

ENTREPRENEURIAL MANAGEMENT OF SCHOOL PRINCIPALS IN IMPROVING EDUCATIONAL QUALITY AT JUNIOR HIGH SCHOOLS IN NORTH ACEH REGENCY

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Abstract

This study aims to analyze the principal's application of entrepreneurial management in improving educational quality, particularly in terms of graduate standards, at SMP Negeri 1 Lapang, North Aceh Regency. Using a qualitative case study approach, this study examines entrepreneurial leadership practices that integrate educational management functions with a spirit of innovation and entrepreneurship. Data collection was conducted through interviews, observations, and documentation with the principal, teachers, school committee members, and business partners as the primary research subjects. Data analysis followed the Miles and Huberman model in an interactive and continuous manner. The results indicate that the principal applies entrepreneurial management in a visionary, adaptive, and collaborative manner through strategic planning, efficient organization, implementation of innovative project-based programs, and ongoing supervision involving various stakeholders. The impact is seen in improving student academic and non-academic learning outcomes, strengthening graduate competencies to be independent, creative, and innovative, and enhancing the school's reputation. Supporting factors for success include internal support from teachers and committee members, as well as external support from parents and business partners. While the main obstacles are limited facilities, budget, and bureaucratic regulations. Overall, consistent and participatory entrepreneurial management has proven effective in producing graduates who excel, possess character, and are highly competitive at both the local and regional levels.

Keywords: Entrepreneurial Management, Principal, Educational Quality, Graduate Standards.

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INTRODUCTION

The success of a school depends on all stakeholders, including the principal. In addition, the principal leads school administration and supervises teaching staff, administrative personnel, and students. Sidiq (2021) states that the principal's primary duty is to oversee all school activities. According to Sumidjo (2002), the term principal is derived from the words head and school. The word head refers to a leader or chairperson within an organization, while school is an institution that provides education and instruction. Thus, a principal must possess the skills necessary to achieve the school's vision, mission, and objectives.

In this regard, principals are required to master several competencies. As stated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 15 of 2018, Article 9, the principal's workload is fully devoted to carrying out the following duties: (1) managerial tasks, (2) entrepreneurial development, and (3) supervision of teachers and educational staff. With these responsibilities, principals are expected to

possess three core competencies: managerial competence, entrepreneurial competence, and supervisory competence.

Competence includes knowledge, skills, and values that must be internalized and demonstrated by educators in their professional duties. A principal's competence includes measurable activities, behaviors, and outcomes. Principals and teachers require both managerial and instructional skills. According to Mulyasa (2007), principals and teachers play a crucial role in educating the younger generation in line with national educational goals.

In addition to managerial competence, the entrepreneurial spirit of principals is also vital in improving educational quality. Entrepreneurship in this context does not merely refer to seeking funding sources, but also to developing innovation, taking calculated risks, and instilling values such as creativity, hard work, and perseverance among teachers and students. Improving educational quality remains a central issue within the national education system. Schools, as educational institutions, play a critical role in creating high-quality learning environments (Mulyasa, 2012).

As educational leaders, principals must possess strong managerial capabilities to enhance educational quality. One relevant approach in this context is entrepreneurial management, which includes the principal's ability to innovate, lead, and manage school resources effectively and efficiently to achieve optimal educational outcomes. One of the major challenges faced by many schools in Indonesia is how principals can apply entrepreneurial principles within school management to improve educational quality, particularly at the junior secondary school level, which faces different challenges compared to primary or senior secondary schools (Sagala, 2011).

Entrepreneurial management by principals is crucial for improving educational quality. Principals who apply entrepreneurial principles such as innovation, strategic decision-making, and risk management can generate positive changes in school management. Although the challenges are substantial, the application of entrepreneurship in school leadership can create opportunities for more efficient management, innovation in learning, and stronger collaboration with various stakeholders, ultimately leading to improved educational quality.

