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Islamic Scholar Thought on Intrapreneurial Leadership Characteristic Framework for Islamic Education Institutions

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<p>Article History</p> <p>Article Submission 12 November 2022</p> <p>Revised Submission 24 December 2022</p> <p>Article Accepted 16 March 2023</p>	<p style="text-align: center;">Abstract</p> <p>There is a growing expectation for universities to contribute to the country's innovation system, especially bringing students to become entrepreneurs and job creators. This research is aimed at developing a model of Islamic scholar thought on intrapreneurial leadership characteristic framework for Islamic Education Institutions. This study employs the Analytic Network Process (ANP) method in three steps, first problem decomposition via in-depth interviews with expert respondents, second, quantifying the model via a pair-wise comparison questionnaire, and third, synthesis and analysis to derive the most priority criteria and strategies. The model was developed with valuable input from three Indonesian religious leaders with experience in Islamic education. The findings indicate that the most important criterion for having the character of an intrapreneurial leader in an Islamic Education Institution along with its sub-criteria is leadership (trustworthy and responsible), followed by behavior (self-confidence and self-motivation), religiosity (worship and tawakkal), good governance (entrepreneurial culture and learning and teaching), and the last priority is skills (leadership skills and networking). This paper also discovered that, within Islamic educational institutions, a focus on constant innovation and a clear human resource vision and mission is a top priority for shaping the personalities of future leaders. This strategy emphasizes the significance of fostering an innovative culture within the institution and providing a clear vision and mission to guide the development of human resources. At the end of the paper's structure, this study offers policy implications and recommendations for how Islamic schools can incorporate intrapreneurial leadership practices into their educational system.</p> <p>Keywords: Analytic Network Process (ANP); Intrapreneurial; Islamic Education Institutions; Leadership</p>
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Introduction

A school is a place where people are educated and knowledge is imparted. As a result, in addition to parental education and environmental influences, a school can have an impact on children's growth and development (Ariastuti & Herawati, 2016; Novindari & Huda, 2018; Selinaswati, 2018). A study by Ariastuti & Herawati (2016) supports the importance of providing equal access to education for all children (education for all). Every citizen should experience and benefit from the country's educational system. However, the true meaning and purpose of education must extend beyond that. The context of education that exists in both official institutions (schools) and non-official institutions (communities) can be understood in light of the definition of education in Law No. 20 of 2003, which states that "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state". However, there are still many schools that put too much emphasis on academic achievement and not enough on students' development of soft skills. In fact, there are eight different types of intelligence that children possess. These include (1) linguistic intelligence, (2) logical-mathematical intelligence, (3) gesture intelligence, (4) musical intelligence, (5) visual-spatial intelligence, (6) interpersonal intelligence, (7) intrapersonal intelligence, and (8) naturalist intelligence (Suarca et al., 2016). (Gardner, 1992) claims that IQ (Intelligence Quotient) is only one measure of a person's intelligence. In the absence of useful accomplishments, intelligence is meaningless. However, enhancing one's intelligence serves a purpose beyond merely increasing one's IQ; it also increases one's efficiency and effectiveness.

A classic issue that currently exists in almost many universities in Indonesia is the university has only focused on producing graduates who are ready to practice in the workforce. The educational curriculum, student activities, and learning practices are all designed to meet industry demands for university graduates. Even though the most important aspect of the University's existence as a place for students to form their character and expertise is to produce graduates who are not only capable of competing in the world of work but also capable of creating jobs. If this is the case, then the lack of employment is no longer an issue, the unemployment rate can be reduced, and the people's economy can be strengthened by increasing the number of entrepreneurs and MSMEs (Devi, 2017). Let's take a look at the numbers; the unemployment rate in Indonesia dropped dramatically after 2007, according to Statista's records (Figure 1). This figure continued to fall until it reached a low of (3.62%) in 2019. Unfortunately, the unemployment rate rose to (4.41%) in the following two years. It is understandable that the number of workers who lost their jobs increased after Indonesia was hit by the misfortune of the Covid-19 virus, which also had an impact on the Indonesian economy as a result of the global recession.



Figure 1. Unemployment Rate Trend in Indonesia

On the other hand, we want to emphasize the growth of the number of entrepreneurs in Indonesia. It should be noted that the percentage of entrepreneurs in Indonesia in 2016 was 3.1%. (Ministry of Cooperatives and SMEs Data). Figure 2 remains significantly lower than that of neighboring countries such as Singapore, which reached 7%, Malaysia (5%), Thailand (4.5%), and Vietnam (3.3%). One of the reasons for the low number of entrepreneurs in Indonesia is a scarcity of highly skilled individuals. Figure 3 depicts the ratio of highly skilled individuals (per 100 individuals aged 15 years). In comparison to other countries, Indonesia has the lowest representation, with only 0.5% of Indonesians being highly skilled. This is the primary reason why the quality of Indonesia's human resources is still low. According to Katadata.co.id, the Indonesian education system places an exclusive emphasis on technical skills, where teaching methods are not yet based on problem-based learning and where students are not accustomed to critical thinking, analysis, and problem-solving. Therefore, education service providers (in this case, universities) necessarily to be strengthened so that they can better develop curricula and learning programs that help students acquire useful skills, particularly in the area of entrepreneurship.



Figure 2. The ratio of Entrepreneurs to the Population in the ASEAN nations

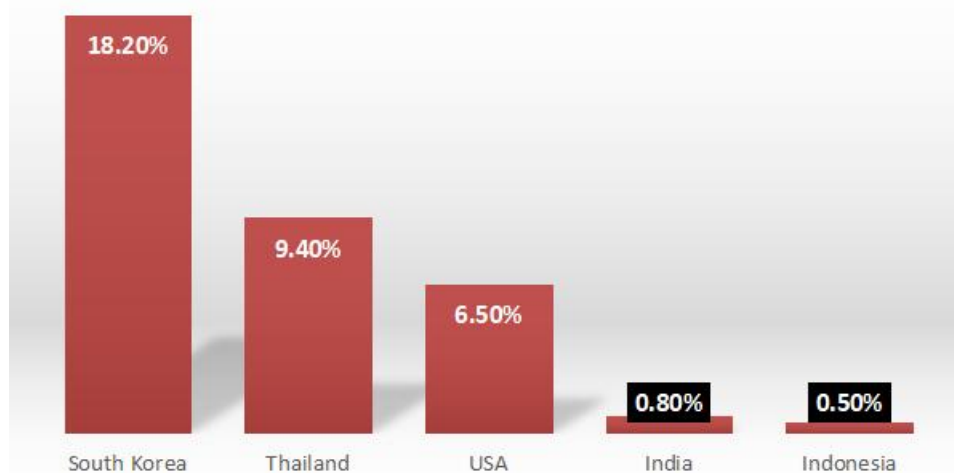


Figure 3. The proportion of highly skilled individuals (per 100 individuals aged 15 years)

In light of this reality, schools have a responsibility to produce graduates who are not only

prepared for the workforce but also capable of generating new employment opportunities. It is expected that the country's economy and per capita income can increase if the country's youth are better equipped to generate employment opportunities. However, creating a culture that supports entrepreneurial endeavors in the university is practically challenging. Among the difficulties are the following: there is a dearth of academics who serve as role models for entrepreneurship, no overarching entrepreneurial culture permeates the university, and the processes for advancing one's academic career work against the entrepreneurial endeavors of individual faculty members (Philpott et al., 2011). In addition, some universities are focusing to reward the student based primarily on publications and fail to properly recognize students' efforts in the realm of entrepreneurship. The programs in Business schools are considered to be ineffective because they do not teach relevant knowledge or skills, fail to develop effective leaders, or instill moral values in their students (Bennis & O'Toole, 2005).

