

The Dialectics Of Supervision And The Entrepreneurial Competence Of Madrasah Principals: A Critical Study Of Madrasah Ibtidaiyah In Gresik Regency

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Abstract

This study aims to analyze the role of educational supervision in enhancing the entrepreneurial competence of Madrasah Ibtidaiyah principals in Gresik Regency. The research employed a qualitative approach with a descriptive design, utilizing in-depth interviews, observations, and documentation studies involving madrasah supervisors and principals as the primary informants. The findings reveal that educational supervision has transformed from a merely administrative function into a collaborative approach oriented toward strengthening entrepreneurial leadership capacity. Madrasah supervisors play strategic roles as facilitators, mentors, and partners through the implementation of mentoring, coaching, structured training, and continuous assistance. Contextual and needs-based supervision strategies have proven effective in improving the entrepreneurial competence of madrasah principals, particularly in terms of program innovation, resource management, and partnership network development. The enhancement of entrepreneurial competence has significantly contributed to the transformation of madrasah management, as reflected in improved managerial effectiveness, learning innovation, and institutional financial independence. These findings indicate that supervision functions as an enabling system in fostering adaptive and sustainable entrepreneurial leadership. This study recommends strengthening supervision models grounded in mentoring and collaboration as a systemic strategy for the development of Islamic education management. The implications of this research extend beyond improving educational quality, contributing also to economic capacity building and community empowerment through madrasah-based entrepreneurship programs.

Keywords: *Supervision; Entrepreneurial Competence; Madrasah Principal;*

Dialektika Pengawasan dan Kompetensi Kewirausahaan Para Kepala Madrasah: Studi Kritis Madrasah Ibtidaiyah di Kabupaten Gresik

Abstrak

Studi ini bertujuan menganalisis peran pengawasan pendidikan dalam meningkatkan kompetensi kewirausahaan para kepala Madrasah Ibtidaiyah di Kabupaten Gresik. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif, menggunakan wawancara mendalam, pengamatan, dan studi dokumentasi yang melibatkan supervisor dan kepala madrasah sebagai informan utama. Temuan tersebut mengungkapkan bahwa supervisi pendidikan telah berubah dari sekadar fungsi administratif menjadi pendekatan kolaboratif yang berorientasi pada penguatan kapasitas kepemimpinan kewirausahaan. Supervisor madrasah memainkan peran strategis sebagai fasilitator, mentor, dan mitra melalui penerapan mentoring, coaching, pelatihan terstruktur, dan bantuan berkelanjutan. Strategi supervisi berbasis kontekstual dan kebutuhan telah terbukti efektif dalam meningkatkan kompetensi kewirausahaan para prinsipal madrasah, khususnya dalam hal inovasi program, manajemen sumber daya, dan pengembangan jaringan kemitraan. Peningkatan kompetensi kewirausahaan telah memberikan kontribusi signifikan terhadap transformasi manajemen madrasah, yang tercermin dalam peningkatan efektivitas manajerial,

inovasi pembelajaran, dan independensi keuangan institusional. Temuan ini menunjukkan bahwa supervisi berfungsi sebagai sistem pendukung dalam mendorong kepemimpinan kewirausahaan yang adaptif dan berkelanjutan. Studi ini merekomendasikan penguatan model pengawasan yang berlandaskan pendampingan dan kolaborasi sebagai strategi sistemik untuk pengembangan manajemen pendidikan Islam. Implikasi dari penelitian ini melampaui peningkatan kualitas pendidikan, tetapi juga berkontribusi pada pembangunan kapasitas ekonomi dan pemberdayaan komunitas melalui program kewirausahaan berbasis madrasah.

