

Educational Entrepreneurship in Islamic Schools: Strategies for Innovation, Creativity, and Organizational Excellence

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Abstract.

This study aims to conduct an in-depth analysis of educational entrepreneurship strategies implemented to foster innovation, creativity, and organizational excellence in Islamic educational institutions. This study employs a qualitative approach using a case study design to analyze educational entrepreneurship strategies in fostering innovation, creativity, and organizational excellence at MA Roudlotul Muta'allimin Simbar Tampo Cluring, Banyuwangi. The research was conducted over two weeks and involved eight observation sessions with the madrasah principal, vice principal, teachers, educational staff, and students selected through purposive sampling. Data were collected through observation, in-depth interviews, and documentation, then analyzed using the Miles and Huberman interactive model through the stages of data reduction, data presentation, and drawing conclusions. Data validity was ensured through triangulation and member checking. The results of the study indicate that the implementation of educational entrepreneurship at MA Roudlotul Muta'allimin Simbar Tampo Cluring, Banyuwangi, is carried out through three main strategies. First, entrepreneurial leadership plays a role in building a culture of innovation through empowerment, participation, and openness to new ideas, thereby fostering the creation of innovative programs. Second, the development of creativity among teachers and students is achieved through participatory programs that create a collaborative and productive learning environment. Third, the establishment of an adaptive organizational culture through the values of cooperation, responsibility, and continuous learning enhances the quality of the institution and strengthens its organizational excellence. These findings confirm that the synergy between entrepreneurial leadership, participatory creativity, and an adaptive organizational culture serves as a crucial foundation for improving the quality and competitiveness of Islamic educational institutions.

Keywords: Educational Entrepreneurship; Innovation and Creativity and Organizational Excellence.

I. INTRODUCTION

As many Islamic educational institutions strive to maintain their existence amid rapid change, the ability to innovate and adapt has become a key factor in a madrasah's success. Advances in information technology, rising public demands for educational quality, and competition among educational institutions are pushing madrasahs to move away from conventional management models (Al-Lawati et al., 2022; Kanan et al., 2023). Educational institutions are required to have the ability to create new programs, foster a culture of creativity, and establish effective organizational governance in order to deliver high-quality and competitive educational services (Ariyani & Zuhaery, 2021; Shofiyyah et al., 2023).

The phenomenon observed in various madrasahs indicates that there are still Islamic educational institutions that struggle to develop innovations, are not responsive to change, and have not yet been able to optimize their available resources. These conditions result in low institutional competitiveness, limited development of educational programs, and suboptimal organizational quality. In contrast to this phenomenon, MA Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi demonstrates an interesting dynamic through various efforts to develop creative programs, strengthen an innovative culture, and implement organizational management focused on improving institutional quality. The various strategies implemented have fostered the creation of an adaptive, productive educational environment with its own unique strengths amid increasingly competitive educational landscape (Suryadi, 2025).

This reality demonstrates that the success of an Islamic educational institution is not determined solely by the availability of facilities and infrastructure or academic achievements alone, but is also influenced by the institution's ability to foster an entrepreneurial spirit, generate innovation, and sustain

organizational creativity (Ibrahim et al., 2024; Prabowo et al., 2025) . These conditions constitute an important social reality that warrants further in-depth study, as they can provide insights into the management strategies of Islamic educational institutions in creating organizations that are excellent, adaptive, and capable of addressing educational challenges in the modern era (Yakin et al., 2025) .

Numerous studies on educational entrepreneurship, innovation, and the development of organizational excellence in Islamic educational institutions have been conducted by previous researchers. Research conducted by Sholichah & Hosna,(2025) indicates that the implementation of *educational entrepreneurship* in madrasahs has a significant impact on improving institutional quality through the development of innovative programs and the optimization of school resource potential. The results of this study explain that school principals with an entrepreneurial spirit tend to be able to create a work culture that is creative, adaptive, and change-oriented, thereby enabling educational institutions to develop sustainably.

Further research was conducted by Hosaini et al.,(2024) , which examined entrepreneurial leadership strategies for enhancing the competitiveness of Islamic educational institutions. The results of the study indicate that educational program innovation, strengthening organizational culture, and the involvement of the entire school community are key factors in creating the institution's competitive advantage. This study confirms that the success of educational organizations is determined not only by administrative capabilities but also by leaders' ability to foster creativity and build productive collaborative networks.