The urgency of a university in providing an entrepreneurship program in order to increase the student's intention in entrepreneurship has become a tendency issue among regulators in the country. Indonesia's government has issued a number of policies and allocated funds to support entrepreneurship education in Indonesia's universities. The 'Program Kreativitas Mahasiswa/PKM' is one such device (Student Creativity Program). Helping students start businesses and develop their entrepreneurial skills is a primary goal of this initiative. In general, three things are to be achieved in this program, including student entrepreneurship activities, student startup acceleration, and student entrepreneurship assistance. With this initiative, Jokowi, President of Indonesia, hopes to boost the country's entrepreneur population by 4 percent in 2023.

What universities can do to help Indonesia achieve its goal of increasing the number of entrepreneurs is to encourage students to take on leadership roles and demonstrate entrepreneurial attitudes on campus. Every entrepreneur possesses the traits of intrapreneurial leadership, including the willingness to think creatively, take calculated risks, and take the initiative (Revuelto-Taboada et al., 2020). Intrapreneurial behavior, on the other hand, involves creating conditions under which an employee can successfully undertake entrepreneurial activities within the context of the organization (Farrukh et al., 2022). Predictions about the effects of entrepreneurial leadership styles on businesses have focused on the ways in which these styles are likely to boost productivity, foster creativity, and reduce hazards (Akbari et al., 2020; Farrukh et al., 2022). Therefore, it is anticipated that students will benefit from and demonstrate entrepreneurial leadership skills in the scholarly environment.

Another scientific implementation is also required to encourage children to become role models in the future. One of them is where educators or teachers must demonstrate intrapreneurial leadership. Of course, the character of intrapreneurial leadership is intended for all teachers in schools, so that they can transmit the exemplary character of intrapreneurial leadership to students. Therefore, this study is aimed to develop a model of Islamic scholar thought on intrapreneurial leadership characteristic framework for Islamic Education Institutions. This study is expected to contribute to assisting universities (particularly Islamic universities) in developing entrepreneurship programs and incorporating them into the learning curriculum. Furthermore, it is hoped that students will pursue entrepreneurship as a career option in the future, allowing Indonesia to reduce its unemployment rate, particularly after graduating from college.

Literature Review

Previous Studies

Several studies have been uncovered that discuss intrapreneurial leadership based on prior research, but there is a dearth of literature on the topic when it comes to academic institutions. Recently, Farrukh et al. (2022) conducted research into what influences employees to engage in intrapreneurial behavior (IB), specifically looking at the leader's expectations, leader-member exchange, and organizational climate for innovation. Leaders' expectations, leader-member exchange, and an innovative organizational climate were found to be the most important factors in influencing employees' propensity to engage in intrapreneurial behavior. In support of this assertion, Klein and Zwilling (2022) confirmed that leader-member exchange (LMX) promotes

intrapreneurial behaviors such as entrepreneurial and innovative activities within existing organizations.

Usman et al. (2020) investigated the relationship between spiritual leadership and intrapreneurial actions in frontline workers at hotels. This study, which also relied on survey data, found that spiritual leadership was associated with psychological empowerment among frontline employees, which in turn was found to increase intrapreneurial behaviors among these workers. We also find that the importance of one's work contributes to the robustness of these positive relationships. Jentry (2016) suggested that CV Innovator Jaya's intrapreneurial leadership style has an impact on worker output and company performance. Ie (2011), Nurhadi and Supriadi (2017), and Priskila (2018), among others, have discussed the use of intrapreneurial leadership in business settings in their respective research (such as business entities and companies).

In regard to intrapreneurial leadership in education institutions, we found a pretty old article by Smith and Bryan (2004) whereby they investigated the aspect of entrepreneurialism (intrapreneurial leadership) at the University of Oxford and the University of Warwick. Wibowo and Saptono (2017) discovered that intrapreneurial leadership can have an effect on educators' propensity for innovative thinking in East Jakarta's classrooms. A study by Hidayat and Ulya (2019) asserted that intrapreneur leadership is an essential skill for school principals in the modern era. (Farrukh et al, 2019) exposed the positive impact of transformational leadership (TL) and authentic leadership on the intrapreneurial behavior of the academic staff of Universities in Pakistan. However, it is clear that there is still a dearth of research on intrapreneur leadership in academic institutions, particularly those with an Islamic pedagogical focus. It also should be noted that no research has been conducted on the topic of intrapreneurial leadership in higher Islamic education institutions, and there is no specific topic concerning the characteristics of intrapreneurial leadership based on Muslim Scholars.

Theoretical Framework

In the intrapreneurial leadership literature, there are two terms commonly used to express this theory. The first term is entrepreneurial leadership and the second is intrapreneurial. Some experts who have come forward with the term entrepreneurial leadership include (Pinchot, 1988) who states that entrepreneurial leadership is bringing together engineering and marketing talent with the output of creating new products. In addition, (Kurako and Hodgetts, 1989) also explained entrepreneurial leadership, namely a leader who also has an entrepreneurial spirit has good skills in organization, and dares to take risks to achieve goals. Furthermore, (Jones, 1995) also revealed entrepreneurial leadership as providing space for creativity and innovation for someone so that someone can take advantage of market opportunities to create a product or service.

The characteristics of intrapreneurial leaders include having an entrepreneurial spirit, having a leadership spirit, knowing all internal and external aspects of the company, being able to turn ideas into reality, and working effectively in different situations and situations (Syarief, 2021). The terms "intrapreneurial leadership" and "intrapreneurial behavior" have been used synonymously in many academic works (Farrukh et al., 2022). When discussing the role of the intrapreneurial leader in higher education, (Smith & Bryan, 2004) used the term "entrepreneurialism", which describes both the process and the result of providing resources and infrastructures that build capacity beyond what a university would otherwise have, paving the way for the university to establish a stable financial solidity.

Usman (2012) uses the term intrapreneurial leadership which describes the process of influencing others by using the characteristics of an entrepreneur with the aim of achieving organizational goals. (Mulyasa, 2012) also describes intrapreneur leadership as a tool that can be applied in schools. In a sense, a leader (in the school context the principal) must have the soul of a leader as well as an Education manager. Thus, a school principal must be able to be a driving force for change, carry out innovations, and have an entrepreneurial spirit. Previously, (Zimmerer, 2008) had previously revealed the characteristics that intrapreneur leadership must possess, which include:

- a) a desire for responsibility, have a sense of responsibility
- b) preference for moderate risk, choose a moderate risk

- c) confidence in their ability to succeed, believe in their ability to succeed
- d) a desire for immediate feedback, want feedback
- e) high level of energy, passion, and hard work
- f) future orientation, future-oriented and futuristic
- g) skill at organizing, having skills in organization
- h) value of achievement over money, always assess achievement rather than money

Leaders must navigate environments that are all at once unpredictable and out of their control; volatile; uncertain; complex; and ambiguous (not controlling the atmosphere). Specifically, leaders are conditioned to have insight and an open mind by the following circumstances: moving from ignorance to knowledge, from best practice to further practice, from fear of being brave to learning everything, and from being under challenges to seizing opportunities (Syarief, 2021).

As a result, leadership and individuals' psychological interpretations of the climate of an organization have been incorporated as potential antecedents of intrapreneurial behavior in the present research. Individuals who exhibit innovative behavior known as intrapreneurial leadership steer clear of traditional or conventional ways of thinking. This allows them to create new opportunities (Farrukh et al., 2022). Employees who have Intrapreneurial Behavior are more likely to take risks, be innovative, and think in an unconventional manner when trying to find a solution to a particular problem. On the other hand, according to the theory of leadership, in order for a person to demonstrate innovative behaviors, they need to have complete authority in expressing their ideas (Farrukh et al., 2019). Because people adapt to their surroundings, one of the significant challenges in intrapreneurship and innovation is the management of individuals' attention toward innovation. This is due to the fact that people adapt to their surroundings, and the need for them to be more proactive may become more pressing over time. They have reached the point where only difficult circumstances can stimulate positive attitudes in themselves and others (Scott & Bruce, 1994).

