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Entrepreneurship-Based Leadership Model in Strengthening Institutional Quality and Reputation

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ABSTRACT

This research focuses on the development of an entrepreneurial leadership model to strengthen the quality and reputation of educational institutions, using a case study of Ulil Albab Islamic Senior High School (SMA IT Ulil Albab). The research objective is to analyze the characteristics of the principal's entrepreneurial leadership, the mechanisms of its influence on quality management, and its contribution to the institution's reputation. Using a qualitative case study approach, data were collected through in-depth interviews, participant observation, and document analysis. Data were analyzed using the Miles and Huberman model through data condensation, data presentation, and conclusion drawing and verification. The results show that the principal's entrepreneurial leadership is characterized by innovative, visionary, collaborative characteristics, and the courage to take calculated risks. These characteristics directly influence the transformation of the organizational culture to become more adaptive, creative, collaborative, and spiritually valuable. This cultural change strengthens the implementation of quality educational services through innovative programs, increased teacher participation, and active student involvement. In addition, entrepreneurial leadership contributes significantly to improving the institution's reputation, as demonstrated by increased public trust, expanded partnership networks, and the school's visibility in the public sphere. The implications of this research confirm that entrepreneurial leadership is a key strategy for integrated Islamic educational institutions to increase competitiveness in the era of disruption. This leadership model can be adopted by other school principals to encourage innovation, strengthen quality, and build a sustainable institutional image. This research also provides a theoretical contribution by mapping the integrative relationship between entrepreneurial leadership, organizational culture, educational quality, and institutional reputation in the context of Islamic education.

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1. PENDAHULUAN

In the era of educational disruption marked by the acceleration of technology, changes in learning patterns, and global demands for the quality of human resources, educational institutions are required to not only act as teaching institutions, but also as adaptive, innovative, and competitive organizations. (Ismunandar, 2025; Nugraha et al., 2025). The shift in the educational paradigm from an administrative orientation to a managerial and entrepreneurial orientation has become inevitable amidst increasingly fierce competition between institutions. The concept of entrepreneurial leadership emerged in response to the need for educational institutions capable of managing change with long- term vision, the courage to take risks, and the ability to create added value for all stakeholders. SMA IT Ulil Albab represents an integrated Islamic educational institution undergoing transformation to strengthen its quality and reputation through the application of entrepreneurial values in institutional management.

Entrepreneurship-based leadership positions the principal not merely as an administrative manager, but as an agent of change who is able to direct the institution towards competitive excellence. (Arif, 2024; Ismunandar, 2025; Saputra et al., 2025). According to Gupta, MacMillan, and Surie (2004), entrepreneurial leadership is a leadership style oriented toward innovation, proactivity, and the courage to take risks to achieve sustainable results. From an educational perspective, this theory provides a foundation for transforming organizational culture that encourages creativity, collaboration, and independence. Therefore, studying the entrepreneurial leadership model in the educational context is crucial, particularly in addressing the challenges of the relevance and sustainability of Islamic educational institutions in the era of global competition.

Initial observations at Ulil Albab IT High School indicate an interesting dynamic between the principal's entrepreneurial vision and the implementation of quality management at the operational level. On the one hand, the institution already has various flagship programs such as entrepreneurship week, student business projects, and collaboration with the education industry. However, on the other hand, challenges arise in terms of consistency of implementation, monitoring systems, and teachers' ability to internalize entrepreneurial values into learning. This phenomenon indicates a gap between the idealism of the entrepreneurial vision and the readiness of the management system to accommodate it. The principal, as a strategic leader, is faced with the challenge of balancing religious, academic, and entrepreneurial values within an effective management framework. This reality serves as an important starting point for analyzing how an entrepreneurial leadership model can strengthen the quality and reputation of the institution.

Research by Al Haqiqy and Muttaqin (2024) confirms that entrepreneurial leadership in schools has a significant correlation with increased organizational innovation and teacher motivation in creating creative learning. (Al Haqiqy & Muttaqin, 2024). Meanwhile, a study by WIDIASTUTI & Hanif (2024) highlighted that entrepreneurial-based leadership encourages changes in school culture towards a results-oriented and collaborative approach. (WIDIASTUTI & Hanif, 2024). On the other hand, local research by Supriani, (2025) found that Islamic schools that apply entrepreneurial principles in management showed improvements in aspects of service quality and financial independence. (Supriani et al., 2025). However, the majority of these studies have not specifically examined the relationship between entrepreneurial leadership and institutional reputation in the context of integrated Islamic

education. Therefore, this study aims to fill this gap by empirically analyzing the entrepreneurial leadership model implemented at SMA IT Ulil Albab.