Another study was conducted by Thoyib et al.,(2024) , on the development of a culture of innovation in madrasahs. The results of this study found that an innovative culture built through teacher empowerment, the development of flagship programs, and the use of information technology can improve organizational effectiveness and strengthen the institution's image in the community. This study also shows that educational institutions that apply the principles of educational entrepreneurship are better equipped to face the challenges of change and competition in education.

These three studies are relevant to the present research because they all discuss educational entrepreneurship, innovation, creativity, and efforts to improve organizational quality in Islamic educational institutions. However, this study differs in that it focuses on the strategies implemented to foster innovation, creativity, and organizational excellence in the specific context of MA Roudlotul Muta'allimin Simbar Tampo Cluring, Banyuwangi. Thus, this study is expected to provide new findings regarding educational entrepreneurship practices in the development of Islamic educational institutions that are excellent and adaptable to the changing times.

The novelty of this study lies in its focus, which not only examines educational entrepreneurship as a managerial concept within Islamic educational institutions but also provides an in-depth analysis of how educational entrepreneurship strategies are implemented to foster innovation, creativity, and organizational excellence in an integrated manner. Previous studies have generally placed greater emphasis on the role of entrepreneurial leadership in improving educational quality or fostering a culture of innovation in isolation. Meanwhile, this study offers a more comprehensive perspective by integrating three key dimensions—innovation strategy, the development of creativity among madrasah students, and the creation of organizational excellence—within a single analytical framework.

Another novelty lies in the research context, which was conducted at MA Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi—an Islamic educational institution with its own unique characteristics and management dynamics in addressing the challenges of modern education. This study seeks to uncover the practices of educational entrepreneurship that have emerged within the madrasah environment, including strategies used to leverage resource potential, foster an innovative organizational culture, and enhance the institution's competitiveness. Thus, this study is expected to produce a conceptual model regarding the implementation of educational entrepreneurship in madrasahs that can serve as a reference for the development of Islamic educational institutions that are adaptive, creative, and oriented toward organizational excellence in an era of increasingly dynamic change.

This study aims to conduct an in-depth analysis of educational entrepreneurship strategies implemented to foster innovation, creativity, and organizational excellence in Islamic educational

institutions. This objective is driven by a *research gap* in various international publications, which indicate that studies on *educational entrepreneurship* are still dominated by the contexts of public schools and universities, whereas research specifically examining the implementation of educational entrepreneurship in madrasahs or Islamic schools—particularly from the perspective of the integration of innovation, creativity, and organizational excellence—remains relatively limited. Most previous studies also tend to examine these three aspects separately, thus failing to provide a comprehensive picture of how educational entrepreneurship strategies are implemented in an integrated manner within the context of Islamic educational institutions. Therefore, this article offers a theoretical contribution by enriching the study of *educational entrepreneurship* in Islamic education through the development of a more integrative conceptual framework, while also providing practical contributions in the form of recommendations for madrasah management strategies oriented toward innovation, creativity, and the creation of organizational excellence. These strategies aim to serve as a development model for adaptive and competitive Islamic educational institutions in an era of increasingly dynamic change.

II. RESEARCH METHODOLOGY

This study employs a qualitative approach using a *case study* design, as it aims to gain an in-depth understanding of educational entrepreneurship strategies in fostering innovation, creativity, and organizational excellence at MA Roudlotul Muta'allimin Simbar Tampo Cluring, Banyuwangi. The research was conducted over two weeks—14 consecutive days—with eight scheduled observation sessions, covering learning activities, managerial activities, organizational meetings, madrasah development programs, and extracurricular activities (Abdussamad & Sik, 2021).

The selection of the research location was based on characteristics relevant to the research focus, namely: (1) having innovative flagship programs; (2) fostering a culture of creativity among teachers and students; (3) implementing organizational management that is adaptable to change; (4) having leadership support that encourages institutional development; and (5) demonstrating increased competitiveness amid competition among educational institutions. The study also involved observations in grades XI and XII because these two grade levels are considered to be actively involved in various innovative programs and the development of the madrasah's organizational culture (Sari et al., 2022; Mulyana et al., 2024).