Novelty and Significance of the Study

It is true that a leader in an organization or non-organization is expected to have academic intelligence in addition to other capabilities expected of a leader so as to provide added value for the organization and its members, as described above. Many of Indonesia's prominent Muslim leaders, especially those at Islamic educational institutions, have successfully implemented intrapreneurship principles within their own organizations, for instance, Ustaz Yusuf Mansur, who is in charge of the Darul Qur'an Islamic boarding school; Ary Ginanjar, who is in charge with the ESQ; Aa Gym, who oversees the Darut Tauhid Islamic boarding school; Dr. Suswono, who manages Ummul Quro; Professor Dr. K. H. Didin Hafidhuddin, who manages UIKA; Dr. Syafi'i Antonio, with his Higher Education Institution, Tazkia and also travel business.

Since no studies have been located that focus on entrepreneurial leadership within Islamic higher education institutions, this gap in knowledge necessitates the development of such a study bring this paper to seek and address this deficiency in the literature by adopting a mixed-method (qualitative and quantitative) approach to the question, "What do Muslim leaders think about the characteristics framework of intrapreneurial leadership in Islamic education institutions?". This is the first study that uncovered a framework for intrapreneurial leadership characteristics in Islamic educational institutions and facilitated to presentation of alternative criteria and policies for bolstering intrapreneurial leadership potential in Islamic universities in Indonesia. It is also expected that stakeholders can benefit from the findings to develop policies that facilitate the rollout of initiatives designed to foster entrepreneurial leadership within Indonesia's Islamic higher education institutions.

Methodology

This study is aimed to prioritize the criteria and strategies of the Islamic scholar's thought on intrapreneurial leadership for Islamic education institutions. In order to answer the objectives of this study, the Analytic Network Process (ANP) analytical tool is employed. ANP is a new

approach to qualitative methods for the decision-making process without making assumptions about the independence of elements at a higher level than elements at a lower level and about the independence of elements at a level. ANP uses the network without having to set levels. ANP has advantages compared to other methodologies, namely having the ability to measure and synthesize a number of factors in the network. In addition, the ANP method is simpler, so it is more general and easier to apply to various qualitative studies (Ascarya, 2005).

The ANP network has criteria and alternatives in its cluster which are called nodes. Alternatives can be tied to criteria such as hierarchies but can also be tied to fellow alternatives through reciprocal relationships between alternatives. And vice versa, where all criteria can also be tied to alternatives and to fellow criteria. Reciprocal relationships will increase the priority of problem assessment according to respondents. This will cause predictions to be more accurate. The main node and the nodes to be compared can be in different clusters. The relationship between the main node and other clusters directly is called outer dependence. Meanwhile, inner dependence is a cluster that is connected to itself and forms a loop where within the same cluster there are the main nodes and the nodes being compared.

In the ANP network, all criteria must be regulated and prioritized to determine the effect of all elements. After that, a comparison and synthesis will be carried out to obtain a priority order from the existing criteria. By paying attention to each criterion, the influence of the elements in the feedback network will be reduced. The results of this influence are given weight according to the importance level of the criteria and added to obtain the influence of each element as a whole (Ascarya, 2005). Data from the results of the questionnaire will be analyzed using the ANP method using the Super Decision software which is obtained free of charge from www.superdecision.com (Tanjung & Devi, 2013). Ascarya (2005) explains that ANP has four axioms that limit the scope of a problem, namely:

a. Reciprocal

This axiom states that if PC (pairwise comparison) (EA, EB) is a value for comparing pairs of elements A and B, in terms of their parent element C, which shows how many times more elements A have than elements B, then $PC(EB, EA) = 1 / PC(EA, EB)$. For example, if A is five times larger than B, then B is 1/5 of A's size.

b. Homogeneity

This axiom states that the elements being compared should not have too great a difference, which could lead to greater erroneous judgments. The scale used in AHP and ANP is a verbal scale that is converted into a numeric scale of 1 to 9. 1 represents

c. Priority (weight) is an absolute number, belongs to a closed interval (0.1), and is a measure of relative dominance

d. Dependence condition, it is assumed that the system can be decomposed or broken down into several parts

Meanwhile, according to Saaty and Vargas (2006), there are three basic principles of ANP, which include:

a. Decomposition is applied to model complex problems into hierarchical frameworks or networks of clusters, sub-clusters, sub-sub-clusters, and so on.

b. Comparative judgments are applied to build pair comparisons of all combinations of elements in the cluster as seen from the parent cluster. This pair comparator is used to get the local priority of the element.

c. Hierarchical composition is applied to multiply the local priority of the elements in the cluster by the 'global' priority of the parent element. This multiplication will generate the global priority of the entire hierarchy and sum it to produce the global priority for the lowest-level element. The data will be processed and parsed. The results will be analyzed. If there is a difference in the respondent's answer, then the geometric mean will be calculated.

According to Saaty and Vargas (2006), there are three main functions of ANP according to its basic principles:

a. Complexity structuring

Saaty and Vargas (2006) found the same pattern of how humans solve complexity from time to time. Complexity is structured hierarchically into homogeneous clusters of factors.

b. Measurement into a ratio scale

The ANP methodology uses ratio scale measurements which are believed to be the most accurate in measuring the factors that make up the hierarchy. Measurement levels from lowest to highest are nominal, ordinal, interval, and ratio. Each measurement level has all the meanings of the lower levels with the addition of new meanings. Ratio measurements are needed to reflect proportions. Assessment of the ratio of each pair of factors in the hierarchy to obtain ratio scale measurements.

c. Synthesis

Synthesis means putting all the parts together into a single whole. Complexity involves many dimensions, so we need a way to synthesize from many dimensions. ANP has the ability to assist in the measurement and process of synthesizing a number of factors in a hierarchy or network. The construction of the ANP model in this study was prepared based on literature reviews and in-depth interviews with Islamic Education figures. The goal is to obtain in-depth information and actual problems. Therefore, the ANP model was developed based on the validation of Figure 4 (Ascarya, 2005).

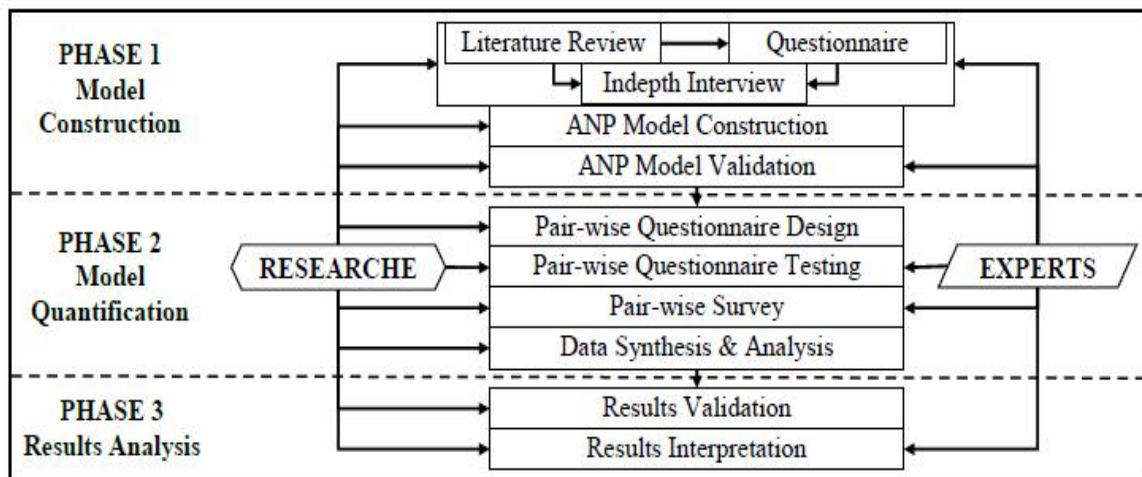


Figure 4. ANP Analysis Process

As has been noticed earlier, the ANP is conducted in three steps, first problem decomposition. In this step, we conducted an in-depth interview with three experts who have good knowledge in terms of Islamic education. In addition, these experts are popular as Ustaz/Muslim scholars who spread Islamic teachings di Indonesia. Among them are: (1) Ustaz Yusuf Mansur; (2) Dr. Suswono; and (3) Professor Dr. K. H. Didin Hafidhuddin. The results of the literature review and in-depth interviews with Islamic education leaders also produced several related criteria regarding the Characteristics Framework of Intrapreneurial Leadership for Islamic Educational Institutions according to the thoughts of Muslim leaders.