Kata kunci: *Pengawasan; Kompetensi Kewirausahaan; Kepala Madrasah;*

1. Introduction

The transformation of educational governance in the 21st century demands a redefinition of the leadership role of madrasah principals, which is no longer confined to administrative functions but is increasingly oriented toward innovation, adaptability, and sustainability. Within this framework, entrepreneurial competence has become an essential dimension of educational leadership, as it enables madrasah principals to initiate change, optimize resources, and design learning practices that are relevant to contemporary challenges. Educational management literature emphasizes that entrepreneurial leadership significantly contributes to institutional quality improvement through curriculum innovation, network strengthening, and the creation of institutional added value (Karimulah dan Ummah 2022)..

The context of Islamic education in Indonesia, strengthening the entrepreneurial competence of madrasah principals carries greater complexity, as it must be integrated with religious values, organizational culture, and institutional regulations. Madrasah principals are required not only to manage institutions effectively but also to develop contextual Islamic value-based innovations that are responsive to societal needs. Such competence includes creative thinking skills, the courage to take calculated risks, and the capacity to establish strategic partnerships in support of sustainable educational programs (Fatkhulloh, Nurlaela, dan Haryani 2022).

On the other hand, educational supervision has undergone a paradigmatic shift from a control-oriented approach toward a collaborative approach emphasizing mentoring, reflection, and continuous professional development (Espinoza 2020). School supervisors are no longer positioned merely as evaluators but as instructional leaders who play a strategic role in strengthening the capacity of madrasah principals through mentoring, coaching, and organizational learning facilitation. This modern supervision approach aligns with national education policies that emphasize quality improvement based on reflection and data-driven practices (Glanz 2021). Normatively, this role has also been reinforced through policies of the Ministry of Education and Culture concerning the strengthening of supervisory functions in the implementation of the *Merdeka Belajar* policy (Zuhri 2023).

Nevertheless, the relationship between educational supervision and the strengthening of entrepreneurial competence among madrasah principals is not always linear. In practice, a dialectical relationship emerges, revealing both tensions and opportunities for synergy between the two. On the one hand, supervision has the potential to serve as a transformative instrument that encourages innovation and creativity among madrasah principals. On the other hand, supervision approaches that remain administrative and bureaucratic may hinder the emergence of entrepreneurial initiatives (Aisyahrani dkk. 2023). This condition indicates the existence of structural and cultural problems in the implementation of educational supervision, particularly at the Madrasah Ibtidaiyah level.

Several studies have demonstrated that the effectiveness of supervision is largely determined by the approaches employed, the competencies of supervisors, and the quality

of interactions between supervisors and school principals. Supervision approaches based on mentoring and coaching have proven to be more effective in enhancing leadership capacity than inspection-oriented approaches (Firdiasih 2021). From the perspective of educational entrepreneurship, such approaches enable capacity-building processes that encourage madrasah principals to continuously develop innovation (Deveci 2022; Hasan dkk. 2024).

However, empirical studies specifically examining the dialectics between educational supervision and the entrepreneurial competence of madrasah principals, particularly within the context of Madrasah Ibtidaiyah in Indonesia, remain relatively limited. Most existing studies tend to examine supervision and entrepreneurship as separate variables without exploring the dynamic interactions between them. This gap highlights the need for a more comprehensive and critical investigation to understand how supervision may function either as a catalyst or as an obstacle in the development of entrepreneurial competence among madrasah principals.

Based on this background, this study aims to critically analyze the dialectics between educational supervision and the entrepreneurial competence of Madrasah Ibtidaiyah principals in Gresik Regency. The study focuses on the roles, strategies, and impacts of supervision on the entrepreneurial competence of madrasah principals. It is expected that this research will contribute theoretically to the development of Islamic educational management studies, particularly regarding the integration of supervision and entrepreneurial leadership concepts, as well as provide practical contributions in formulating more effective supervision strategies to enhance the quality of madrasah leadership.

2. Method

This study employed a qualitative approach with a descriptive design to conduct an in-depth analysis of the dialectics between educational supervision and the entrepreneurial competence of Madrasah Ibtidaiyah principals in Gresik Regency. This approach enabled a comprehensive exploration of the meanings, experiences, and interaction dynamics between supervisors and madrasah principals in the practices of supervision and the development of educational entrepreneurship.