The research subjects were selected through *purposive sampling*, including madrasah principals, vice principals, teachers, educational staff, and students directly involved in institutional development programs. Data collection was conducted through observation, in-depth interviews, and documentation. The interview procedure began with the development of semi-structured interview guidelines, the identification of key informants, the conduct of face-to-face interviews, the recording of interview results, and the data transcription process (Niam et al., 2024; Prabowo et al., 2024). Several indicators in the interview guidelines include: the forms of innovation developed by madrasahs, strategies for fostering creativity among teachers and students, the role of leadership in supporting an entrepreneurial culture, obstacles in program implementation, and the impact of the applied strategies on organizational excellence (Kusumastuti & Khoiron, 2019; Roosinda et al., 2021).

Documentary data—including madrasah work programs, institutional profiles, photos of activities, evaluation reports, and policy documents—were analyzed through a process of reduction, categorization, and interpretation to reinforce the findings from observations and interviews. Data analysis utilized an interactive model encompassing data collection, data reduction, data presentation, and drawing conclusions. The *coding* process was conducted in three stages: *open coding* to identify key information, *axial coding* to link categories sharing common meanings, and *selective coding* to determine the main themes of the study. Research themes were determined based on the frequency of data occurrence, similarities in meaning across categories, and their relevance to the research focus, such as the themes of educational innovation, a culture of creativity, and organizational excellence (Nartin et al., 2024; Hasan et al., 2025).

Data validity was assessed through source triangulation, methodological triangulation, and *member checking*. Data saturation was achieved when the interview results from the last informant no longer yielded

new information and all identified categories exhibited recurring patterns. This condition is characterized by consistent responses among informants regarding innovation strategies, creativity development, and efforts to achieve organizational excellence; thus, the data obtained is deemed sufficient to address the research focus and objectives (Sugiyono, 2022; Nasution & Junaidi, 2024) .

III. RESULTS AND DISCUSSION

Research Findings

Entrepreneurial Leadership Promotes the Creation of an Innovation Culture in Madrasahs

The research findings indicate that the leadership of the madrasah principal plays a crucial role in fostering a culture of innovation at MA Roudlotul Muta'allimin Simbar Tampo Cluring, Banyuwangi. A culture of innovation does not emerge spontaneously but rather through a leadership process that provides space for the entire madrasah community to think creatively, propose ideas, and participate in the institution's development. The principal not only performs administrative functions but also serves as *an agent of change* capable of fostering an organizational climate open to new ideas. Based on the results of observations, various innovative programs implemented at the madrasah emerged from joint discussions among the leadership, teachers, and educational staff. The madrasah principal entrusts teachers with the responsibility to develop programs in accordance with the needs of the students and the changing times, so that every member of the school community feels a sense of responsibility in advancing the institution.

An interview with the principal of MA Roudlotul Muta'allimin revealed that the leadership style emphasized the empowerment and participation of the entire madrasah community. He stated:

"I always give teachers and educational staff the opportunity to share new ideas or concepts. In my view, the madrasah's progress cannot be achieved by the principal alone, but must come through cooperation and the courage to innovate. Therefore, we always discuss every new program together to foster a sense of ownership and responsibility among the entire madrasah community." (Interview with the Madrasah Principal, May 12, 2026).

This statement indicates that the madrasah principal applies the principles of entrepreneurial leadership focused on collaboration, creativity, and change. The interview results are further supported by observational findings showing the active involvement of teachers in designing various madrasah development programs. These conditions indicate that the culture of innovation at MA Roudlotul Muta'allimin has been shaped through participatory leadership that provides space for creative ideas to emerge. Thus, entrepreneurial leadership is a key factor in fostering a sustainable culture of innovation and supporting improvements in the quality and excellence of the madrasah as an organization.

To facilitate understanding of how entrepreneurial leadership can foster a culture of innovation in madrasahs, it is necessary to visualize the key indicators identified during the study. These indicators were compiled based on the results of observations and interviews that demonstrated a relationship between the leadership style of the madrasah principal and the formation of an innovative organizational climate. The following figure presents the indicators that form the basis for the development of a culture of innovation at MA Roudlotul Muta'allimin Simbar Tampo Cluring in Banyuwangi.

