

# THE DEVELOPMENT OF ENTREPRENEURIAL COMPETENCE FOR MADRASAH ALIYAH PRINCIPALS

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## ABSTRACT

Entrepreneurial competence is one of the requirements that must be possessed by the principals of the madrasahs. This is important because the dimension of entrepreneurial competence can develop madrasahs, one of the innovations according to the Regulation of the Minister of Religion (PMA) Number 58 of 2017. This study aims to elucidate the entrepreneurial competencies of principals of Madrasah Aliyah in creating innovations for the development of madrasahs. In collecting data, the authors conducted a field study using data collection methods in the form of interviews, observations and documentation conducted at the principals of Madrasah Aliyah 3 Banda Aceh City and Madrasah Aliyah 1 North Aceh. Data validity techniques used triangulation. Data were analyzed using Intercative Analysis namely data reduction, data display and drawing conclusions. It can be concluded that the principals of Madrasah Aliyah 3 Kota Banda Aceh and Madrasah Aliyah 1 North Aceh did innovations covering 3 areas: curriculum, facilities and infrastructure, and teacher staff members. Meanwhile, the curriculum area is in the form of student screening through the Student Achievement Development Program, the field of school environment and culture through literacy programs in collaboration with other institutions; and finally, in the field of student affairs in the form of golden morning. All forms of innovation supported teachers and complete infrastructure in the two madrasahs.

1. Keywords: *Entrepreneurial competence, innovation, senior high madrasah*

## 2. INTRODUCTION

Entrepreneurial competence is one of the requirements that must be possessed by the head of the madrasah, especially the madrasah of skills. This is important, because the dimensions of entrepreneurial competence can develop madrasah, one of which is that they have to be innovative according to the Regulation of the Minister of Religion (PMA) Number 58 of 2017. Therefore, it is necessary to immediately develop entrepreneurial competencies in skills madrasah in Aceh, especially since this entrepreneurial competence gets legality from the central government.

The development of entrepreneurial competencies is important to be carried out immediately in creating various forms of innovation carried out by the Head of Madrasah Aliyah Skills which so far have been considered to be still running in place. With the various innovations carried out by madrasa heads, especially madrasah heads in Aceh, it is certain that an increase in the quality of education will be realized immediately. In addition, it is hoped that the Principal of Madrasah Aliyah Skills will have an innovative spirit, work hard, have strong motivation, never give up, and be creative in finding the best solutions that will definitely emerge and be implemented at any time. Furthermore, the Head of Madrasah Aliyah Skills is also able to develop and improve the quality of education management in madrasah. Not only that, curriculum,

teachers and other facilities and infrastructure can also be carried out and developed by innovative madrasah heads based on local wisdom. Meanwhile, the aim of the study was to describe the entrepreneurial competency of the Madrasah Aliyah Headmaster in creating innovations for the development of madrasah.

## 3. LITERATURE REVIEW

The following examines several theories that support and strengthen the title of this paper, so that in the future it will become a fundamental change for other Madrasah Heads in Indonesia, especially Heads of Madrasah in Aceh Province.

### 3.1 Entrepreneurial Competence

According to Istiqomah and Munir (2022) entrepreneurial competence is one of the competencies that must be possessed by madrasah heads, especially in managing and planning madrasah skills so that they are right on target, innovative and effective. In addition, he continued, the entrepreneurial competence of madrasah heads is expected to be able to: (a) create innovations that are useful for the development of madrasah, (b) work hard to achieve madrasah success as effective learning organizations, (c) have strong motivation to succeed in carrying out basic tasks and function as a madrasah leader, and (d) looking for the best solution in dealing with the obstacles faced by madrasah as a learning resource for students.

