

LEADERSHIP MANAGEMENT AND EDUCATION PLANNING: DEVELOPING THE ENTREPRENEURSHIP TRAINING OF ISLAMIC EDUCATION

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ABSTRACT

Developing the entrepreneurship training of Islamic education can be very challenging due to a number of constraints from different aspects, including the formation of regulatory, taxation and economic frameworks that are based on conventional principles. Much emphasis was given to replication of conventional instruments by restructuring conventional financial products according to the Islamic law of commercial contracts and eliminating prohibitory elements from these products. This paper aims to discuss the role of innovation in structuring contemporary entrepreneurship training of Islamic education. A series of library research is conducted by reviewing both classical and contemporary texts in areas relevant to the present study. In addition, we conducted a field study of the practice of innovation made by the stakeholders of the entrepreneurship training of Islamic education. It was found that though replication is acceptable, its continuous application may not be suitable. Hence, it is important for leadership management and education planning and industry experts to think beyond replication.

Keywords:*Leadership Management, Education Planning, Entrepreneurship, Islamic Education*

1 INTRODUCTION

Since the second half of the 20th century, interest in the entrepreneurship training of Islamic studies especially university students in Indonesia higher education institution has been continually improving. One of the remarkable initiatives that took place in the Muslim Indonesia was the re-introduction of Islamic studies in the entrepreneurship training. Politicians and university leaders have begun to realize the importance of treating entrepreneurship training of Islamic studies through the law that is nationally binding. It must strengthen the concept of NKRI (United Country of Republic Indonesia) which is based on of Pancasila principles.

The focus of Indonesian higher education is strictly on training the future. There is evidence in the literature that entrepreneurship education has helped university students develop positive attitudes toward the entrepreneurship training and the positive perception of business viability (Bae, Qian, Miao &Fiet,2014). The positive attitude toward learning new things and putting creativity into practice, fear of unemployment, personal values, the search for autonomy, financial independence, and self-actualization, are further individual reasons that lead university students to take on their entrepreneurial career.

2 LEADERSHIP

Leadership can be described as a process by which leaders described will give orders/direction, guidance, or influence the work of others in choosing and achieving the goals set. Leadership as a general term can be formulated as a learning process affecting the activities of a person or group in efforts to achieve goals in certain situations. In any situation where one can seek to influence the behavior of another or a group, leadership is bound to happen. The leadership is a force or process affecting other people or groups of people to direct a joint effort in order to achieve a goal or goal that has been determined, (AryGunawan, 1996). Leadership is the behavior to influence others so that they provide cooperation in achieving goals that they think are necessary and useful, (Sutisna, 1993). Meanwhile, leadership is as a process influencing the activities of a person or group in an effort toward achieving goals in a particular situation(Mulyasa, 2002).

The relationship between collective leadership and governance systems is specifically within the non-profit sport organization context, bringing together notions of collective board leadership and collaborative governance. Neither concept has yet been presented in tandem for the benefit of developing sport governance knowledge and practice. As an outcome of the conceptualizing, the sport management field is lacking literature that brings together leadership and governance, and that collective leadership is a topic where the intersection of leadership and governance renders advancement for both bodies of work(Lesley Ferkins, David Shilbury, Ian O'Boyle, 2007).

Leadership is a comprehensive review of theorizing and empirical research that can serve as a reference and starting point for additional research on the theory(Stogdill, R. M. (1974).There is a movement afoot in the social science approach to leadership. After decades of contingency models (cost-benefit formulations, as Bass calls them, based on

contingent reinforcement) there is a trace of fresh air. Earlier harbingers of this shift, (McCall, M. W, 1986). How creating a new leadership practice-one with a moral dimension based on purpose, values, and beliefs-can transform a school from an organization to a community(Sergiovanni, T. J., 1992)). A new leadership practice-one with a moral dimension based on purpose, values, and beliefs can transform a school from an organization to a community. An introduction to the subject of leadership, with a focus on psychological studies of leadership behavior, addresses different aspects of the view that" leadership is a process, not a position, (Hughes, R. L., 1993). This article indicates how the competency approach to leadership could be conceived as a repeating refrain that continues to offer an illusory promise to rationalize and simplify the processes of selecting, measuring and developing leaders,(Bolden, R., & Gosling, J. 2006).