The second step is distributing the pair-wise comparison questionnaire to experts in order to obtain the priority of elements. The quantification phase of the model uses questions in the ANP questionnaire in the form of pairwise comparisons between elements in the cluster to determine the effect and differences between the two. What is assessed is which one has greater influence (more dominant) and how big the difference is through a numerical scale of 1-9. The results of the assessment are then collected and inputted through the Super Decision software to be processed to produce output in the form of priorities and super matrices. The results of each respondent will be input on a separate ANP network.

In the final stage, the results of the ANP network that have been processed based on the opinions of respondents will be combined (if there is more than 1 respondent). The geometric

mean and rater agreement will be calculated after the data is processed. How to add up the value of conformity between respondents is done by calculating the value of Kendall's Coefficient of Concordance and then interpreting the results of the geometric mean of all respondents.

Besides the inconsistent value, the rater agreement also employs to validate the ANP result. Rater agreement or popular with inter-rater reliability is a numerical estimation used to measure the degree level of agreement among raters. In either the Delphi technique or the ANP technique, rater agreement must be applied due to the use of varied experts to determine the priorities. One of the popular tools to calculate the agreement among raters is Kendall's coefficient of concordance or Kendall's W. Kendall's W is computed to determine the level of agreement among raters or respondents. The interpretation of detailed (individual) and overall (geometric mean) results are presented and used in formulating conclusions and policy recommendations. Kendall's coefficient of concordance is identified when ($0 < W \leq 1$) whereby $W=1$ shows perfect agreement among respondents. If the value of $W = 0$, it signifies the perfect disagreement among respondents, and their responses are regarded as ignorantly random. An intermediate value of $0 < W < 1$ means a greater or lesser degree of agreement among raters or respondents. The higher the value indicates the higher the level of agreement.

Legendre (2005) provided the calculation of Kendall's (W) coefficient based on the following assumption: supposed that the object i is given the rank by judge number j , where there are in total n objects and m judges, then the total rank given to object i is:

$$R_i = \sum_j^m = 1r_{i,j} \quad (1)$$

When the mean from the total ranking is:

$$R = \frac{1}{2} m(n + 1) \quad (2)$$

The sum of deviation quadratic (S) is calculated by the formula:

$$S = \sum_i^n 1(R_i - \bar{R})^2 \quad (3)$$

and then, Kendall's W is defined as:

$$W = \frac{12S}{m^2(n^3 - n)} \quad (4)$$

Where w is Kendall's coefficient, n is total objects, m is total judges, and s is the sum of quadratic deviation.

In comparison, Cohen's Kappa is also used to measure and determine the level of agreement among raters. Similar to Kendall's, Kappa's value also identifies the result from 0-1. The following table depicts the benchmarking information of inter-rater reliability as proposed by different investigators in Table 1 (Wongpakaran et al., 2013).

Table 1. Benchmarking inter-rater reliability

Landis and Koch	Altman	Fleiss
0.00 Poor	< 0.20 Poor	< 0.40 Poor
0.00 to 0.20 Slight		
0.21 to 0.40 Fair	0.21 to 0.40 Fair	0.40 to 0.75 Intermediate to good
0.41 to 0.60 Moderate	0.41 to 0.60 Moderate	
0.61 to 0.80 Substantial	0.61 to 0.80 Good	
0.81 to 1.00 Almost Perfect	0.81 to 1.00 Very good	More than 0.75 Excellent

Results

The findings of this study are detached into two (2) main sections, the first of which is the problem decomposition. The issue decomposition is an extension of the ANP framework model, which was developed based on in-depth interviews with a number of Indonesian Islamic education experts in Indonesia. Among the issues that we pose are the following:

What characteristics are required for intrapreneurial leadership in Islamic educational institutions?

In this context, we additionally investigate each respondent's response in order to get particular aspects pertaining to these criteria.

What strategies are available for using an intrapreneurial leadership characteristic in Islamic educational institutions, and how may these strategies be put into practice?

This is an alternative policy whose priority weight will be determined in order to apply the character of intrapreneurial leadership in Islamic educational institutions.

Therefore, the results of the interviews and literature studies are summarized in the following operational definition table:

Table 2. Variable Operational Definitions

Cluster and Element	Operational Definition	References
Behavior		
Innovation	A process by which a domain, a product, or a service is renewed and brought up to date by applying new processes, introducing new techniques, or establishing successful ideas to create new value. In this case, a Muslim leader can take initiative and also make continuous improvement.	(Wahyuni, W. R., & Hidayati, W, 2017) (Sulfiyah, 2020) (Mohedano-Suanes, & Benítez, 2018) (Davis, 1999) (Interview with Ustaz Yusuf Mansur, Saturday April 17 th 2021) (Interview with Dr. Suswono, Saturday March 27 th 2021) (Interview with Professor Dr. K. H. Didin Hafidhuddin, Sunday April 4 th 2021)
Self-Motivation (commitment)	The ability to motivate yourself. An internal drive to achieve, produce, develop, and keep moving forward.	
Hard-Working	Being productive and doing work efficiently. The hard-working leader generally has a strong vision and discipline and is responsible for their duties.	
Independence	An extension of their personality and defines their core thinking.	
Self-confidence	An attitude about your skills and abilities. It means you accept and trust yourself and have a sense of control in your life.	
Leadership		
Trustworthy (honesty)	Carrying out the mandate of people who already put their trust in us.	(Interview with Ustaz Yusuf Mansur, Saturday April 17 th 2021)
Discipline		(Interview with Dr. Suswono, Saturday March 27 th 2021)
Responsible	The essence of leadership is how to organize an institution by dividing roles, duties, and responsibilities. Tiered leadership according to their respective roles. The policies that exist in the Institute become the institutional strength. A leader is also expected to sacrifice, either in the form of effort, mind, and money. Most importantly, a leader must be able to improve the	(Interview with Dr. Suswono, Saturday March 27 th 2021) (Interview with Professor Dr. K. H. Didin Hafidhuddin, Sunday April 4 th 2021)