According to Yuyus Suryana and Kartib Bayu (2010), entrepreneurship is defined as an individual's ability to recognize and manage themselves as well as opportunities and surrounding resources creatively in order to create sustainable added value. Meanwhile, Barringer and Ireland (2006) define entrepreneurship as "the process by which individuals pursue opportunities without regard to the resources they currently control."

Within the dynamics of national educational development, educational quality remains a primary focus at all levels and types of educational institutions. One of the most important indicators of educational quality is graduation standards, which reflect students' competency achievements upon completing a certain level of education. Graduation standards serve not only as indicators of learning outcomes but also as benchmarks for the overall success of the learning process. Therefore, improving educational quality cannot be separated from strengthening the achievement of optimal graduation standards.

However, field realities indicate that the achievement of graduation standards in various educational institutions, particularly in certain regions, still faces significant challenges. Disparities in school quality, limited resources, low levels of learning innovation, and minimal collaboration among stakeholders are issues that affect graduate quality. In this context, the role of the principal as an instructional leader becomes crucial. Principals are required to manage schools effectively and apply adaptive and innovative managerial principles, including entrepreneurial competencies, to initiate breakthroughs in improving educational quality.

Entrepreneurship-based school leadership is a managerial approach that emphasizes the ability to identify opportunities, utilize school resources, build networks, and create sustainable innovation. Entrepreneurial management by principals has become a vital strategy for addressing the complex challenges of educational quality today. According to Mulyasa (2013: 49), principals as educational managers must be able to create and utilize opportunities, lead change, and empower all school components to improve performance and student learning outcomes.

Entrepreneurial competence includes creativity in program development, innovation in learning and school management, and the courage to take measured risks for school advancement. According to Robbins and Coulter (2016: 59), entrepreneurial quality is a combination of visionary thinking and strategic decision-making in dynamic environments. Principals who think and act entrepreneurially can create an excellent school culture, enhance teacher and student motivation, and foster a competitive spirit in achieving academic excellence.

Various studies also indicate that principals play a significant role in determining graduate quality. Sugiyono (2020: 142) found a positive correlation between principal leadership and student learning outcomes. This suggests that leadership style, management strategies, and innovations implemented by principals have a direct impact on educational quality, particularly graduation outcomes. Principals with entrepreneurial characteristics tend to be more proactive in developing learning strategies, strengthening curricula, and enhancing teacher competence to achieve optimal graduation standards.

Nevertheless, the implementation of entrepreneurial management by principals does not always run smoothly. Challenges such as static school cultures, resistance to change, lack of entrepreneurship-based leadership training, and limited support from education authorities often hinder progress. Wahjosumidjo (2011: 83) notes that many principals still perform managerial functions in a purely administrative manner, lacking innovative approaches that could significantly improve quality. Therefore, systematic efforts are needed to embed entrepreneurial paradigms in educational management, particularly at the principal level.

Moreover, graduation standards require an output-based management approach. Principals must ensure that educational processes genuinely support the achievement of minimum student competencies as stipulated in national education standards. This includes strengthening character education, literacy, numeracy, and 21st-century skills as outlined in the Regulation of the Minister of Education, Culture, Research, and Technology No. 21 of 2022 on Educational Assessment Standards. In this context, entrepreneurial management is highly relevant, as it encourages continuous curricular, pedagogical, and social innovation.

To improve graduate quality, principals must also build partnerships with various stakeholders, including the business and industrial sectors, higher education institutions, and the wider community. The ability to establish networks is a crucial aspect of entrepreneurial competence in modern educational management. According to Sallis (2012: 102), educational quality depends not only on internal school practices but also on how schools synergize with their external environment. Entrepreneurial principals view these networks as opportunities to expand resources, support contextual learning, and foster collaborative quality improvement programs.

Principals must also cultivate a quality-oriented school culture by encouraging teachers to become innovators in learning and positioning students as active participants in the learning process. This requires a conducive school climate that is open to change and grounded in continuous professional development. Fullan (2016: 88) emphasizes that transformational leadership infused with an entrepreneurial spirit is key to creating learning environments that promote excellence and high graduation standards.

