headmaster. What is done by Miftach is by Purwana & Wibowp (2017) that entrepreneurship education is an effort to internalize the spirit of entrepreneurship both through educational institutions and other institutions such as training institutions, training and so on.

The importance of having an entrepreneurial spirit is exemplified by the Prophet Muhammad who was also an entrepreneur. The ability of the Prophet Muhammad in laying the foundations of ethics, morals and work ethic that preceded his time was characteristic of his entrepreneurial leadership. After he was appointed as an Apostle, the foundations of entrepreneurial ethics had gained religious legitimacy. Self-development, military, the legal system, education, social and political, da'wah, family and business are holistic entrepreneurial leadership possessed by Rasulullah SAW Rohmat (2016). Thus it can be concluded that the head of MAN 2 Tulungagung, Miftachurrohman has instilled the foundations of entrepreneurship to all students through active and optimal Education and Entrepreneurship education which is characterized by the complete implementation of theory and practice.

2. Women's Leadership Strategies in Developing Entrepreneurship Through Personal Development in MAN 2 Tulungagung

The next strategy is to develop entrepreneurship through self-development. Self-development is an activity that aims to provide opportunities for students to develop and express themselves according to their needs, talents, and interests. Counselors, teachers, or other professionals facilitate and/or guide personal development activities. The direction of self-development is also to develop the character of students so that they can overcome the problems themselves, the surrounding community, and national issues. Self-development facilities such as extracurricular activities, counseling guidance, hidden curriculum which is realized in the form of activities can be provided by the education unit.

Head of MAN 2 Tulungagung not only talks about theory in the classroom but also provides opportunities for students who are willing to deepen the science of entrepreneurship to participate in self-development activities. In this personal development activity, Miftach did several strategies, namely: first, to list talented students who are interested in entrepreneurship. Second, providing education and training in collaboration with BLK Tulungagung. Third, facilitate the development of training results by making food and beverage products. Fourth, facilitate marketing to madrasa families and the community.

The Head of MAN 2 Tulungagung provides free facilities for students who are interested in participating in education and training activities. This activity is considered Miftach has many benefits for students. Among the benefits of education and training activities carried out in schools are relevant to Simamora (2004), namely: (1) the quality and quantity of productivity increases; (2) the study time needed by employees to achieve the specified performance standards is reduced; (3) a more favorable attitude, loyalty and cooperation can be created; (4) human resource planning requirements can be met and (5) help employees make improvements and their personal development.

Whereas Notoatmodjo (2010) suggested that education and training were the most important needed to improve the quality of abilities related to work skills, thinking, and skills. Even Ranupandojo & Husnan (2009) reinforce with their opinion that educational activities are activity efforts to increase one's general knowledge including theoretical knowledge to overcome various problems related to the achievement of objectives. The training is an activity that intends to improve work skills utilizing practical knowledge and its implementation to achieve goals.

The training continued with practical activities in the laboratory and marketed the processed products. By attending education and training, increasing practices and marketing their processed products, the head of MAN 2 Tulungagung hopes to make students become trained/skilled and have a strong sense of self-reliance. Marketing learning educates mental strength in facing any challenge. The head of MAN 2 Tulungagung, although a woman, is very persistent and always full of enthusiasm and optimism that his ideals will succeed.

Motivating the academics in the form of self-development through education and training, and practice continues to be done seriously by motivating themselves and others to continue to struggle and endeavor.

3. Women's Leadership Strategies in Developing Entrepreneurship through Madrasah Culture in MAN 2 Tulungagung

The Head of MAN 2 Tulungagung has a strong entrepreneurial spirit, which is seen in its discipline, independence, firmness, and extraordinary spirit without tireless and giving up in facing any problem. The characteristics of entrepreneurship inherent in him as shown by Suryana (2013) that entrepreneurship has several characteristics including (1) Discipline; (2) Mandiri; (3) Realistic; (4) High commitment; (5) Honestly; (6) Creative and innovative. In developing entrepreneurship in schools, Miftach applies a strategy to cultivate the spirit of entrepreneurship in the madrasah environment in the form of instilling independence by having an entrepreneurial spirit for future success.

Miftach realizes the importance of independence for every student. Independence is a mental attitude that everyone must have in which there are elements with characteristics that need to be developed so that they grow together in every aspect of their lives. The characteristics of an independent person, according to Desmita (2010) can determine their destiny, creativity, and initiative, able to regulate behavior, be responsible, be able to restrain themselves, make their own decisions and be able to overcome problems without being influenced by others. In more detail Covey (1991) asserts that the characteristics of independence include: (1) being able to physically work alone; (2) can mentally think for themselves; (3) able to creatively express their ideas in ways that are easily understood; (4) the activities carried out emotionally are accounted for by themselves.