Cluster and Element	Operational Definition	References
	environment and society.	
Expertise	In selecting stakeholders will use appropriate criteria so that regeneration is expected and each person will be an expert in several fields.	(Interview with Dr. Suswono, Saturday March 27 th 2021) (Interview with Professor Dr. K. H. Didin Hafidhuddin, Sunday April 4 th 2021)
Role Model	A leader also must be a role model to others.	
Skill		
The ability to adopt ICT into the business	A leader is expected to have an ability to adopt ICT into the business.	(Đurek, Kadoić, & Dobrović, 2008)
Dare to take risk	A leader is expected to dare to take risks and have an ability to control the risk. A leader is also expected to utilize opportunities through Adequate knowledge	(Mohedano-Suanes, & Benítez, 2018; Sulfiyah, 2020) (Sulfiyah, 2020) (Deprez, and Euwema, 2017) (Davis, 1999)
Able to form a network/personal connection	A leader is expected to have an ability to form a network.	(Interview with Ustaz Yusuf Mansur, Saturday April 17 th 2021)
leadership skills	A leader is expected to have an ability to leader teams and have leadership skills. A leader is expected to have an ability of musyawarah.	(Interview with Dr. Suswono, Saturday March 27 th 2021) (Interview with Professor Dr. K. H. Didin Hafidhuddin, Sunday April 4 th 2021)
Social skills	A leader is expected to have a social skill	
Religiosity		
Tauhid	A leader is expected to have a strong tauhid.	
Tawakkal	A leader is expected to do tawakkal in every single activity.	(Wahyuni, W. R., & Hidayati, W, 2017);
Tolerance	A leader should be tolerant in a business where a leader have an ability to face difficult situations.	(Brekke, 2018); (Interview with Ustaz Yusuf Mansur, Saturday April 17 th 2021)
Commitment to Worship (Ibadah)	A strong intention and dedication to perform religious obligations such as prayers, zakat, and fasting.	(Interview with Dr. Suswono, Saturday March 27 th 2021)
Commitment to Use Halal Transaction	A strong faith and intention of leaders/enterprises to use halal transactions.	
Good Governance		
Quality Assurance	Preventing mistakes and defects in manufactured products and avoiding problems when delivering products or services to customers.	(Đurek, Kadoić, & Dobrović, 2008);
Scientific-Research work	Doing some scientific-research work to make continuous improvements.	(Interview with Ustaz Yusuf Mansur, Saturday April 17 th 2021)
Learning and Teaching	Never stop to learn new things and teaching others.	(Interview with Professor Dr. K. H. Didin Hafidhuddin, Sunday April 4 th 2021)
Entrepreneurship culture	Creating an entrepreneurship culture in the society.	
Technology transfer and service to society	The adopted technology is being transferred and delivered to the society.	
Strategies		
The overall plan to improve Intrapreneurial Leadership in Islamic Education Institutions		

Cluster and Element	Operational Definition	References
Innovative and Sustainable Products and Services	Providing continuing innovative and sustainable products and services that will suit the needs of a large society.	
Strong Vision and Human Capital	A clear aspirational description and strong personality attribute to all Islamic Education Institution stakeholders. Including international oriented, race in goodness, and unity.	
Advanced Infrastructure	Dealing with a cutting-edge infrastructure that enables effective operation of the business, including also dealing with ICT implementation	
Building a boarding school city	Developing the area where many boarding schools are requested to join.	
Massive in Seeking input	Actively seeking input and not keeping idle.	

The respondents' narrative replies were narrowed down, and the reduction data were shown. We provide the data reduction in tabular style in order to make the interview result easier to follow (Table 2). The following phase, which comes after the preparation of the data gleaned from the interviews and the literature reviews, is to build the ANP framework based on the response of the informants. The ANP framework was developed with the assistance of the super decision program, which is a well-known piece of software for carrying out ANP analysis.

The ANP model that has been constructed based on the researcher's concept in numerous similar parts into clusters may be seen in Figure 5. Since this is a feedback paradigm, each arrow will always point in the direction of either up or down (back and forth). The feedback network may be dependent on some criteria, but it may also be dependent on other possible solutions. In point of fact, these criteria might be dependent not just on alternatives but also on other factors. In the meanwhile, feedback improves the accuracy of forecasts while also increasing the priority that is obtained from judgements. As a consequence, we anticipate that the findings of the ANP will be more consistent.

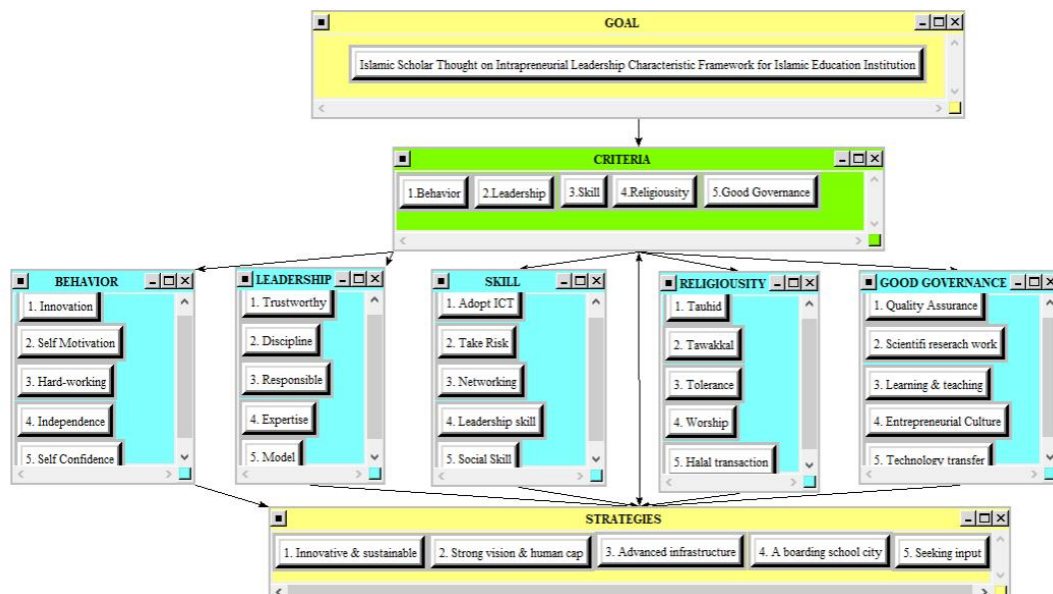


Figure 5: The ANP Framework

This discussion will describe the results of the synthesis of each cluster in the model to determine priority criteria within the framework of the "Thoughts of Muslim Leaders on the Characteristics of Intrapreneurial Leadership Framework for Islamic Education Institutions". (Figure 6) shows the results of the priority criteria for the weighted value of the expert. The criteria have five elements, namely behavior, leadership, skill, religiosity, and good governance. The results of the ANP synthesis calculation show that based on expert opinion, it was found that in order to have the character of an intrapreneurial leader in an Islamic Education Institution, the criteria that must be possessed based on priority order are leadership (0.419), then followed by

behavior (0.263), religiosity (0.160), good governance (0.097), and the last priority is skills (0.062). Therefore, this shows that the stakeholders of Islamic Education Institutions should pay more attention to leadership criteria as the main criteria for having the character of an intrapreneurial leader in Islamic Education Institutions.

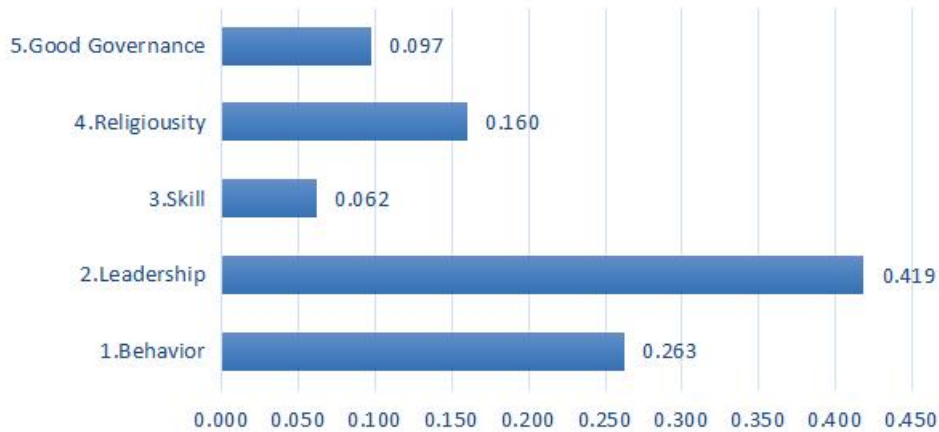


Figure 6. Expert-Driven Priority Synthesis of Criteria Cluster

The outcomes of the priority behavior criterion are shown in Figure 7 based on the weighting value that was determined by the experts. The behavior criteria consist of five components: originality, self-motivation, hard effort, independence, and self-confidence. The findings of the ANP synthesis calculation show that based on expert opinion, it was found that in order to have the character of an intrapreneurial leader in an Islamic Education Institution, the behavior criteria that must be possessed in order of priority order are self-confidence (0.419), followed by self-motivation (0.263), innovation (0.160), hard-working (0.097), and the last priority is independence (0.062). As a result, this demonstrates that the stakeholders of Islamic Education Institutions ought to place a greater emphasis on the criterion of self-confidence as the primary criterion in the behavior sub-criteria cluster in order to have the personality of an intrapreneurial leader in Islamic Education Institutions.