The use of an alternative to the research strategies employed for the past 20 years and more to investigate leadership produced results which question the traditional models and open new avenues for empirical exploration, (Dansereau, F., Graen, G., &Haga, W. J., 1975). The author proposes a systematic theory of leadership and organizational behavior. He supports this a posteriori theory of group behavior with a formidable body of empirical evidence and opinion gathered from many disciplines and secured, (Bass, B. M.,1960). Competency frameworks, models, instruments and thinking have long been ingrained and utilized in management and organizational life. Not surprisingly they have been transplanted both swiftly and seemingly easily into the leadership domain, (Carroll, B., Levy, L., & Richmond, D., 2008). The Leadership Challenge would become one of the best-selling leadership books of all time (Kouzes, J. M., & Posner, B. Z., 2006). The literature on leadership that culminated in what has been described as the 'New Paradigm', this article discusses the research which has led to the development of what

might be regarded as a 'New Paradigm' model, (Alimo-Metcalf, B., & Alban-Metcalf, J., 2005).

Foundational study of how institutions work and how leadership promotes them are important. It is often cited in many fields and consistently assigned to classes in a variety of departments--including sociology and business, and executive training in management and military leadership (Selznick, P., 2011). The managerial grid has popularized the task and relationship dimensions of leadership, (Hersey, P., & Blanchard, K. H., 1969).

The original Vroom-Yetton leadership model has been of enormous significance in the academic community, business, and government organizational settings. This model is made obsolete by a new leadership model introduced for the first time in his study provided a comprehensive examination of the full range of transformational, transactional, and laissez-faire leadership. It is purposed of this paper is to introduce and explore a working conceptualization of collective board leadership in a federal sport network. In this paper, the authors examine the relationship between collective leadership and governance systems specifically within the non-profit sport organization context, bringing together notions of collective board. Neither concept has yet been presented in tandem for the benefit of developing sport governance knowledge and practice. As an outcome of the conceptualizing, the authors make explicit the multiple levels of the sport governance system and pose two broad research directions that will help advance theory and drive a better understanding of collective board leadership within these types of governance systems. A central premise of this paper is that the sport management field is lacking literature that brings together leadership and governance, and that collective leadership is a topic where the intersection of leadership and governance renders advancement for both bodies of work. The authors offer implications for future work in collective leadership for sport

governance, (Vroom, V. H., & Jago, A. G., 1988).

There is demand among citizens for authorities to practice, and be seen to practice, ethical leadership. Although these conditions have been favourable for research into ethical leadership, extant research privileges westernized perspectives on ethical leadership and is largely silent on the meaning and practice of ethical leadership in the context of the 'big' ethical questions. In consequence, most research into ethical leadership, although well meaning, offers little guidance about how to imagine and implement sustainable, ethical solutions to systemic problems. In this research note, we outline a proposal to reimagining ethical leadership as leadership for the greater good and identify three avenues of research into leadership for the greater good that complement existing critical perspectives on ethical leadership, (Samuel Wilson, 2017). High-quality athlete leadership is positively related to team effectiveness. Given the importance of high-quality athlete leadership, the study highlights the need for well-designed empirically-based leadership development program, (Filip Boen. 2017).

3 MOTIVATION

In the world of psychology, the problem of motivation is always given special attention by experts. Because the motivation itself is a symptom of the soul that can encourage people to act or do something desires and needs. Motivation is the power of energy, the support/support in doing something to achieve the goal to be achieved, (Eggen, Paul and Don Kauchak). Motivation is the internal state of the organism, both human and animal that encourages him to do something, (MuhibbinSyah, 2007). In this case, motivation means power suppliers to behave in a directional way. Meanwhile, Sabri interpreted motivation as everything that became the driver of the emergence of a behaviour. Motivation is the personal circumstance of people who encourage individuals to perform certain activities to

achieve a goal, (Suryabrata, 1995). Motivation is the power to move someone in doing something or the conditions within the individual that drive, direct, and determine the level of effort may even determine the results obtained in achieving goals, (Mc. Graw Hill Book Co., 1962).

The motivation for starting a business has been related to economic factors, (Schumpeter, 2002), the search for opportunities in the competitive market, (Shane&Venkataraman, 2000) and the lack or dissatisfaction with job opportunities, (Kautonen&Palmrooms, 2010) and even to the need for self-actualization, (McClelland,1965. The point of that the need for achievement is the strongest among those in their models. The need for achievement can be defined as a pattern of motivation that reveals self-confidence, great initiative, guided by clearly established goals, assuming moderate, responsibilities and risk, and favouring situations that can provide feedback for performance improvement, (McClelland's,1961). Such characteristic are strongly associated with the entrepreneurial profile, (Aschuler, 1967). A few years later, it was proposed ways to develop the need for achievement among young people, which can be summarized on four fronts; goal setting, motive syndrome (promoting the integration of thinking, action and context allowing young people to adjust their goals to the particular situation in which they find themselves), cognitive supports (promoting intense reflections so young people can connect their motives to their actual reality), and groups supports (use the group to promote better insight and provide feedback), (McClelland's 1965).