The research gap lies in the limited number of studies examining the direct link between entrepreneurial leadership, educational quality, and institutional reputation in the context of integrated. Islamic schools. Previous research has focused more on the influence of leadership on learning innovation or teacher performance, rather than on how these leadership models are determinants in building public image and trust in institutions. This study will fill this gap by developing a conceptual model that explains the mechanisms of entrepreneurial leadership as a key driver of educational quality and institutional reputation simultaneously.

The novelty of this research lies in its integrative approach between the dimensions of entrepreneurial leadership, quality management, and institutional reputation, examined contextually in an integrated Islamic educational institution. This approach has not been widely explored by previous studies, which tend to be partial. Furthermore, this study proposes a new conceptual model that positions entrepreneurial leadership as a driving force for organizational cultural change based on spiritual values and sustainable innovation. Thus, this research is expected to provide theoretical contributions to the development of Islamic educational management science and practical contributions for school principals in implementing visionary and adaptive leadership to change.

This study aims to analyze and develop an entrepreneurial leadership model to strengthen the quality and reputation of SMA IT Ulil Albab. Specifically, this study seeks to identify the characteristics of entrepreneurial leadership applied at SMA IT Ulil Albab, analyze the model's influence on the institution's quality management system, and explore its contribution to improving reputation and public trust. The urgency of this research lies in the effort to provide strategic solutions for Islamic educational institutions in facing competitive challenges in an era of change, by making entrepreneurial leadership the foundation for strengthening the institution's quality and reputation in a sustainable manner

2. METODE PENELITIAN

This research uses a qualitative approach with a single case study type (embedded single case study), namely an in-depth focus on SMA IT Ulil Albab as the main study unit with several sub-units of analysis. (Assyakurrohim et al., 2022). The selection of a qualitative case study was based on the research objective of exploring the complex processes, meanings, and mechanisms (how and why) of entrepreneurial leadership in a real-life context, which cannot be adequately understood through quantitative methods or surveys alone. Compared with experiments or broad surveys, case studies allow for a holistic investigation: understanding the interactions between actors, the contradictions in policy implementation, and the dynamics of organizational culture that are at the heart of the research question. Furthermore, a qualitative approach allows for the exploration of unexpected findings and the construction of a contextualized conceptual model something that is crucial when the research objective is to formulate a leadership model that is applicable and sensitive to the local values of integrated Islamic schools.

Data were collected at the research location: SMA IT Ulil Albab (school building, principal's office, classrooms, entrepreneurship workshops, and related school activities), using a combination of triangulation techniques: semi-structured interviews, non-participatory participant observation, focus group discussions (FGDs), and document/archive analysis (school RPJM, entrepreneurship activity reports, RPP, school business unit financial reports, and institutional publications or social media). The sample was selected using a purposive sampling technique targeting key informants and informants

representing sub-systems: 1 principal, 1 deputy/head of curriculum, 1 entrepreneurship program coordinator, 3 teachers (selected based on their involvement in entrepreneurship programs and entrepreneurship learning), 3 students participating in the entrepreneurship program (representing active cohorts), 2 parents/guardians involved in partnerships, and 2 external stakeholders (entrepreneurial alumni or industry/community partners). The total number of core respondents was 13 informants; this number was estimated to be sufficient to achieve data depth (saturation) in a school-scale case study. The choice of techniques and number of informants was based on the need for datatriangulation for internal validity interviews provided access to subjective perspectives and narratives, observations captured actual practices and gaps between policy and implementation, focus group discussions revealed group dynamics and consensus, and documents provided administrative and historical evidence. Additionally, activity records (photos, minutes, program materials) and the school's digital archives were used to enrich the evidence and establish a chronology of leadership interventions.