Preliminary observations were conducted at SMP Negeri 1 Lapang, North Aceh Regency, as an initial step to examine the extent to which the principal applies entrepreneurial management in improving educational quality, particularly in relation to graduation standards. The findings indicate that the principal demonstrates a visionary and innovative leadership style, reflected in the implementation of flagship programs such as digital classrooms, character-building initiatives, and student entrepreneurship programs. The principal also actively makes opportunity-based decisions by establishing strategic partnerships with local business partners and utilizing available resources efficiently.

On the other hand, learning innovations have begun to be implemented by some teachers through the use of technology and collaborative approaches, although differences in readiness among educators remain. The school has also provided various extracurricular activities and character development programs that support the formation of independent, creative, and integrity-driven graduates. Support from teachers, the school committee, and parents is relatively strong, although the implementation of some programs is still constrained by limited facilities and funding.

Overall, the school demonstrates serious efforts to improve graduate quality; however, stronger strategic reinforcement and scientific documentation of managerial practices are still required. Therefore, this study is important to further explore the forms, strategies, challenges, and impacts of entrepreneurial management by principals on improving educational quality at the junior secondary education level.

Consistent with empirical studies, research by Rachmawati (2020) shows that principals with an entrepreneurial orientation tend to be more adaptive to change, capable of creating innovative flagship programs, and able to motivate teachers to innovate in learning. Her research conducted in several junior secondary schools in West Java found a significant relationship between entrepreneurial leadership and improvements in student learning outcomes and school reputation. Furthermore, Kurniawan (2021), in his study on "Entrepreneurial Leadership of Principals in Improving Human Resource Quality in Secondary Schools," found that entrepreneurial characteristics such as proactiveness, innovativeness, and risk-taking directly contribute to improved teacher performance and educational service quality. Principals who foster collaborative and open work environments encourage the development of technology-based and project-based learning that enhances student competencies.

Meanwhile, Nurhayati (2019) highlighted the importance of effective resource management as part of entrepreneurial management. Research conducted in Gowa Regency, South Sulawesi, revealed that principals who creatively optimize school budgets, facilities, and teacher human resources are better prepared to face the challenges of 21st-century education. The study also emphasized the importance of partnerships between schools and communities in improving graduate quality.

Mulyasa (2015) argues that principals, as educational entrepreneurs, are expected to function not only as managers but also as innovators. Leadership that emphasizes quality achievement, collaboration, and resource efficiency fosters a competitive school culture. In this context, principals are required to build public trust through improvements in both academic and non-academic student achievements. Furthermore, Widodo and Suparno (2022) examined supporting and inhibiting factors in the success of entrepreneurial management by principals. Their findings indicate that internal school support (teachers and staff) and external support (parents and partners) significantly influence the success of school entrepreneurship programs. Common obstacles include budget constraints, resistance to change, and a lack of continuous professional development for teachers.

Based on the empirical studies discussed above, it can be concluded that entrepreneurial leadership by principals has a positive correlation with educational quality achievement, particularly in fostering an innovative culture, strengthening student

character, and enhancing graduate competitiveness. Therefore, research on entrepreneurial management practices at SMP Negeri 1 Lapang is important as both an academic contribution and a practical reference for improving education quality through innovative leadership.

Based on the background described above, the researcher is interested in examining entrepreneurial management by principals in greater depth, given the strong relationship between innovative leadership capabilities and improvements in educational quality, particularly in achieving graduation standards. The researcher also observes that entrepreneurial discourse in educational leadership has not been extensively studied at the junior secondary school level, especially in regions such as Lapang Subdistrict, North Aceh Regency. Meanwhile, demands for improving graduate quality continue to increase in line with curriculum development and 21st-century competencies. This motivates the researcher to explore the forms of managerial practices implemented by principals within an entrepreneurial context, the strategies used to manage resources and build partnerships, and how such policies and actions influence student academic achievement.

This study is expected not only to contribute to the development of entrepreneurial leadership theory in education but also to provide practical recommendations that can be implemented by other principals to improve educational quality and graduation outcomes in a tangible manner.