The informants in this study were selected using purposive sampling, a non probability sampling technique in which participants were intentionally chosen based on their knowledge, experience, and direct involvement in academic supervision and the development of entrepreneurial competencies among principals of Islamic elementary schools (Madrasah Ibtidaiyah) in Gresik Regency, Indonesia. Although the study population comprised 19 Madrasah supervisors and 88 Madrasah principals, only five key informants were interviewed because they were considered information rich cases capable of providing in depth insights relevant to the research objectives. The informants consisted of two Madrasah supervisors from the Ministry of Religious Affairs of Gresik Regency and three Madrasah principals. They were selected based on the following criteria: having substantial experience as supervisors or principals, being actively involved in academic supervision and entrepreneurial competency development, possessing comprehensive knowledge of entrepreneurship related policies and practices within Madrasahs, and voluntarily agreeing to participate in the study. Data were collected through in depth semi structured interviews, direct observations, and document analysis. A total of five interview sessions were conducted, with each interview lasting approximately 60 to 90 minutes.

Observations were carried out in the three participating Madrasahs during September 2025 to examine the implementation of academic supervision and entrepreneurial competency development in their natural settings. The observational data

were corroborated through documentary evidence, including supervision programs, entrepreneurship development plans, activity reports, and other relevant institutional documents. Data collection continued until data saturation was achieved, indicated by the absence of new themes, categories, or meaningful information emerging from subsequent interviews, observations, and document analysis. To enhance the credibility and trustworthiness of the findings, source triangulation and methodological triangulation were employed by comparing evidence obtained from interviews, observations, and documentary sources.

3. Results and Discussion

3.1. The Role of Supervision in Enhancing the Entrepreneurial Competence of Madrasah Principals

The findings of this study indicate that educational supervision functions as a transformational instrument in enhancing the entrepreneurial competence of Madrasah Ibtidaiyah principals. Interviews with Informant S1 revealed that supervisors not only perform evaluative functions but also provide mentoring- and coaching-based assistance oriented toward strengthening leadership competencies comprehensively. This finding was further reinforced by Informant S2, who stated that structured mentoring programs have encouraged the emergence of new entrepreneurial initiatives within madrasahs, even in institutions that previously had no entrepreneurship programs at all.

The study further revealed that supervisors employed several strategies to enhance principals' entrepreneurial competencies, including individual mentoring, collaborative problem solving, regular performance evaluation, and continuous professional assistance. These strategies enabled principals to address institutional challenges while developing innovative educational initiatives. As noted by **S2**, "We regularly conduct mentoring sessions to discuss challenges faced by principals and jointly identify practical solutions that can be implemented in their Madrasahs." This finding is supported by **S4**, who explained, "The mentoring provided by the supervisor was highly beneficial because it focused on solving actual problems rather than merely fulfilling administrative requirements." These findings suggest that collaborative supervision contributes significantly to strengthening entrepreneurial competencies among Madrasah principals.

These findings are supported by observational data showing that supervisors actively review planning documents such as the *Rencana Kerja Tahunan* (RKT) and *Rencana Kerja dan Anggaran Madrasah* (RKAM) with an entrepreneurial orientation. Institutional documentation also demonstrates the integration of entrepreneurship programs into madrasah activities, including waste bank programs, student cooperatives, and creative economy-based literacy initiatives. This indicates that supervision has functioned as a mechanism for driving institutional change.

Theoretically, these findings are consistent with Carl D. Glickman's concept of instructional supervision, which emphasizes that supervision should focus on professional capacity development through collaborative approaches rather than merely administrative control (Abrahamsen dan Dagsland 2024; Espinoza 2020). Furthermore, Thomas J. Sergiovanni's perspective on reflective leadership highlights that interpersonal relationships between supervisors and school principals are key factors in building trust and encouraging organizational change (Aditia 2021; Ceri Nursaw 2025).