Data analysis follows the Miles and Huberman (1994) framework which is structured into three main, interconnected flows: (1) Data Condensation, (2) Data Display, and (3) Drawing/Verifying Conclusions (Reddy et al., 2020). In the condensation stage, all interview recordings were transcribed verbatim; the researcher conducted initial coding (open coding) to identify meaningful units, then axial coding to organize the codes into higher-order themes (e.g., entrepreneurial leadership characteristics, quality enhancement mechanisms, reputation strategies, implementation barriers, moderating religious values). Condensation also included the creation of analytic memos that captured initial insights, assumptions, and relevant theoretical options; the researcher iteratively reduced the data through case sampling and focused on variables critical to the model being developed. In the data presentation stage, the results were constructed in thematic matrices, conceptual maps, and comparison tables between informants and subunits (e.g., principals vs. teachers vs. students); these visual presentations facilitated the identification of patterns, causal relationships, and mechanisms between variables. Furthermore, a program chronology and flowchart were developed to demonstrate the organizational transformation process triggered by entrepreneurial leadership. In the conclusion drawing and verification stage, the researchers applied validation techniques aligned with Miles & Huberman: pattern matching (matching empirical patterns with the theoretical framework), searching for rival explanations (testing alternative interpretations), and member checking (confirming findings with key informants) to ensure accuracy and credibility. To enhance reliability, source and method triangulation, a documented audit trail (transcripts, codes, memos, analytical decisions), and negative-case analysis were also used to test conceptual boundaries. Where necessary, the analysis was assisted by CAQDAS software for code management and pattern searching, but the final interpretation remained based on theoretical considerations and field evidence. The final result is an empirically tested conceptual model explaining the mechanisms by which entrepreneurial leadership at SMA IT Ulil Albab strengthens quality and reputation, complete with contextual conditions, reinforcing/inhibiting factors, and recommendations for managerial practices that can be adopted or further tested.

3. HASIL DAN PEMBAHASAN

The entrepreneurial leadership model for strengthening the quality and reputation of educational institutions exhibits complex dynamics and does not always develop evenly across all organizational levels. Although entrepreneurial leadership is designed to foster innovation, the courage to take

opportunities, and strategic risk management, its implementation is heavily influenced by the readiness of human resources, the mindset of teachers and education staff, and the ingrained organizational culture. Field realities demonstrate that the success of strengthening the quality and reputation of an institution is determined not only by the innovative vision of the principal, but also by the extent to which all school components are able to internalize entrepreneurial values and apply them in daily practice. Thus, the process of implementing entrepreneurial leadership cannot be separated from the social context of the organization, the experience of the implementers, and the pre-existing work culture.

The results of this study show how the entrepreneurial leadership of the principal at SMA IT Ulil Albab encourages innovation, improves service quality, and strengthens the institution's reputation through various strategic policies and innovative programs. Based on in-depth analysis derived from interviews, observations, and documentation, three main findings were obtained regarding the dynamics of the implementation of entrepreneurial leadership, namely: (1) the existence of leadership characteristics that are innovative, visionary, collaborative, and brave in taking measured risks in initiating change; (2) the development of an organizational culture that is adaptive, creative, and open to competency development and learning innovation in response to the principal's policy direction; and

(3) the increasing reputation of the institution through strengthening public trust, expanding external networks, and the school's success in displaying a superior institutional identity through entrepreneurial programs and strategic communication.

Principal Leadership Characteristics

The research findings indicate that the leadership characteristics of school principals serve as the primary foundation for driving change, strengthening service quality, and building a sustainable institutional reputation. These leadership characteristics are not only evident in strategic decisions but also reflected in interaction patterns, long-term vision, and the leader's ability to manage risk while creating innovation. Field observations indicate that these characteristics do not emerge instantly but are formed through experience, spiritual values, and the principal's ability to understand the opportunities and challenges of modern education. This confirms that entrepreneurial leadership is not merely a managerial approach, but rather a mindset that influences work culture and moves all elements of the organization toward higher quality and reputational goals.

The research findings indicate three main characteristics that are most dominant in the leadership of the principal of SMA IT Ulil Albab: innovative ability in creating new programs, a strong and directed vision orientation, and the courage to take strategic risks to create change. The innovative character is evident in the principal's courage to create various creative and entrepreneurial programs, while his long-term vision is reflected in the direction of developing the institution into an excellent and independent Islamic school. The courage to take calculated risks is evident in the decision to implement new programs despite not having complete guidelines, with the belief that innovation can develop through a continuous evaluation process. These three characteristics influence how teachers, education staff, and students respond to change whether they feel motivated, challenged, or encounter obstacles in the adaptation process.