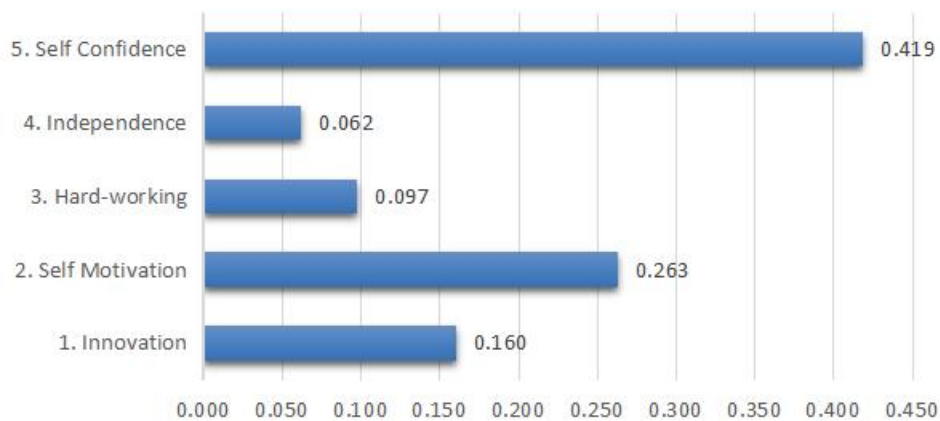


Figure 7. Expert-Driven Priority Synthesis of Behavior Criteria Cluster

The outcomes of selecting leadership criteria based on the weighting value of the experts will be analyzed. Trustworthiness, discipline, responsibility, knowledge, and model are the five components that make up the leadership criterion. The findings of the ANP synthesis calculation show that based on expert opinion, it was discovered that in order to have the character of an intrapreneurial leader in an Islamic Education Institution, the leadership criteria that must be possessed in order of priority order are trustworthy (0.419), followed by responsible (0.263), discipline (0.160), expertise (0.097), and the final priority is role model (0.097) (Figure 8). As a

result, this demonstrates that the stakeholders of Islamic Education Institutions should pay a greater amount of attention to trustworthy criteria as the primary criterion in the leadership sub-criteria cluster in order to have the personality of an intrapreneurial leader in Islamic Education Institutions.

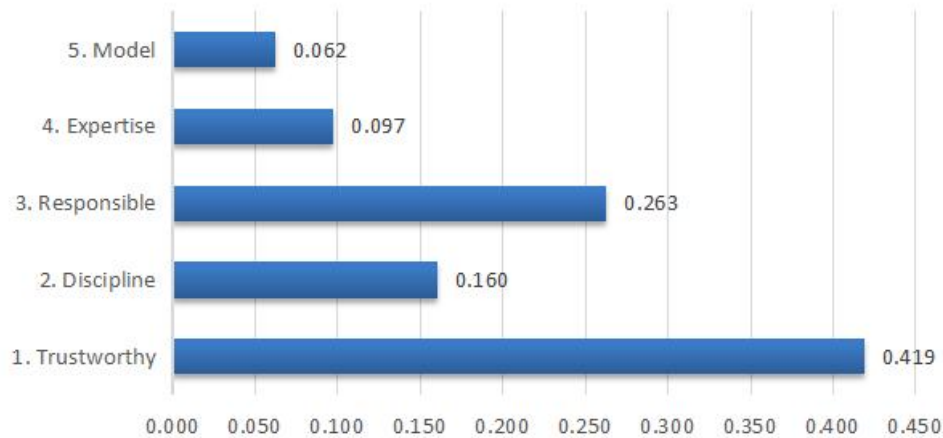


Figure 8. Expert-Driven Priority Synthesis of Leadership Criteria Cluster

The subsequent analysis will be based on the prioritizing of skill criteria determined by the weighting value of the expert. The skill requirements are comprised of five different components: embracing technology, being willing to take risks, networking, and having strong leadership and social skills abilities. Following are the skill criteria that must be possessed in priority order in order to have the character of an intrapreneurial leader in an Islamic Education Institution based on priority: leadership skills (0.419), followed by networking (0.263), courage taking risks (0.160), social skills (0.062), and adopt information and technology (0.062) (Figure 9). Therefore, this demonstrates that the stakeholders of Islamic Education Institutions should pay a greater amount of attention to the leadership skill criteria as the main criterion in the skill sub-criteria cluster in order to have the personality of an intrapreneurial leader in Islamic Education Institutions.

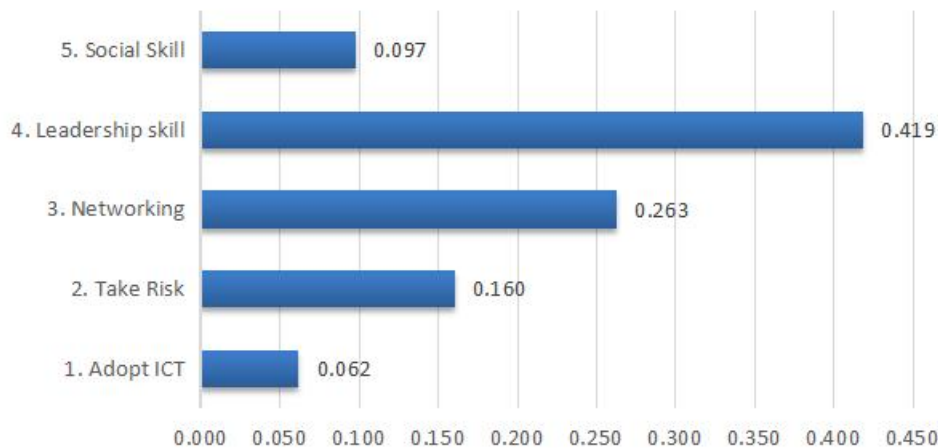


Figure 9. Expert-Driven Priority Synthesis of Skill Criteria Cluster

On the other hand, the weighting value of the experts was used to determine the prioritization of the outcomes of the religiosity criterion. The monotheistic requirement, the resignation requirement, the tolerance requirement, the worship requirement, and the readiness to engage in halal commerce are the five components that make up the religiosity criteria. Following the priority, worship (0.419), tawakkal (0.263), tauhid (0.160), tolerance (0.097), and halal transaction (0.062) were found to be the criteria of religiosity that must be possessed in order to

have the character of an intrapreneurial leader in an Islamic Education Institution (Figure 10). As a result, this demonstrates that the stakeholders of Islamic Education Institutions ought to pay a greater amount of attention to the criteria of worship as the primary criterion in the religiosity sub-criteria cluster in order to have the personality of an intrapreneurial leader in Islamic Education Institutions.