Other research results have also been carried out by other people to support and strengthen the title above, namely the results of research conducted by Meutia et al. (2012), Siregar et al. (2020), Ikbal et al. (2022), Muttaqien (2019), Novi (2021), Hidayati (2019), and Oktavia (2020). They all agreed that entrepreneurial competence was able to create innovations in the fields of curriculum, environment and school culture, including innovations in student affairs in the form of golden morning. In addition, entrepreneurial competence is also able to increase competitive advantage, influencing managerial competence. Furthermore, Ani (2013) in an article said that the realization and implementation of entrepreneurship/entrepreneurship education as part of the material studied in universities is a breath of fresh air for efforts to create college graduates who are ready for entrepreneurship. Mulyana (2018) also revealed that some scholars consider entrepreneurship as the backbone and the best solution in solving social problems. Furthermore, entrepreneurship is considered as the main characteristic of the nation's progress, even McClelland mentions with a minimum percentage of 2% the number of entrepreneurs from the entire population in a country as a manifestation of the

country's economic progress. In line with that, Sari (2020) in an article also explains that the keywords for entrepreneurship are daring to take risks, being able to run a business independently, being able to take advantage of opportunities, and being able to create new businesses with a creative approach.

### 3.2 Characteristics of Principal Entrepreneurial Competence

According to the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School/Madrasah Principals, the entrepreneurial competency characteristics that must be possessed by a school principal are as follows;

1. Creating innovations that are useful for the development of schools/madrasah.
2. Work hard to achieve the success of the school/madrasah as an effective learning organization.
3. Have a strong motivation to succeed in carrying out their main duties and functions as school/madrasah leaders.
4. Never give up and always look for the best solution in dealing with the obstacles faced by schools/madrasah.
5. Have an entrepreneurial instinct in managing school/madrasah activities as a learning resource for students.

### 3.3 Principal Entrepreneurship Strategy

Lalley & Miller (2007) put forward four elements of strategy for each business, namely: 1) Identifying and establishing specifications and qualifications for the results (output) and targets (targets) to be achieved, taking into account the aspirations and tastes of the people who need it. 2) Consider and choose the most effective basic way to achieve the target. 3) Consider and determine the steps to be taken from the starting point to the target. 4) Consider and set benchmarks (criteria) and benchmarks (standards) to measure and assess the level of business success (Idrus, 2017).

Not only that, the learning pyramid approach is used to find and explore new or unapplied ways to help students increase their retention in entrepreneurship learning in madrasah, although Jackson (2016), Lalley & Miller (2007), and Letrud (2012) considered unrealistic as well as modern myths about active learning.

## 4. METHODS

This study uses a qualitative approach. This approach explains the phenomena that occur in society in depth by collecting in-depth and complete data. Meanwhile, the method used is a descriptive method which is a type of research with the process of obtaining data as it is. Actually, this research is more directed at a research that emphasizes meaning and results. Data collection techniques in the form of observation, interviews, and documentation studies. Regarding the location and time of each research at MAN 3 Skills City of Banda Aceh and MAN 1 North Aceh with a duration of 1 (one) month (1-30 December 2022). The taking of these 2 (two) madrasahs from 4 (four) existing madrasah in the Regional Office of the Ministry of Religion of Aceh Province, is a Skills Madrasah that is proud of by the people of Aceh who incidentally have Islamic law and always uphold local wisdom.

## 5. RESULTS & DISCUSSION

Based on the results of observations, interviews and documentation studies with the Head of Skills Madrasah MAN 3 Skills City of Banda Aceh and MAN 1 North Aceh, the results and discussion are obtained as follows. Starting from an analysis of the vision and mission of the two madrasahs and continuing with the optimal development of human resources in order to prepare human beings in the global era, forming human resources that are independent, qualified, accomplished and competitive in preparing future leaders. Moving on from this vision and mission, the Head of Skills Madrasah realizes it in the form of entrepreneurship development by creating an innovation program in the form of (1) curriculum; addition of local content based on local wisdom, (2) teachers; cross-teaching between madrasah, and (3) facilities and infrastructure; the local function is made into a laboratory in the form of a partition and makes soundproofing due to space/local limitations.