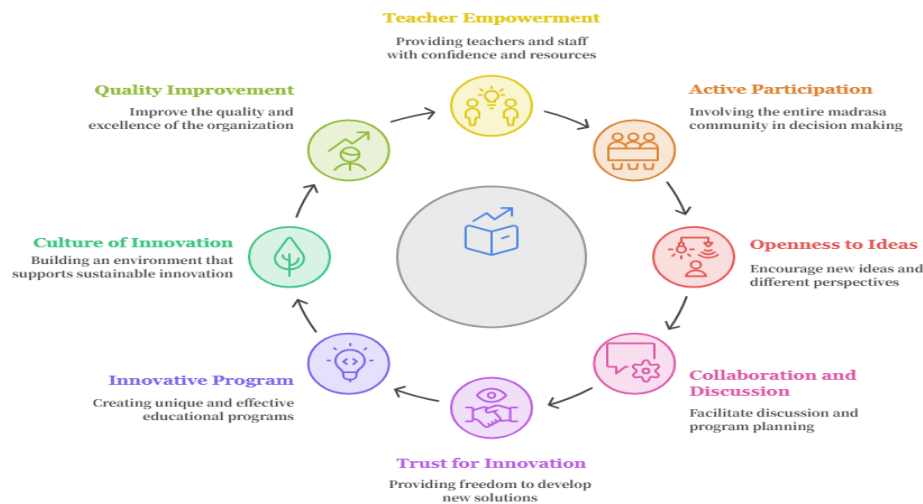


Fig. 1. Indicators of Entrepreneurial Leadership in Building a Culture of Innovation in Madrasahs

Based on the indicators presented, it can be concluded that the culture of innovation at MA Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi has been shaped through entrepreneurial leadership that emphasizes empowerment, participation, and openness to change. Collaboration and placing trust in teachers and educational staff have spurred the creation of various innovative programs aimed at improving the quality of the institution. Thus, entrepreneurial leadership serves as a strategic foundation for building a sustainable culture of innovation and strengthening the quality and excellence of the madrasah as an organization.

The Development of Teachers' and Students' Creativity Is Carried Out Through Participation-Based Programs

The research findings indicate that creativity development at MA Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi focuses not only on improving academic abilities but also on creating a participatory and collaborative learning environment. The madrasah provides ample opportunities for teachers to develop innovative teaching methods, such as the use of technology-based learning media, project-based *learning*, and contextual learning activities tailored to students' needs. Meanwhile, students are actively involved in various extracurricular activities, student organizations, academic and non-academic competitions, as well as skills development programs designed to explore their potential and talents. The active involvement of the entire madrasah community in these programs creates a dynamic learning atmosphere and encourages the emergence of creative ideas that contribute to the institution's progress.

Based on the results of observations, the madrasah regularly organizes activities that provide opportunities for teachers and students to innovate and express their creativity. The various programs implemented are not only aimed at improving student achievement but also at fostering independence, self-confidence, and the ability to work collaboratively. These conditions indicate that creativity is not built through a purely instructional approach but rather through the direct involvement of the entire school community in every program carried out. An interview with one of the teachers revealed that:

"The madrasah gives us the freedom to develop teaching models and various activities that can foster students' creativity. We are also involved in planning the school's programs, which leads to many new ideas that we then bring to life together. Students have become more active, are more confident in expressing their opinions, and are able to demonstrate their potential." (Interview with a teacher at MA Roudlotul Muta'allimin, May 14, 2026).

This statement indicates that strategies for fostering creativity in madrasahs are developed through a participatory approach that actively involves both teachers and students. The interview results also indicate that providing space for creativity and innovation has created a productive learning environment and encouraged the emergence of various new ideas that support the development and progress of educational institutions. Thus, participation-based programs have become a key strategy in fostering creativity and strengthening the quality of education in madrasahs.

The Formation of an Adaptive Organizational Culture Contributes to Improving Institutional Quality

The research findings indicate that the improvement in institutional quality at MA Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi is not only determined by the existence of excellent educational programs but is also influenced by the development of an organizational culture that is adaptable to change. The organizational culture at the madrasah is built on the values of cooperation, responsibility, discipline, commitment to continuous learning, and openness to new ideas. These values are instilled in the entire madrasah community through various formal and informal activities, such as coordination meetings, program evaluations, teacher training, and activities to strengthen institutional character. This adaptive organizational culture has fostered harmonious working relationships, open communication, and a shared commitment to continuous improvement in every aspect of educational delivery.