Head of MAN 2 Tulungagung, has a very strong spirit of independence so it is not surprising if they try hard to educate independent learners through an entrepreneurship culture. Becoming an independent person must start at school age. It would even be better if from early age parents at home had educated their children to be independent. Every individual in dealing with various environmental situations and their changes must be able to be independent. Its independence allows some to choose their way of life to reach their welfare. To live independently requires a process of education.

The Head of MAN 2 Tulungagung understands that educating independence is also one of the duties and obligations imposed on madrasahs as Islamic educational institutions. As a disciplined and responsible female leader, she strives to carry out her best tasks to lead and educate her children to become independent individuals. Madrasah is the second education that is very influential for the formation of children's personalities. Then the madrasah environment is very important to be created into an educational environment with good habituation. Thus, what is done by Miftach is in line with the theory put forward by Santrock (2003) regarding the factors that influence and shape independence are: (1) family environment (internal) and community (external); (2) parenting style; (3) education.

In cultivating madrasahs into a love of entrepreneurs, the head of MAN 2 Tulungagung also urged them to always work. In addition to incorporating entrepreneurial education into the compulsory curriculum starting from grade 10 to grade 12, students are also motivated to do practical work. Work in any form. It is not easy for the headmaster to get used to the work. But Miftach was able to do it with motivation, monitoring, and the provision of facilities and media for work practice. Leaders like this can quickly solve problems because their thinking is broad and intelligent, systematic, seeing the big picture of the whole system. Brown & Anfara (2003) also say as leaders who dare to change. Such leaders according to Sinamo (2002) are classified as leaders who dare to be responsible and bear the burden, because he has a high moral awareness.

Head of MAN 2 Tulungagung never tired to always motivate in any way so that all citizens of the madrasah like to work especially in the field of entrepreneurship. The most striking thing about Miftach in cultivating these work habits is motivation. The ability of the head of MAN 2 Tulungagung in motivating the academics is called by Mulyasa (2012) as an ideal model of school principal leadership. Rivai & Arifin (2013) explained the ability to provide motivation strongly supports leadership effectiveness because they can drive progress and determine the movement of people and activities for progress. Mulyasa (2012) suggested to build motivation, principals must have appropriate strategies to be effective.

Another strategy is to accustom madrasah to appreciate the work of their students by buying their work. This is a strategy undertaken by the head of MAN 2 Tulungagung to create a strong entrepreneurial culture in the madrasah environment. The habit of appreciating works begins with an example where he buys works produced by his students. then followed by teachers who also bought their works. In the thought of Aburdene & Naisbitt (1992) what Miftach did illustrates the characteristics of the behavior of women leaders. They suggest that there are six behaviors for women's leadership, namely: empowering (restructuring), restructuring (restructuring), teaching (teaching), providing role models (giving examples), encouraging openness (encouraging openness), and stimulating questioning (providing opportunities for questioning). Mulyasa (2012) also said that what Miftach did was categorized as a successful leader who not only thinks but also exemplifies. The same thing was said by Danim (2010) that a quality leader is always setting an example.

For Miftach, the example is very important. A leader must prioritize the example rather than words. Because the leader is a central figure whose every word and action will be a role model. If the speech is not by action, this will be a problem for its members. Miftach understands very well that an example is a key to the success of a leader. He has a very strong understanding and practice of religion. For him, the Prophet himself is a role model in all things. For example, Rasulullah SAW was able to change society from a jahiliyyah community into an Islamic civilized society. He did not say much but did more. Rasulullah is an exemplary figure that will never be matched. He always put himself first to establish obedience to Allah SWT before he delivered it to his people. From the results of the analysis above it can be concluded that the head of MAN 2 Tulungagung is a woman leader with an entrepreneurial spirit who is characterized by high discipline, full of enthusiasm, independent, firm, optimistic, responsible, and has a strong spirit of al-jihad.

IV. CONCLUSION

Women's leadership strategies in developing entrepreneurship in schools can be implemented through craft education and entrepreneurship in theory, practice, and marketing products. Women's leadership strategies in developing entrepreneurship through self-development can be done by recording talented and interested students in the field of entrepreneurship, providing education and training in collaboration with the Vocational Training Center, facilitating to develop educational and training results by making food and beverage products, facilitating to market to madrasah families and the community. Whereas women's leadership strategies in developing entrepreneurship through culture are carried out in several ways, namely: instilling independence by having an entrepreneurial spirit for future success, accustoming madrasah to making work and marketing it and accustoming madrasah to appreciate the work of their students by buying their work.