It begins with a discussion related to curriculum innovation, in which the teacher adjusts each subject in the school to follow a quality curriculum product (validity, practicality, and effectiveness) assessed at various levels of curriculum representation, from the ideal level to the learned level. This was done to strengthen quality at each of these levels. For example, the level of validity (validity) is intended to assess curriculum products at an ideal and formal level. Furthermore, the level of practicality (practicality) is at the level that is felt and operational, and finally the level of effectiveness (effectiveness) is the experience and learning or achieving level. In terms of validity, it is necessary to evaluate whether the curriculum is valid in terms of what is intended and what is written. Meanwhile, the validity itself is divided into content and construct validity. With content validity, it is necessary to see whether the curriculum has important components (eg, objectives, learning materials, learning activities, and evaluation). Furthermore, construct validity talks about whether the curriculum components are consistently related to one another (Zulkarnaini et al., 2020).

Furthermore, practicality which discusses whether the curriculum is practical when used in the teaching and learning process. This can be understood from the user or implementer of the curriculum. Lastly is effectiveness, which is about whether the curriculum is effective for use in learning as experienced by students. All findings resulting from the three criteria were taken into account in revising the curriculum product. The three criteria above (validity, practicality, and effectiveness) are always coupled with the condition of our region in Aceh, which is always based on local wisdom.

Regarding teacher innovation, the two Heads of Madrasah Skills made it mandatory for all teachers at MAN 3 Skills City of Banda Aceh and MAN 1 North Aceh to take a stand in cross-teaching between madrasahs. This is done solely to share and at the same time absorb knowledge between madrasahs. In addition, they can read the current school environment situation where they cross-teach. More important than that is reducing boredom for students and educators themselves when faced with the same conditions and for a long time.

Furthermore, facilitating subject matter which so far has not highlighted the culture of each region. However, with this form of teacher innovation it will elevate Aceh's local wisdom culture and

be able to more quickly adapt material in books or in the syllabus which has been the guide for most teachers at MAN 3 skills in Banda Aceh City and MAN 1 North Aceh. Next, we can say that the two Heads of Madrasah Skills also innovated the teaching staff by increasing hard skills and soft skills with organizational culture as a mediator. Not only that, they also carried out a model for building innovation capabilities among teachers through transformational and transactional leadership with organizational learning as mediation. Thus, the hopes of the Acehnese people who adhere to Islamic law and have special autonomy can be realized, even though it is very simple in the eyes of Indonesian people.

The increase in hard skills carried out by the Head of Skills Madrasah, both heads of Skills' MAN 3 Banda Aceh City and North Aceh MAN 1 related to the teaching methods used by teachers so far has adopted the writings expressed by Zulkarnaini et al.'s (2018, 2019, 2020, 2022) studies. In the studies explained that one of the things that must be done by the teacher so that the quality of teaching materials can support the effectiveness of learning in madrasah is highly dependent on the use of the method or model used by the teacher when teaching in class.

Finally, innovation in facilities and infrastructure at MAN 3 Skills in Banda Aceh City and MAN 1 North Aceh. The two Heads of Madrasah Skills turned the local function into a laboratory. The trick is that the local is designed in the form of a partition and makes a sound absorber. This was deliberately done because the two madrasahs had space/local limitations. So, this function is very useful for teachers in the two madrasahs because they are not wasted a lot of time because the local and laboratories are close to each other. In addition, students can be easily managed when there is a delivery of material, so that they can then directly apply the material received from the teacher to be executed in the laboratory room that was blocked earlier.

Furthermore, the two Heads of Madrasah Skills set priority needs for facilities and infrastructure, utilized existing facilities with low maintenance costs and optimized the role of the madrasah committee and made efforts to apply for assistance to improve facilities and infrastructure through SBSN. In addition, it also builds constructive communication with all parties in order to garner support and assistance for the fulfillment of facilities and infrastructure in these skills' madrasah.

Based on the discussion above and involving several components in the madrasa, it can be concluded as follows: (1) Adding subjects according to local wisdom, (2) Cross teaching between madrasahs and increasing hard skills and soft skills with organizational culture as a mediator, and (3) Modifying classrooms into laboratories and making MOAs with related parties and building constructive communication with all parties in order to garner support and assistance for the fulfillment of facilities and infrastructure in the skills madrasah.

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