Based on the observations, every policy change or program development at the madrasah always begins with a process of deliberation and coordination involving various components of the institution. All members of the madrasah community are given the opportunity to provide input and express their opinions, thereby fostering a sense of ownership regarding the programs being implemented. In addition, the madrasah also conducts regular evaluations as a means of reflection and continuous improvement. These conditions indicate that the organizational culture that has developed at the madrasah is not rigid but rather open to change and constantly strives to adapt to evolving educational needs. Results from an interview with the Deputy Principal for Curriculum revealed that:

"The culture we are building at the madrasah is one of togetherness and a willingness to keep learning. Whenever there is a new program or a policy change, we always discuss it and provide feedback to one another. All teachers and educational staff are encouraged to be open to change because we realize that the institution's progress can only be achieved if the entire madrasah community shares the same commitment to continuous growth." (Interview with the Deputy Principal for Curriculum, May 16, 2026).

This statement indicates that an adaptive organizational culture serves as a crucial foundation for improving institutional quality. Openness to change, a spirit of collaboration, and a commitment to continuous learning have created an organizational environment conducive to innovation and improved institutional performance. Thus, fostering an adaptive organizational culture not only strengthens solidarity among madrasah members but also serves as a strategic factor in achieving organizational excellence and sustainable improvements in educational quality.

IV. RESEARCH DISCUSSION

Entrepreneurial Leadership Drives the Creation of an Innovation Culture in Madrasahs

The findings of this study indicate that the entrepreneurial leadership practiced by the principal of MA Roudlotul Muta'allimin Simbar Tampo Cluring in Banyuwangi plays a strategic role in fostering a culture of innovation within the madrasah. Leadership that provides space for participation, encourages creativity, and opens opportunities for teachers to develop new ideas indicates a paradigm shift in leadership from an administrative-bureaucratic model toward transformative and innovative leadership. This finding suggests that a culture of innovation does not arise solely from the availability of organizational resources but is more determined by a leader's ability to foster an organizational climate that supports change, learning, and collaboration.

Theoretically, these findings are consistent with the theory of Entrepreneurial Leadership proposed by Alfaridli,(2025) , which explains that entrepreneurial leaders have the ability to identify opportunities, motivate organizational members, and create an environment that supports innovation and change. Furthermore, these findings are also relevant to the theory of Transformational Leadership proposed by Abdillah,(2025) , which asserts that effective leaders are able to inspire, motivate, and empower organizational members to achieve common goals through positive change. The madrasah principals in this study acted not only as decision-makers but also as *agents of change* capable of fostering a collective commitment to innovation.

These findings can also be explained through the Learning Organization theory developed by Najihah et al.,(2025) . They state that an excellent organization is one that is capable of creating a culture of continuous learning, providing space for the exchange of ideas, and encouraging all members of the organization to continually innovate. These conditions are evident in leadership practices at madrasahs that prioritize collaborative discussions, openness to new ideas, and placing trust in teachers to develop educational programs. Thus, entrepreneurial leadership in this study functions not only as a managerial tool but also as a strategic asset in building a sustainable culture of innovation, strengthening organizational capacity, and enhancing the quality and excellence of madrasahs amid the increasingly complex dynamics of educational change.

The Development of Creativity Among Teachers and Students Is Carried Out Through Participation-Based Programs

The findings of this study indicate that the development of creativity among teachers and students at MA Roudlotul Muta'allimin Simbar Tampo Cluring, Banyuwangi, is fostered through a participatory approach that positions all members of the madrasah community as active participants in the educational process. Providing teachers with the space to develop innovative teaching methods and involving students in various academic and non-academic activities indicates that creativity is not understood as merely an individual ability but rather as the result of social interaction, collaboration, and a learning environment that supports freedom of expression. In other words, the more opportunities given to teachers and students to participate, the greater the likelihood of creative ideas emerging that can drive the institution's progress.

Theoretically, these findings are consistent with the theory of social constructivism proposed by Anggadwita et al.,(2021) , which explains that knowledge and creativity develop through social interaction, collaboration, and meaningful learning experiences. The involvement of teachers and students in various participatory programs indicates a process of collaborative knowledge construction that ultimately fosters creativity and innovation. These findings are also relevant to the theory of Experiential Learning from Sholeh et al.,(2023) , which states that learning is more effective when individuals are directly involved in experience, reflection, conceptualization, and application. Various project-based activities and skill-building exercises in madrasahs serve as concrete examples of experiential learning that foster the emergence of creative ideas.