Table 1. Characteristics of Entrepreneurial Leadership of School Principals

Key Characteristics	***Informant Statement***	**Informant**

Innovative and proactive	*"The principal creates change, not waits for it to come."*	Teacher
Long-term and purposeful vision	*"His vision is very clear: the school must be excellent and independent."*	Administrative Staff
Collaborative and open to ideas	*"He is very open to teacher and student ideas."*	Entrepreneurship Coordinator
Dare to take calculated risks	*"He is not afraid to start new programs even without complete guidelines."*	Teacher
Oriented by spiritual values	*"Every innovation is always linked to the values of trust and responsibility."*	Deputy Curriculum Manager

Based on Table 1, it can be understood that the leadership characteristics of school principals do not stand alone but complement each other in forming an effective entrepreneurial leadership pattern. An innovative character sparks the birth of new programs, while a visionary orientation guides change to maintain alignment with institutional goals. A collaborative attitude creates a space for participation for teachers and students, while a courage to take risks accelerates the innovation process. The spiritual value dimension serves as a moral reinforcement that distinguishes this leadership from entrepreneurial leadership models in non-religious contexts. This combination of characteristics creates a more creative, adaptive, and quality-oriented work environment.

Furthermore, these leadership characteristics directly impact organizational dynamics. Teachers become more motivated to innovate, students become more active in entrepreneurship programs, and schools find it easier to build external networks. The principal's visionary character also strengthens the institution's reputation in the public eye because the changes implemented appear focused and sustainable. Thus, the results of this study confirm that entrepreneurial leadership characteristics are a key driving force that sharpens service quality while strategically building the institution's identity and reputation

Development of organizational culture

The development of organizational culture at Ulil Albab IT High School demonstrates significant dynamics and plays a crucial role in strengthening quality and encouraging the successful implementation of entrepreneurial leadership. The organizational culture, which initially tended to be bureaucratic and centered on administrative routines, gradually transformed into a more adaptive, creative, and collaborative culture. This transformation did not occur instantly, but was the cumulative result of the principal's leadership, the active participation of teachers, and student involvement in various innovation programs. Field findings indicate that changes in organizational culture are not only manifested in new policies but are also reflected in the way teachers work, the way students learn, and the way the institution presents itself to the public. This confirms that organizational culture is a crucial prerequisite for maintaining the sustainable quality and reputation of educational institutions.

The research results show that the development of organizational culture occurs through three main patterns: an increasing collaborative culture among teachers and educational staff, a growing culture of innovation in learning and school programs, and a strengthening spiritual culture that moderates the process of change. These three patterns are interconnected and form an ecosystem that supports the birth of various entrepreneurial programs, teacher creativity, and active student involvement. A collaborative culture fosters cross-team collaboration and idea sharing, a culture of innovation creates space for experimentation and creativity, while a spiritual culture serves as a

foundation of values that maintains the direction of change consistent with the identity of an integrated Islamic school. All of these elements contribute to the creation of a work environment conducive to the growth of the institution's quality and reputation.

Table 2. Development of Organizational Culture at Ulil Albab IT High School

Dimensions of Organizational Culture	*Informant Statements*	Informant
Collaborative Culture	*"We collaborate more often across departments; many ideas emerge from group discussions."*	Administration Staff
Innovative Culture	*"Teachers are more creative because they are encouraged to develop entrepreneurial projects."*	Teacher B
Spiritual Culture	*"Change is always linked to the values of trust and responsibility."*	Deputy Curriculum Manager
Student Participatory Culture	*"Entrepreneurial activities make students more active and willing to try new things."*	Students
Adaptive Work Culture	*"Now we don't just wait for instructions, but work together to find solutions."*	Teacher A

Based on the table above, it can be understood that the development of organizational culture occurs not only at the policy level, but also in the behavior and work methods of all school members. A collaborative culture enhances the effectiveness of internal communication, an innovative culture encourages creativity in learning, a spiritual culture provides ethical direction in decision-making, and a participatory student culture strengthens an active learning ecosystem. This transformation demonstrates that the organizational culture at SMA IT Ulil Albab has shifted from a static work pattern to a more dynamic and quality-oriented one.

The impact of this change in organizational culture is significant. Teachers become more open to change, educational staff are more responsive to school programs, and students are more engaged in productive activities. Furthermore, a well-developed organizational culture creates a healthy work climate and is a key factor in building an institution's positive public reputation. When the organizational culture aligns with the principal's entrepreneurial vision, the changes made are more easily accepted and implemented. Therefore, the results of this study confirm that the development of organizational culture is not merely a side effect of entrepreneurial leadership, but rather a strategic element that determines the success of improving the quality and reputation of an institution.