In this context, supervision functions not only as a monitoring mechanism but also as a dialectical space between structure (policies and regulations) and agency (madrasah principals) in fostering entrepreneurial competence. These findings strengthen the argument that the effectiveness of supervision is largely determined by its ability to facilitate

reflection, innovation, and continuous organizational learning (Altinok 2024; Bakokonyane dan Pansiri 2024).

The dialectics of supervision are reflected in the interaction between structural approaches (evaluation and regulation) and cultural approaches (motivation and guidance). The tension between these two approaches ultimately produces a synthesis in the form of a collaborative supervision model that effectively enhances the entrepreneurial competence of madrasah principals. This finding confirms that the success of supervision is determined not only by procedural aspects but also by the quality of relationships and communication between supervisors and madrasah principals.

3.2. Supervisory Strategies in Enhancing the Entrepreneurial Competence of Madrasah Principals

The supervision strategies identified in this study demonstrate a systematic needs-based supervision approach. Interviews with Elly Natalina revealed that the strategies begin with conceptual guidance and extend to the practical implementation of entrepreneurship programs based on local potential. Meanwhile, supervisors provide concrete solutions through reflective discussions and field visits oriented toward solving real-world problems.

Observational data indicate that mentoring strategies are conducted continuously, both individually and collectively, with a focus on strengthening the practical capacities of madrasah principals. Activity documentation further reveals the implementation of entrepreneurship workshops, financial management training, and collaborations with external stakeholders such as local entrepreneurs and government agencies. These findings suggest that supervision strategies are not limited to internal institutional processes but also involve external networks as valuable learning resources.

Conceptually, these strategies align with Helen Timperley's theory of professional learning, which emphasizes the importance of reflection- and experience-based learning in enhancing professional capacity (Butler, Burns, dan Willey 2023; Glanz 2021). In addition, the mentoring and coaching approaches are consistent with Donald F. Kuratko's theory of entrepreneurship, which highlights the importance of developing innovation skills, risk-taking abilities, and opportunity recognition (Deveci 2022; Sri Yati 2022).

Furthermore, these supervision strategies reflect the integration of instructional leadership and entrepreneurial leadership, in which supervisors act both as learning facilitators and as agents of change. From the perspective of educational management, this approach demonstrates that the enhancement of entrepreneurial competence cannot be achieved instantly; rather, it requires continuous, contextual, and collaborative assistance processes (Aditia 2021; Ilonen 2021; du Toit dan Kempen 2020).

The collaborative strategies involving external stakeholders indicate an integration between education and the socio-economic ecosystem. This is consistent with the *triple helix* concept proposed by Etzkowitz and Leydesdorff, which emphasizes the importance of synergy among educational institutions, government, and the industrial sector in fostering innovation (Ceri Nursaw 2025; Pak dkk. 2020). Thus, supervision strategies are not solely focused on the internal dynamics of madrasahs but also on building external networks as strategic resources (Espinoza 2020).

This analysis demonstrates that effective supervision strategies are those capable of simultaneously integrating pedagogical, managerial, and social approaches. Such an

approach enables the creation of a holistic and sustainable competency development process.

3.3. The Impact of Enhancing Entrepreneurial Competence on Madrasah Management

The enhancement of entrepreneurial competence among madrasah principals has generated multidimensional impacts on madrasah management. Interviews with Nur Hidayati revealed that supervisory assistance encouraged the development of madrasah business units that contributed to greater financial independence. Meanwhile, Ali Shodiqin explained that entrepreneurship programs, such as waste bank initiatives, served as an initial step in cultivating an entrepreneurial culture within the madrasah.

Observational data demonstrate a transformation in learning practices, where teachers have begun integrating entrepreneurial values into classroom activities. Program documentation highlights various innovations, including healthy canteens, student cooperatives, ecobrick initiatives, and entrepreneurship-based literacy programs. These initiatives not only enhance students' skills but also foster independent, creative, and innovative character development.