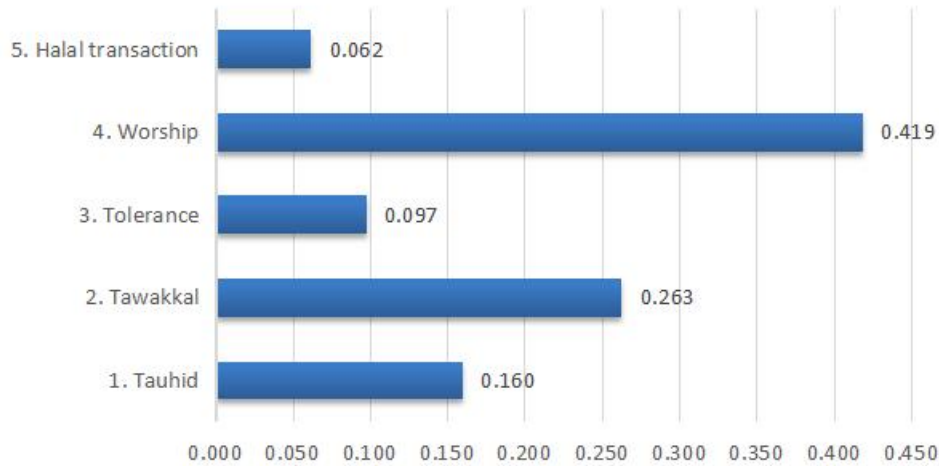


Figure 10. Expert-Driven Priority Synthesis of Religiosity Criteria Cluster

Figure 11 provides not only an explanation of the findings of the main criterion for good governance but also explains how the weighted value of the experts impacted those results. The requirements for excellent governance are comprised of five components, which include quality assurance, scientific research work, learning and teaching, entrepreneurial culture, and technology transfer. It was discovered that the criteria for religiosity that must be possessed in order of priority order in order to have the character of an intrapreneurial leader in an Islamic Education Institution are entrepreneurial culture (0.419), then followed by learning and teaching (0.263), scientific research work (0.160), quality assurance (0.097), and the last priority is technology transfer (0.062). Therefore, this demonstrates that the stakeholders of Islamic Education Institutions ought to pay a greater amount of attention to the criteria of entrepreneurial culture as the primary criterion in the good governance sub-criteria cluster in order to have the personality of an intrapreneurial leader in Islamic Education Institutions.

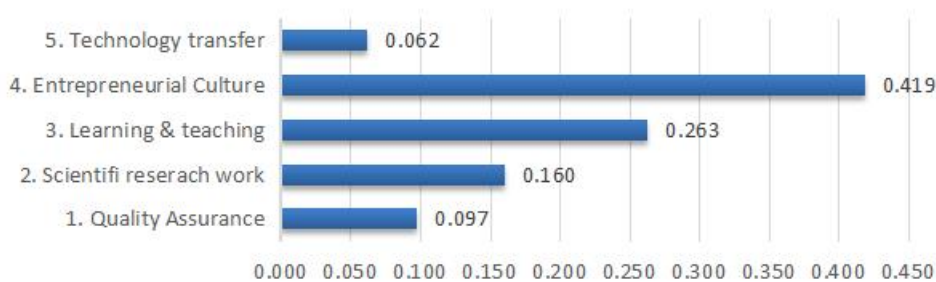


Figure 11. Expert-Driven Priority Synthesis of Good Governance Criteria Cluster

The final analysis will focus on developing strategies for applying the Muslim Leaders' Thinking model to the Characteristics Framework of Intrapreneurial Leadership for Islamic Educational Institutions. Figure 12 provides an explanation of the strategic priorities that were determined based on the weighted value of the experts. The strategy cluster is comprised of five components, including being creative and sustainable, having a solid vision and abundant human capital, having advanced infrastructure, establishing a boarding school city, and soliciting opinion. According to the synthesis calculation, it was discovered that in order to have the personality of an intrapreneurial leader in an Islamic Education Institution, the strategy that must be owned based

on priority order is innovative and sustainable (0.419), followed by a strong vision and human capital (0.263), advanced infrastructure (0.160), a boarding school city (0.097), and seeking input (0.062). Therefore, this demonstrates that the stakeholders of Islamic Education Institutions ought to pay a greater amount of attention to strategies for innovation and sustainability as the primary strategy in this cluster in order to have the personality of an intrapreneurial leader in Islamic Education Institutions.

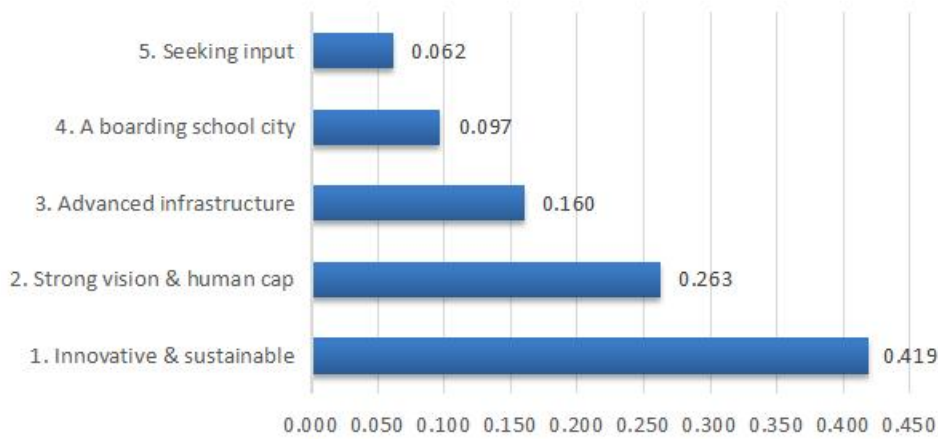


Figure 12. Expert-Driven Priority Synthesis of Good Governance Criteria Cluster

Consequently, the findings of the weighting that was completed by quantifying through the ANP method have presented the priority results of each criteria cluster as has been included in the model. This weighting is conducted to assist decision-makers, which in this case refers to those involved in Islamic education in Indonesia, to make policies that are appropriate and strategic to increase the potential for intrapreneurial leadership characteristics within the Islamic education sector. The next part of the section will be followed up with a detailed discussion, which will look at the topic from the perspective of both theory and practice.

Discussion

The findings indicate that the most important criterion for having the character of an intrapreneurial leader in an Islamic Education Institution along with its sub-criteria is leadership (trustworthy and responsible). Farrukh et al (2019) confirmed that leadership in the form of transformational leadership and authentic leadership are important to form intrapreneurial behaviour. The notion of new game leadership was presented by Buekens (2014). According to this theory, bright people who have an entrepreneurial mindset are given a push to become innovative people. It is anticipated that this would result in the formation of a culture of entrepreneurship, hence increasing the inventive capacity of the firm. In addition, leadership in intrapreneurs indicates that the entrepreneur can work independently, but what is even more important is that the entrepreneur can work seamlessly as part of an integrated team structure and effectively embrace and embody the culture of the intrapreneur's host organisation. When management and leadership provide them with autonomy and support, intrapreneurs have the greatest potential for success. This is consistent with the findings of an interview with Ustaz Yusuf Mansur, who emphasized that leadership in an organization should preferably be divided/shared among others rather than concentrated on a single individual. Since every single person on earth is a leader, it is imperative that everyone abides by the rules set out by the organization.