RESEARCH METHOD

This study employs a qualitative research design using a case study approach. The research was conducted at SMP Negeri 1 Lapang, North Aceh Regency, located in Lapang Subdistrict, North Aceh Regency, Aceh Province. The study was carried out from May 1 to July 31, 2025.

The research subjects in this study were individuals deliberately selected through purposive sampling, as they were considered to possess relevant information, experience, and direct involvement in the principal's entrepreneurial management practices aimed at improving educational quality, particularly with regard to graduation standards at SMP Negeri 1 Lapang, North Aceh Regency. The subjects involved in this study consisted of the school principal, the school committee, teachers, and business partners.

Data collection techniques included interviews, document analysis, and observation. Data were analyzed using an interactive qualitative data analysis model involving data reduction, data display, and conclusion drawing and verification analysis consists of three concurrent flows of activity: data condensation, data display, and conclusion drawing/verification

RESEARCH RESULTS AND DISCUSSION

Research Results

The novelty of this study lies in its effort to integrate educational management functions with a visionary, adaptive, and collaborative entrepreneurial spirit. The principal is positioned not merely as an internal school administrator, but also as an innovation driver, opportunity creator, and a bridge connecting the school with the business sector, parents, and the wider community. Consequently, the principal's entrepreneurial management extends beyond procedural aspects and produces tangible impacts on graduate quality, character development, and the enhancement of school competitiveness at both local and regional levels.

The novelty of this research is articulated across several key dimensions: (1) the integration of educational management and entrepreneurship, (2) collaborative organizational practices involving multiple stakeholders, (3) the implementation of

innovative programs embedded within the curriculum, and (4) participatory supervision and evaluation mechanisms. In addition, this study identifies more contextual supporting and inhibiting factors, such as the active involvement of business partners, parental contributions as facilitators, as well as challenges related to technological literacy and bureaucratic regulations. These findings strengthen the argument that entrepreneurial management by principals holds a strategic position in producing high-quality graduates who are independent, creative, and responsive to contemporary demands. The detailed novelty of this study is presented in the table below.

No	Variable	Aspect	Previous Studies	Research Novelty
1	Entrepreneurial Management	Integration of Management & Entrepreneurship	The principal is positioned mainly as an administrative manager (Suharsaputra, 2018; Mulyasa, 2019).	The principal acts as an educational entrepreneur who is visionary, adaptive, and capable of identifying opportunities to enhance graduate competitiveness.
		Organizing	Organizing is limited to task distribution among teachers and staff (Sutisna, 2017).	Collaborative organizing involving teachers, school committees, and business partners → participatory and adaptive structures.
		Program Implementation	Entrepreneurship is discussed as an additional or extracurricular activity (Suryana, 2019).	Entrepreneurship is integrated into the curriculum through projects, real production activities, partnerships with MSMEs, and character development.
2	Innovative Strategies	Evaluation & Supervision	Evaluation is managed internally by the principal or school supervisors (Depdiknas, 2010; Mulyono, 2015).	Participatory evaluation involving teachers, school committees, and business partners in monitoring and tracer studies.
		Technological Innovation	Conventional methods and printed media dominate learning practices (Supriyanto, 2018; Nurdin, 2020).	Integration of digital learning (Google Classroom, Zoom, interactive videos) supported by ICT training for teachers.
		Student Development	Focus on general extracurricular activities (scouting, sports, arts) without entrepreneurial	Student programs integrated with school cooperatives, production and marketing activities,