Theoretically, these findings are consistent with the concept of entrepreneurial leadership, which emphasizes that educational leaders must be capable of creating innovation and managing opportunities to improve organizational quality (Ceri Nursaw 2025). Kenneth Leithwood argues that effective 21st-century leadership is characterized by the ability to build organizational capacity and promote sustainable change. In addition, Bush's theory of educational management (Bush 2010) emphasizes that innovative leadership directly contributes to improving the effectiveness of educational organizations (Glanz 2021; Leithwood, Harris, dan Hopkins 2008).

The enhancement of entrepreneurial competence affects not only managerial aspects such as financial and resource management but also the transformation of madrasah organizational culture (Iddris 2025; Ilonen 2021). Madrasahs become more adaptive, innovative, and outcome-oriented. These findings reinforce the argument that educational entrepreneurship is one of the key strategies for addressing the challenges of 21st-century education, particularly in the context of limited resources and the demands of educational globalization (Kayyali 2023; Wong dan Chan 2024).

The findings further indicate that the enhancement of entrepreneurial competence among madrasah principals produces changes not only at the practical level but also at the level of paradigm shift in educational governance. Madrasah principals have begun positioning their institutions not merely as providers of formal education but also as organizations capable of creating social and economic value (value creation) (Aristianingsih, Irawan, dan Sulhan 2022; Fradito 2021). This is reflected in the tendency of principals to identify and optimize local potential as the basis for developing entrepreneurship programs, thereby making madrasahs more contextual and responsive to community needs.

From an organizational perspective, this transformation indicates a shift toward a learning organization model, in which madrasahs not only adopt innovation but also actively generate new knowledge through entrepreneurial practices (Bell 2022; Kayyali 2023).. The integration of entrepreneurship into learning activities, as reflected in programs such as healthy canteens, student cooperatives, and ecobrick initiatives, demonstrates that the educational process has evolved from mere knowledge transfer toward the development of

experiential learning-based competencies. Within this framework, students are no longer merely objects of learning but also active subjects engaged in processes of value creation and innovation (Hasan dkk. 2024).

Furthermore, the impact on organizational culture reveals the strengthening of values such as independence, creativity, collaboration, and solution orientation. These values are key elements of entrepreneurial culture, which, according to Kuratko, constitute the primary foundation for creating innovative and adaptive organizations. Thus, the entrepreneurial competence of madrasah principals functions as a driving force in building a progressive and competitive organizational culture (Pak dkk. 2020; Wasim dkk. 2024).

More broadly, the implications of these findings are also related to the issue of sustainability in education. The emerging financial independence generated through entrepreneurship programs indicates that madrasahs possess the potential to reduce dependence on external funding sources (Fox dkk. 2025). This aligns with the sustainable education management approach, which emphasizes the importance of resource diversification and innovation in managing educational institutions. In other words, entrepreneurship serves not only as a strategy for quality improvement but also as a strategy for institutional sustainability (Larsen 2022).

Nevertheless, these findings also indicate the existence of structural and cultural challenges that must be anticipated. Not all madrasahs possess equal capacity to develop entrepreneurship programs, particularly in relation to limitations in resources, human resource competencies, and policy support herefore, there is a need to strengthen more adaptive and contextual supervision systems, as well as policies that systematically support the development of educational entrepreneurship (Altinok 2024).

Thus, it can be concluded that enhancing the entrepreneurial competence of madrasah principals carries broad and strategic implications, not only for improving the effectiveness of madrasah management but also for transforming organizational culture, fostering learning innovation, and ensuring the sustainability of educational institutions. These findings reinforce the position of entrepreneurship as a key element in the reform of Islamic education in the contemporary era.

To clarify the conceptual relationship between educational supervision and the entrepreneurial competence of madrasah principals, this study presents a conceptual framework in visual form, as illustrated in Figure 1

Gambar 1. Kerangka Konseptual Dialektika Supervisi dan Kompetensi Kewirausahaan Kepala Madrasah



Gambar 2. Dokumentasi Program Kewirausahaan di Madrasah Ibtidaiyah



Sumber: Hasil observasi dan dokumentasi di Madrasah Ibtidaiyah Kabupaten Gresik, 2024.