Behavior is the second most significant criterion, and self-confidence and self-motivation are the most important sub-criteria under this category. The most successful businesspeople are those who love creating new opportunities. They have a strong sense of self-confidence and a strong sense of responsibility for the things they accomplish as a result of their high internal locus of control. They put forth a lot of effort because they are motivated by outcomes. Normally, these

people are the individuals that drive and are enthusiasm, even answering emails at all hours of the night and spare more time the business. This kind of enthusiasm and determination is necessary to be successful. It is impossible for them to run a successful business if they do not like what they do (Buekens, 2014). In addition, a study by Marques et al (2019) discovered that nurses who have a stronger desire to become intrapreneurs have a somewhat higher level of intrinsic motivation, significantly more self-confidence in their management abilities, and slightly high-risk takers. It is widely believed that behaviors required for confidence to exist in the first place. During our conversation with Ustaz Yusuf Mansur, he highlighted that having faith in Allah SWT may provide a person the ability to stand on their own feet. There is a connection between faith and independence. Meanwhile, in our interview, Professor Dr. KH. Didin Hafidhuiddin said that self-confidence must develop the strength to avoid our country's human resources from being inferior to those of other nations. Indonesians, by definition, have the potential to be more intellectual and diligent than other nations.

The presence of a religious spirit, namely worship and tawakkal (submission to an all-powerful creator), is the following requirement that must be met. Religion is a set of beliefs that affects an individual's attitude and conduct not just in society as a whole but also in work life. Nonetheless, there are many contentious concerns that arise when companies permit, apply, or incorporate religious and spiritual activities into the workplace. There are many who believe that faith and secularism are incompatible (Karakas, 2010). To counter this claim, several studies have shown that religious people or those who identify as religious are more likely to exhibit the kind of compassionate, patient, honest, confident, and devoted conduct that is so vital to successful intrapreneurship (Farrukh et al., 2019; Maisaroh and Darmawan, 2023). In accordance with the teachings of Ustaz Yusuf Mansur, authentic worship is not only conveyed to the pupils of the school but also to the parents and teachers who look after the youngsters. In addition, Professor Dr. K. H. Didin Hafidhuiddin highlighted that every action must be designed for worship since it is a waste if an activity is not worth worshipping, and that every activity must have worship as its primary purpose. It is imperative that one maintains composure during worship, regardless of whether or not they now hold a position of authority.

The criteria of intrapreneurial leadership character in Islamic educational institutions have been narrowed down to include "good governance", which encompasses entrepreneurial culture, learning, and teaching. The concepts of education and training are then connected to a description of what exactly defines "entrepreneurs' culture" by Gibb (1987). This link is studied, first on a more general level, and then in regard to higher education institutions and management training on a more detailed level. It has been said that many of the perspectives and methodologies that are typical at academic institutions and business schools are diametrically opposed to the spirit of entrepreneurship. Gibb (1987), on the other hand, challenges this way of thinking and establishes a connection between ancient forms of entrepreneurship and contemporary methods of teaching entrepreneurship. In this sense, the practices of "intrapreneurship" in the academic sector need to have the following criteria, some of which include the following: the students need to have initiative, strong persuasive powers, moderate to high risk-taking ability, flexibility, creativity, independence, problem-solving ability, need for achievement, imagination, high belief, leadership, and hard work.

According to what was said in the interview Ustaz Yusuf Mansur mentioned that many of the instructors at Daarul Qur'an went on to become business owners without abandoning their work in the da'wah. The pupils are at risk of being "electrocuted" by this. Several graduates also become entrepreneurs. There is also a curriculum associated with it. Students have access to additional reading material in the form of a UYM book titled "Everyone Can Be an Entrepreneur," which may be read in their own time. In addition, Professor Dr. K. H. Didin Hafidhuiddin, private university institutions have technically joined the category of entrepreneurship among the institutions. Unlike state universities, which are already set up and ready to be utilized, the difficulty of directing a private institution is far higher than that of heading a state university. A leader is expected to continually promote an entrepreneurial spirit among their team.

The last priority of intrapreneurship criteria is skills which is including leadership skills and networking. In support of this, Pellegrini et al (2019) asserted that having an extensive and sustainable network is an interactive driver that can be a catalyst for intrapreneurship skills.

According to Dr. Suswono, who was asked about the essence of leadership in an interview, the core of leadership is how to manage and structure an institution by separating roles, duties, and responsibilities. Leadership is hierarchical and structured responsibilities according to the individual's role. The institution's long-standing policies ultimately emerge as one of its most notable competitive advantages. In addition, Professor Dr. K. H. Didin Hafidhuddin underlined the need of basing one's leadership on the principles of honesty, sacrifice, and other similar ideas, which is not only constructed according to the standards (visionary, communication, and others). As an example, in the context of a university, the chancellor, who functions as a leader, must be prepared to make compromises when professors are subjected to Covid-19. Obedience, respect, and appreciation for one's leader are the hallmarks of effective leadership. Fear is seldom associated with effective leadership.

The strategy emphasizes the significance of fostering an innovative culture within the institution and providing a clear vision and mission to guide the development of human resources. According to Ustaz Yusuf Mansur, Innovative and Sustainable Product and Services strategy is the realm of the endeavor chapter. Manhaj Daarul Qur'an is riyadah (charities) and prayers. Meanwhile, sustainability is related to managerial. Therefore, an organization that is too managerial is also not good, meaning that it can result in forgetting prayers. Organizations that are too managerial, only focus on meeting to meeting, not meeting with the Creator and having munjat. Therefore, organizational life must also be balanced between this world and the hereafter. Meanwhile, according to Dr. Suswono, innovation is something that is absolute in educational institutions because it will prepare students who will face future challenges (VUCA; Volatile, Uncertainty, Complexity, Ambiguous). Educational institutions must read trends against future needs in order to survive. Therefore, in facing challenges, Ummul Quro always provides and increases the enthusiasm of stakeholders (staff, teachers, students, and parents).

Over the course of the conversation, Professor Dr. KH. Didin Hafidhuddin expressed his belief that innovation is an absolute must. The world of education is not a lifeless place but rather a vibrant and active one. Because learning encompasses all aspects of the past, the present, and the future. Maybe people in the past never imagined that education would be conducted mostly via the use of digital platforms as it is now. As a result, educational innovation is an absolute must; yet it is essential to keep in mind that the core components of education, namely morality, and literacy, must remain unchanged. In addition, the instructions for innovation have also been communicated in the past by the Prophet Muhammad, who said: "Teach your children according to their era, because they live in their era, not yours..." In this statement, the Prophet Muhammad was referring to the fact that children do not live in the same era as their parents.

Conclusion

It is necessary for educators who are not just intellectually inventive but also spiritually inventive in order to bring up a generation that is not only brilliant in academics but also has talents in the field of innovation. Educational institutions are now expected to generate graduates who are not only able to find employment but also graduates who are able to establish new employment opportunities. As a result, educational institutions with a focus on entrepreneurship are also required in a significant manner. So, there is no question that mastering intrapreneurial leadership is a science that the stakeholders of Islamic Education Institutions are required to become proficient in.

According to the findings of this study, having the character of an intrapreneurial leader in an Islamic Education Institution along with its sub-criteria is most important when the leader is trustworthy and responsible. This is followed by behavior (self-confidence and self-motivation), religiosity (worship and tawakkal), good governance (entrepreneurial culture and learning and teaching), and skills (leadership skills and networking), which occupy the last priority position. Another conclusion is that the approach that is most emphasized in creating the character of intrapreneurial leaders in Islamic Education Institutions is to innovate continually and to have a strong human resource vision and purpose. This was found to be the case in a survey that was conducted.

The recommendations presented in this study are initially directed toward the stakeholders of

Islamic Education Institutions. More specifically, the study suggests that these stakeholders should implement intrapreneurial leadership as one of the organizational cultures. This is done so that, in the future, when the personality trait of intrapreneurial leadership has become a culture and habit, educators (in this case, both teachers and principals, rectors, and so on) can easily set a good example for students. As a result, entrepreneurial leadership within the school is not only on the agenda of school leaders but also for every individual or actor in the school, including students, because, in truth, remembering the words of the expert who said that "any of you is a leader," intrapreneurial leadership is on the agenda for everyone in the school.

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