No	Variable	Aspect	Previous Studies	Research Novelty
3 Supporting & Inhibiting Factors	Character Strengthening		linkage (Wijaya, 2021).	and collaboration with local MSMEs.
			Character education is incidental and not systematically structured (Zubaedi, 2015; Lickona, 2012).	Daily structured religious and social character development (Dhuha prayer, Qur'an recitation, collective prayers, social service).
				Multi-stakeholder
	Multi-Stakeholder Collaboration		Principal leadership collaboration involving tends to be individual teachers, school or limited to teachers committees, parents, (Sallis, 2012; and MSMEs to support Wahjosumidjo, 2013).	learning innovation and character building.
		Internal Factors	Support mainly comes from teacher leaders collaborative culture or change agents involving all teachers (Suhartono & Rahman, 2022).	A participatory & and staff in planning and innovation processes.
		External Factors	Parents are passive; business partners provide mainly financial support (Yuliani, 2020; Ahmad, 2019).	Parents and MSMEs actively mentor students and provide practice facilities → experiential learning.
4 Impact of Implementation	Impact on Graduates	Inhibiting Factors	Main constraints are Additional barriers budget limitations and include low ICT literacy inadequate facilities and rigid bureaucratic regulations.	
			Focus on learning programs or Tangible impacts: managerial improvement in innovation, with examination scores, limited discussion of national assessment academic results, and non-achievement academic achievements outcomes (Suprapto, (arts, sports, 2020; Wahyudi, entrepreneurship). 2021).	
	Graduate Competence		Emphasis on adaptive, independent, creativity and entrepreneurial spirit (Setiawan, 2019; Maryani, 2021).	Graduates become on adaptive, independent, and possess life skills, problem-solving abilities, and hands-on experience with MSMEs.

No	Variable	Aspect	Previous Studies	Research Novelty
	School Reputation		Reputation is built mainly through academic achievement and school branding. (Rohman, 2020; and Lestari, 2022).	Reputation improves through public trust, increased student achievement and enrollment, and success in producing creative and well-characterized graduates.
	Multi-Stakeholder Collaboration	Multi-stakeholder collaboration	is rarely discussed systematically.	Concrete collaboration among teachers, committees, parents, and MSMEs through training, tracer studies, and character development → sustainability of graduate quality.

Discussion

The **Discussion** section reflects the researcher's scholarly contribution. Therefore, authors are expected to elaborate on their research findings in detail and depth. This section should reference previous studies published in scientific journals, especially reputable international journals. Authors are also encouraged to cite research published in the *Jurnal Manajemen Pendidikan dan Keislaman*. Here are some examples of in-text citations: - Single author: (Vhalery, 2020) Two authors: (Vhalery & Karlina, 2020)- Four or more authors: (Vhalery et al., 2015) Author's name outside parentheses: Leonard (2013) stated that.

Citation formatting should follow these rules, and page numbers are not required when quoting sources. Additionally, all cited names should follow the last name of the authors mentioned..

The **Discussion** section is expected to contribute new insights and advancements to scientific knowledge, particularly in the field relevant to the article. Therefore, authors should give special attention to ensuring that the discussion forms a crucial part of the overall content, enhancing the academic quality of the article.

CONCLUSION

This study concludes that the implementation of entrepreneurial management by the principal of SMP Negeri 1 Lapang plays a strategic role and has a significant impact on improving educational quality, particularly in terms of graduation standards.

Based on the overall findings at SMP Negeri 1 Lapang, it can be concluded that the principal's entrepreneurial management has a strategic and transformative role in enhancing educational quality, especially in achieving graduation standards. The principal successfully integrates educational management functions with an entrepreneurial spirit through visionary and adaptive planning, efficient and collaborative organizing, innovative program implementation, as well as continuous supervision and evaluation involving all stakeholders. The impact is evident in three main aspects: (1) improvement in students' academic and non-academic learning outcomes, (2) strengthening graduate competencies characterized by independence, creativity, innovation, and problem-solving skills, and (3) enhancement of the school's reputation through increased public trust and collaboration with business partners.

Although challenges remain in the form of limited facilities, budget constraints, and bureaucratic regulations, strong internal support from teachers and the school committee, along with external support from parents and business partners, serves as a reinforcing factor in successful implementation. Overall, the consistent, participatory, and sustainable application of entrepreneurial management by the principal has proven effective in producing high-quality graduates with strong character, relevance to contemporary demands, and the capacity to enhance the school's competitiveness at both local and regional levels..

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