Tabel 1. Sintesis Temuan Penelitian

No	Fokus Temuan	Temuan Utama	Sumber Data	Keterangan/Implikasi
1	Peran Supervisi dalam Meningkatkan Kompetensi Kewirausahaan	- Pengawas berperan sebagai fasilitator, mentor, evaluator, dan penghubung eksternal - Pendampingan melalui mentoring & coaching mendorong program kewirausahaan baru - Evaluasi program (IKT, RKAM) menjadi dasar pembinaan yang konstruktif	Wawancara, Observasi, Dokumentasi	Supervisi bertransformasi dari fungsi kontrol menjadi fasilitasi dan pemberdayaan yang mendorong peningkatan kompetensi kewirausahaan kepala madrasah.
2	Strategi Supervisor dalam Meningkatkan Kompetensi Kewirausahaan	- Identifikasi kebutuhan dan penyusunan rencana pengembangan - Pelatihan/workshop kewirausahaan - Mentoring individu & kelompok - Monitoring dan evaluasi berkala - Kolaborasi dengan pihak eksternal (MDO, kemitraan)	Wawancara, Observasi, Dokumentasi	Strategi supervisi yang sistematis, kontekstual, dan kolaboratif efektif dalam meningkatkan kompetensi kewirausahaan kepala madrasah secara berkelanjutan.
3	Dampak Peningkatan Kompetensi Kewirausahaan terhadap Pengelolaan Madrasah	- Pengelolaan keuangan lebih efektif dan mandiri - Integrasi kewirausahaan dalam pembelajaran - Inovasi program (bank sampah, koperasi, kantin sehat, ecobrick, literasi, dll.) - Keterlibatan komunitas meningkat - Budaya organisasi lebih inovatif dan adaptif	Wawancara, Observasi, Dokumentasi	Terjadi transformasi managerial, pembelajaran, dan budaya organisasi menuju madrasah yang adaptif, inovatif, dan berdaya saing.

Tabel 2. Matriks Integrasi Temuan, Teori, dan Implikasi Penelitian

Sub-Bab	Temuan Empiris	Diakutkan dengan Teori	Referensi Teori	Implikasi Teoretis	Implikasi Praktis
1. Peran Supervisi	Pengawas berperan sebagai fasilitator, mentor, evaluator, dan penghubung eksternal yang mendorong program kewirausahaan kepala madrasah.	Instructional supervision menekankan supervisi sebagai proses kolaboratif untuk pengembangan profesional.	Glickman et al. (2014); Sergiovanni (2009); Leithwood et al. (2020)	Supervisi yang transformasional dapat meningkatkan kapasitas kepemimpinan dan inovasi kepala madrasah.	Pengawas perlu memperkuat fungsi pendampingan, evaluasi berbasis refleksi, dan advokasi kebijakan.
2. Strategi Supervisor	Strategi berbasis kebutuhan, asesmen kebutuhan, perencanaan, pelatihan, mentoring, monitoring, dan kolaborasi eksternal.	Professional learning dan experiential learning menekankan pembelajaran berbasis pengalaman dan kolaborasi.	Timperley (2011); Kolb (1984); Korte (2016); Etzkowitz & Leydesdorff (2000)	Pengembangan kompetensi lebih efektif melalui pembelajaran kontekstual, kolaboratif, dan jejaring.	Strategi supervisi harus kontekstual, sistematis, dan melibatkan kemitraan dengan berbagai pihak.
3. Dampak Kompetensi Kewirausahaan	Dampak pada pengelolaan keuangan, SDM, inovasi pembelajaran, jejaring, serta kemandirian ekonomi madrasah.	Entrepreneurial leadership dan resource-based view menekankan inovasi dan pemanfaatan sumber daya untuk keberlanjutan.	Kuratiek (2016); Barney (1991); Bush (2013); Scheerens (2012)	Kepemimpinan kewirausahaan menjadi sumber daya strategis dalam meningkatkan efektivitas organisasi pendidikan.	Madrasah perlu mengorganisir program kewirausahaan sebagai strategi keberlanjutan dan peningkatan mutu.