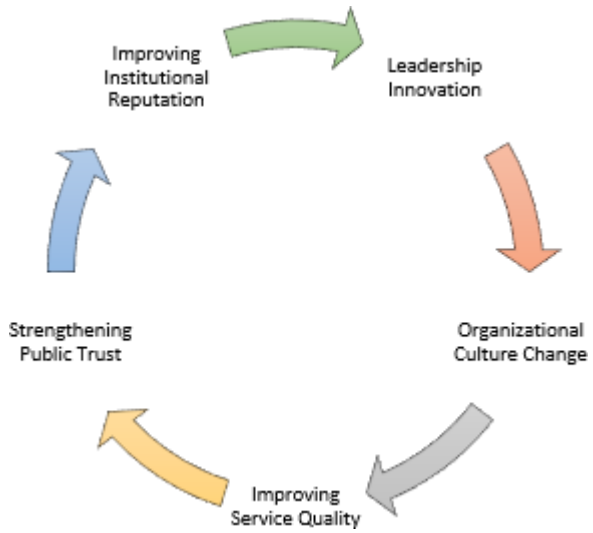
Improving the Institution's Reputation

The results of the study indicate that the implementation of entrepreneurial leadership at SMA IT Ulil Albab has a direct impact on the institution's increasing reputation, particularly through strengthening its positive image, public trust, and the institution's visibility in various social spaces. This growing reputation is not only influenced by the success of flagship programs, but also results from the consistency of service quality, the institution's communication patterns with the community, and the school's ability to present its identity as an integrated Islamic institution that is innovative, creative, and adaptive to change. The phenomenon in the field shows that reputation is not merely the end result of organizational performance, but is a process that is consciously formed through leadership strategies, a developing organizational culture, and harmonious relationships between the school and stakeholders. Thus, the institution's reputation develops as a logical consequence of visionary

leadership and the implementation of strategic programs that are of high value to the community.

The improvement in the institutional reputation of Ulil Albab IT High School can be observed through three main forms: increased public trust in the quality of educational services, an expanded partnership network that strengthens the school's position in the community, and high institutional visibility through publications of activities and program successes. In terms of public trust, the school is considered capable of providing a safe, high-quality educational environment with high spiritual values. In terms of networking, the school is able to build collaborations with alumni, the business community, and external institutions that strengthen its credibility. Meanwhile, the institutional visibility aspect is evident in the increased publication activity on social media and public spaces as a form of strategic communication that introduces the school's identity to the wider community. These three aspects reinforce each other and form the construction of a stable, positive, and competitive institutional reputation.

Figure 1. Flow of Strengthening Institutional Reputation through Entrepreneurial Leadership



This figure illustrates that the path to improving an institution's reputation begins with the implementation of innovation by the principal, followed by changes in organizational culture, and ultimately leads to increased public trust and partnerships. Each innovation results in positive experiences for students, teachers, and parents, which then shape public perceptions of the school's quality. These positive perceptions are reinforced by publicity about activities and external collaborations, creating a lasting reputational effect. Thus, the path to reputation is built gradually through the interaction of experience, perception, and exposure to information.

Based on this flow, it can be understood that improving an institution's reputation is the result of a socio-organizational strategy consistently managed by the principal. A school's reputation is not built through a single activity, but through the accumulation of actions that create positive experiences for the community. Public trust arises because the community sees tangible evidence of change, while an extensive network serves as an indicator that the institution is valued by the external environment. Public visibility strengthens the institution's identity and makes it easily recognizable. All of these elements demonstrate that reputation is not simply a "good name" but a strategic asset built through tangible performance and effective communication.

Furthermore, improving an institution's reputation also has implications for the school's competitiveness. The better the institution's reputation, the greater the community's interest in enrolling their children at SMA IT Ulil Albab. This impacts the quality of student input, the institution's financial stability, and broader opportunities to build strategic partnerships. Thus, improving reputation is not merely symbolic but also has practical impacts that strengthen the school's position within the integrated Islamic education ecosystem. These findings confirm that reputation is the

cumulative result of entrepreneurial leadership, an adaptive organizational culture, and effective strategic communication all of which are interconnected and mutually reinforcing in developing the quality of the institution

Discussion

The results of this study indicate that the principal's entrepreneurial leadership plays a significant role in shaping the organization's character, encouraging innovation, and enhancing the reputation of SMA IT Ulil Albab. These findings align with the study "Principal's Innovation and Entrepreneurial Leadership to Establish a Positive Learning Environment," which confirms that entrepreneurial leadership can create a positive learning climate through creativity, open communication, and teacher empowerment. The characteristics found in this study such as innovativeness, vision, collaboration, and courage to take calculated risks strengthen empirical evidence that entrepreneurial leaders do more than just manage schools, but also drive change through strategic ideas and actions (Elya, 2025).