Furthermore, these findings align with the theory of Student-Centered Learning, which places students at the center of the learning process and provides them with opportunities to independently develop their potential, interests, and creativity (Budiman et al., 2025) . From an educational management perspective, these findings can also be explained through the concept of Creative School Organization, which emphasizes the importance of a participatory culture, empowerment, and collaboration in creating an innovative learning organization (Rouf et al., 2024) . Thus, fostering creativity through participatory programs not only enhances the individual capabilities of teachers and students but also serves as an effective institutional strategy for building a culture of innovation, improving the quality of learning, and sustainably strengthening the madrasah's organizational excellence.

The Development of an Adaptive Organizational Culture Contributes to Improving Institutional Quality

The findings of this study indicate that an adaptive organizational culture is one of the fundamental factors in improving the quality of the institution at MA Roudlotul Muta'allimin Simbar Tampo Cluring, Banyuwangi. An organizational culture built on the values of cooperation, openness, responsibility, and continuous learning has created a work environment conducive to fostering innovation and improving organizational performance. These conditions indicate that the success of an educational institution is determined not only by the availability of resources or flagship programs but also by the organization's ability to cultivate a culture capable of responding to change quickly and effectively. The processes of deliberation, periodic evaluation, and the involvement of the entire madrasah community in decision-making demonstrate a collective commitment to continuous learning and improvement (Zohriah et al., 2025) .

Theoretically, these findings are consistent with the theory of Organizational Culture proposed by Smagul et al.,(2024) , which states that organizational culture is a set of values, beliefs, and basic assumptions that guide the behavior of organizational members. According to Lasrado & Kassem,(2021) , organizations with an adaptive culture tend to be better able to cope with change and achieve higher organizational effectiveness. This finding is also relevant to the Learning Organization theory by Tadesse Bogale & Debela,(2024) , which emphasizes the importance of continuous learning, dialogue, and shared reflection as the foundation for creating an organization that is constantly evolving and innovative. The evaluation and discussion practices routinely conducted at the madrasah reflect the characteristics of a learning organization that fosters continuous *improvement*.

Furthermore, these findings can be explained through the theory of Total Quality Management in education developed by Putra & Arifin,(2022) which states that institutional quality improvement can only be achieved through the involvement of all organizational members, a culture of cooperation, and a commitment to continuous improvement. An adaptive organizational culture in madrasahs demonstrates the implementation of TQM principles, namely participation, collaboration, and a focus on sustainable quality improvement. Thus, an adaptive organizational culture not only serves as an institutional identity but also becomes a strategic asset that enables madrasahs to innovate, improve the quality of educational services, and maintain organizational excellence amid the increasingly complex dynamics of the changing educational environment.

V. CONCLUSION

Based on the research findings and discussion, it can be concluded that the implementation of *educational entrepreneurship* at MA Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi is carried out through strategies oriented toward innovation, creativity, and strengthening organizational excellence. First, the entrepreneurial leadership exercised by the madrasah principal serves as the primary driving force in building a culture of innovation through empowerment, participation, and openness to new ideas. This collaborative leadership fosters the emergence of various innovative programs and creates an organizational climate that is adaptive to change.

Second, the development of creativity among teachers and students is realized through participatory programs that provide opportunities for the entire madrasah community to innovate, collaborate, and develop their potential. Teachers' active involvement in developing innovative learning approaches, along with students' participation in various academic and non-academic activities, has created a dynamic and productive learning environment that fosters the emergence of creative ideas supporting the institution's progress.

Third, fostering an adaptive organizational culture is a strategic factor in improving the quality of the institution. The values of cooperation, responsibility, openness, and continuous learning have shaped an organizational culture conducive to innovation and *continuous improvement*. This organizational culture enables madrasahs to respond effectively to change, improve institutional performance, and strengthen the organization's competitiveness and excellence.

Overall, this study confirms that educational entrepreneurship in Islamic educational institutions is not only related to the ability to manage educational programs effectively, but also encompasses the ability to build an innovative culture, foster creativity among all members of the school community, and create a learning organization that is adaptable to change. The synergy between entrepreneurial leadership, participatory programs, and an adaptive organizational culture serves as the primary foundation for achieving organizational excellence and improving the quality of education at MA Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi.

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