Sumber: Hasil analisis peneliti, 2024.

3.4. Educational supervision and the entrepreneurial competence of Madrasah Ibtidaiyah principals.

The figure above illustrates the interconnected flow between the role of supervision as a process of assistance and facilitation, the enhancement of the entrepreneurial competence of madrasah principals, and its implications for madrasah management. This visual representation is intended to facilitate understanding of the dialectical dynamics of the relationship, in which supervision and entrepreneurial competence interact reciprocally in driving managerial transformation.

Figure 1 also demonstrates that the relationship between supervision and entrepreneurial competence is not unidirectional; rather, it constitutes a dialectical process that generates continuous transformation. In this context, supervision not only influences the competence of madrasah principals but is also shaped by the dynamics of entrepreneurship implementation in practice. This process creates a feedback loop that strengthens the effectiveness of supervision while simultaneously improving the quality of entrepreneurial practices within madrasahs.

The impacts identified in the findings, such as increased financial independence, program innovation, and the strengthening of organizational culture, indicate that entrepreneurial competence contributes directly to the effectiveness of madrasah management. This finding is consistent with Bush's theory of educational leadership, which argues that innovative leadership is a key factor in enhancing the effectiveness of educational organizations. Furthermore, Leithwood emphasizes that effective leadership is capable of building organizational capacity and fostering sustainable change.

Therefore, the integration of empirical findings presented in the table and the conceptual framework illustrated in the figure demonstrates that educational supervision grounded in mentoring and collaboration plays a crucial role in developing the entrepreneurial competence of madrasah principals. Such competence ultimately becomes a determining factor in creating adaptive, innovative, and competitive madrasahs. These findings reinforce the argument that strengthening entrepreneurship-based supervision

constitutes an important strategy in the reform of Islamic educational management in the contemporary era.

4. Conclusion

The findings of this study confirm that educational supervision plays a strategic and transformative role in enhancing the entrepreneurial competence of Madrasah Ibtidaiyah principals. Supervision is no longer confined to evaluative and administrative functions; rather, it has evolved into a collaborative assistance process through mentoring and coaching that encourages a paradigm shift among madrasah principals toward innovative and adaptive leadership. In this context, supervision functions as a catalyst that connects policy, managerial practices, and the sustainable development of entrepreneurial capacity.

The supervision strategies implemented demonstrate systematic, contextual, and needs-based characteristics. Approaches such as mentoring, coaching, training, and collaboration with external stakeholders have proven effective in strengthening the capacities of madrasah principals in terms of knowledge, skills, and entrepreneurial mindset. These strategies not only reinforce individual competencies but also foster the development of a participatory and innovative learning ecosystem within the madrasah environment.

The impact of enhancing the entrepreneurial competence of madrasah principals is multidimensional, encompassing improvements in financial management effectiveness, human resource development, curriculum innovation, and the strengthening of partnership networks with the community. Furthermore, entrepreneurial competence contributes to the transformation of madrasah organizational culture into one that is more adaptive, creative, and outcome-oriented. Madrasahs function not only as formal educational institutions but also as centers of innovation and empowerment with the potential for financial independence and institutional sustainability.

This study demonstrates the existence of a constructive dialectic between supervision and entrepreneurial competence, in which supervision serves as an enabling system that strengthens the entrepreneurial leadership of madrasah principals. Therefore, strengthening supervision models based on mentoring and innovation should become a major agenda in the development of Islamic educational management, particularly in addressing the challenges of 21st-century education, which demand flexibility, creativity, and institutional competitiveness.

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