REFERENCES

- [1] D. Irawan, "Survei Women in Business: Kinerja Perusahaan Naik Jika Perempuan Lebih Banyak," *Bisnis.com*, Mar-2018.
- [2] C. H. Mayer, S. Surtee, and A. Barnard, "Women leaders in higher education: A psycho-spiritual perspective," *South African J. Psychol.*, 2015.
- [3] J. Sperandio, "Women leading and owning schools in Bangladesh: Opportunities in public, informal, and private education," *J. Women Educ. Leadersh.*, 2007.
- [4] S. P. Robbins, T. A. Judge, and T. T. Campbell, *Organizational Behavior: Second Edition*. 2017.
- [5] P. Aburdene and J. Naisbitt, *Megatrends for women*. New York: Villard, 1992.
- [6] E. Marhumah, *Konstruksi Sosial Gender di Pesantren Studi Kuasa Kiai atas Wacana Perempuan*. Yogyakarta: LKiS, 2011.
- [7] M. U. Anshor, "Tantangan Kepemimpinan Perempuan di Tingkat Lokal," *Yinyang J. Stud. Islam. Gend. dan Anak*, 2008.
- [8] S. F. Krause, "Leadership: Underrepresentation of Women in Higher Education," *ProQuest Diss. Publ.*, 2017.
- [9] M. Qadir, "The Challenges of Women Leadership and Management in India," *SSRN Electron. J.*, 2019.
- [10] J. M. Kamete, "The influence of headmaster's managerial skills on effective school management: A case of public secondary schools in Mbeya-Tanzania," 2014.
- [11] S. Khan, I. Khan, F. K. Rashid ur Rehman, R. Khan, H. Rauf, and N. B. Yar, "The Supervisory Role of the The Supervisory Role of the Headmaster at the Higher Secondary Level: A Teacher's Perception," *Public Policy Adm. Res.*, vol. 4, no. 9, pp. 51–55, 2014.
- [12] M. Sousa, "Entrepreneurship Skills Development in Higher Education Courses for Teams Leaders," *Adm. Sci.*, 2018.
- [13] Sugiyono, *Metode Penelitian Kombinasi (mixed Methods)*. 2018.
- [14] Emzir, "Metodologi penelitian pendidikan kuantitatif & kualitatif," *Metodol. Penelit. Pendidik. kuantitatif kualitatif*, 2010.
- [15] S. Suhandjati, "Mitos perempuan kurang akal dan agamanya : studi terhadap kitab majmu'at karya kiai saleh darat (laporan penelitian individu)," Semarang, 2010.
- [16] P. G. Northouse, *Leadership : Theory and Practice*. SAGE Publications, 2015.
- [17] S. Echdar, "Effect of Internal and External Environment of Human Capital Development (Empirical Study on Manufacturing Company Gopublik in Indonesia)," *IOSR J. Bus. Manag.*, 2013.
- [18] D. Purwana and A. Wibowp, *PENDIDIKAN KEWIRAUSAHAAN DI PERGURUAN TINGGI*. Yogyakarta: Pustaka Pelajar, 2017.
- [19] Rohmat, *Manajemen Kepemimpinan Kewirausahaan*. Yogyakarta: Cipta Media Aksara, 2016.
- [20] H. Simamora, *Manajemen sumber daya manusia*. Yogyakarta: STIE YPKN, 2004.
- [21] Notoatmodjo, *Bisnis, Manajemen & Keuangan*. Jakarta: Rineka Cipta, 2010.
- [22] H. Ranupandojo and S. Husnan, *Manajemen Personalial*. Yogyakarta: BPF, 2009.
- [23] Suryana, *Kewirausahaan Kiat dan Proses Menuju Sukses*. Jakarta: Salemba Empat, 2013.
- [24] Desmita, "Psikologi Perkembangan Cetakan Ke-IV," Bandung PT. Remaja Rosdakarya Offset, 2010.
- [25] S. R. Covey, "The seven habits of highly effective people.," *Natl. Med. Leg. J.*, 1991.
- [26] J. W. Santrock, *Psicología del desarrollo en la adolescencia*. 2003.
- [27] K. M. Brown and V. A. Anfa, "Paving the Way for Change: Visionary Leadership in Action at the Middle Level," *NASSP Bull.*, 2003.
- [28] J. H. Sinamo, *Pemimpin kredibel, pemimpin visioner: bagaimana menjadi pemimpin kredibel dan visioner di alam reformasi era global*. Jakarta: Institut Darma Mahardika, 2002.
- [29] E. Mulyasa, *Manajemen dan kepemimpinan kepala sekolah*. 2012.
- [30] V. Rivai and A. Arifin, *Islamic Leadership: Membangun SuperLeadership Melalui Kecerdasan Spiritual*. Jakarta: Bumi Aksara, 2013.
- [31] S. Danim, *Kepemimpinan pendidikan : kepemimpinan jenius (IQ + EQ), etika, perilaku motivasional dan mitos*. Bandung: Alfabeta, 2010.