Furthermore, findings regarding the development of organizational culture indicate that collaborative, innovative, and spiritual cultures serve as foundations for effective change. These findings align with those of Leithwood et al. (2022), who stated that an adaptive organizational culture is a crucial mediator in successful school leadership. However, the results of this study demonstrate that organizational culture in integrated Islamic schools has its own unique characteristics: change is not only driven by innovation but also linked to spiritual values such as trustworthiness, honesty, and responsibility. This spiritual dimension reinforces organizational ethics and is a distinguishing factor that has not been widely highlighted in previous international studies. Thus, this study broadens understanding of how organizational culture operates in the context of Islamic education, which emphasizes the integration of moral and religious values.

In the third finding, the study showed that entrepreneurial leadership directly impacted the institution's reputation, primarily through increased public trust, expanded networks, and enhanced school visibility. This finding differs from the study "Impact of Entrepreneurial Leadership on Teacher Creativity" (2023), which emphasized that entrepreneurial leadership does not have a direct influence on organizational elements but is mediated by school culture. In this study, the direct influence was clearly evident through innovative programs, external partnerships, and public communication strategies implemented by the principal, resulting in a significant increase in reputation. This suggests that, in the context of SMA IT Ulil Albab, entrepreneurial leadership operates not only through cultural mediation but also through concrete and measurable managerial actions.

Furthermore, this study supports the findings of "The Influence of Entrepreneurial Leadership and Sustainability Leadership on High-Performing School Leaders" (2022), which emphasized the role of empowerment in improving school performance. However, this study identified an additional factor that has not been widely discussed before: spiritual values as a moderator in the leadership process. These spiritual values not only strengthen the leader's integrity but also influence how teachers, students, and education staff accept and implement change. This demonstrates the unique complexity of integrated Islamic educational institutions, where innovation and entrepreneurship go hand in hand with the internalization of moral values.

Thus, this discussion confirms that the principal's entrepreneurial leadership operates through three key mechanisms the leader's personal characteristics, strengthening organizational culture, and reputation strategies which collectively drive improvements in the institution's quality and image. This research not only complements the existing literature but also provides a new contribution in the form of a conceptual model that incorporates the spiritual dimension as a reinforcement of entrepreneurial leadership practices in Islamic educational settings

4. KESIMPULAN

This study confirms that an entrepreneurial leadership model plays a strategic role in

strengthening the quality and reputation of educational institutions, particularly at Ulil Albab Islamic Senior High School. The findings indicate that principals who apply entrepreneurial principles are able to create an innovative, adaptive, and sustainable quality-oriented organizational culture. Through a visionary, collaborative, and spiritually value-based approach, principals act as agents of change, fostering a creative spirit and a sense of collective responsibility among teachers and educational staff. The lesson learned from this study is that entrepreneurial leadership is not merely a managerial approach, but rather a leadership paradigm that fosters the values of independence, innovation, and spirituality at work. Thus, this study strengthens the understanding that leadership effectiveness in the context of Islamic education depends not only on administrative competence but also on the principal's ability to inspire, empower, and lead values-based change.

Theoretically, this study makes an important contribution by expanding the study of entrepreneurial leadership to the context of integrated Islamic education, a previously understudied area. The approach developed in this study updates existing perspectives by demonstrating that religious values can serve as a reinforcement of entrepreneurial ethics and organizational stability. From a methodological perspective, Miles and Huberman's use of interactive analysis provides a more reflective picture of the process of developing a quality culture in educational institutions. However, this study is limited by its location within a single school and its relatively small number of respondents, making the results difficult to generalize widely. Further research is recommended to expand the context to various types of educational institutions by incorporating new variables such as gender, leadership age, or differences in organizational culture. This way, more comprehensive findings can be generated as a basis for developing strategic policies to improve the quality of national education based on entrepreneurial leadership

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