Figure 1: An innovation of leadership management

4 TYPES OF MOTIVATION

There are different types of motivation. The differences are based on differences in research and point of view. Dimiyati in his book divides the motivation to the first: primary motivation, that is motivation based on basic motives (Freud). These basic motives generally come from biological or physical terms of man. Humans are physical beings, so their behaviour is affected by instincts or physical needs. Among the important instincts are nurturing, searching, eating, escaping, grouping, defending, curiosity, building, and mating. Second motivation, that is motivation learned. This is different from primary motivation. As an illustration, a hungry person will be interested in food without learning. To get the food people have to work first. In order to work well, people must learn to work. "Working well" is a secondary motivation.

5 DISTRIBUTION OF MOTIVATION

Suryabrata classifies three types of motivation: first, organic needs, which include the need for drinking, the need to eat, the need to breathe, the sexual needs, the need to do, and the need to rest. Second, the emergency motivation that includes the drive to save oneself, the drive to retaliate, the drive to try, and the drive to hunt. This encouragement arises from an external stimulus. Basically, these impulses have existed from birth, but certain forms corresponding to specific stimuli develop as

they are learned. Third is objective motivation, which includes the need for exploration, the need for manipulation, and the need for interest. This motivation arises from the drive to be able to deal with the outside world (social and non-social) effectively.

Meanwhile, Shah distinguishes the motivation in two kinds, namely extrinsic motivation and intrinsic motivation. Extrinsic motivation is the thing and circumstances that come from outside the individual learners who also encourage them to do learning activities. Moderate intrinsic motivation is a thing and circumstance that comes from within the learners who can encourage them to take action learning. Included in the intrinsic motivation of learners is the feeling of enjoying the material and its need for the material, for example, for the future life of the learners concerned. Thus, a person with high work motivation always wants to compete to achieve goals by prioritizing certain standards, by working hard, doing a good job, and always choosing the best.

Meanwhile, the characteristics of highly motivated people are:

a) Free choice, that is, highly motivated individuals will create more achievement activities, link success with stronger abilities and efforts, gain a more proud experience for success, thereby increasing the confidence to excel and seeming to do more in relation to achievement.

b) Persistence Behavior (Persistent attempt), Individuals who have high motivation to consider the failure is due to lack of effort, so hope to succeed remains high. Therefore, efforts to succeed remain.

c) Intensity of Performance (intensity of appearance), individuals who have high work motivation requires hard work and greater intensity of appearance, (J.M. Keller, 1978).

The results are divided into section, according to the objectives of the study. First, descriptions are presented that characterize the two groups (potential and experienced) in relation to the variables.

There are various notions of work motivation and its characteristics. It can be concluded that the motivation of work is the process of generating motion or encouragement in a person to perform an action, so as to achieve the best results. Thus, motivation as an inner factor serves to cause, underlie, direct action. Motivation can determine whether or not to achieve goals so that the greater the motivation will be the greater success of work. A man of great motivation will work hard, seem determined not to give up, diligently read books to improve his achievements to solve his problems. Conversely, those whose motivations are weak, seem indifferent, easily discouraged, his attention is not fixed on the job, often leaving the job as a result of many work difficulties.

6 POTENTIAL AND EXPERIENCED ENTREPRENEURS

Potential entrepreneurs are those who intend to start a new business or expect to be in the situation of owners or partners of new company, (Sieger, Fueglistaller,&Zellweger). Experienced entrepreneurs are those who have owned a business for more than four years, (Hooks, 2010). The reason that lead to the creation of a new business appear similar between entrepreneur intending to start their business and those who already have them, reasons such as financial security, independence, self-actualization, and autonomy, (Reynolds et all., 2004). However, potential entrepreneurs tend to overestimate their skills, motivation, and effort, (Gartner & Shaver, 2002). Satisfaction with life also differs between new entrepreneurs, those who are in the undertaking for less than three years, and those with experiences, who have been in business for than years. This is probably because novelty of the business, the freedom to express innovate tendencies and put acquired knowledge into practice, rather than the immediate financial return, (Krueger & Carsud, 1993).

Practiced entrepreneurs, though, take benefit of finding and creating opportunities

and have a more accurate systematic view of potential risk, (Baron & Ensley, 2006). New potential entrepreneurs evaluate opportunities intuitively with a focus on novelty, (Azoulay & Shane, 2001) may fail to devote sufficient attention to various financial and commercial factors that impede the success of new related. The participants were students from state universities in Indonesia. As for distribution by degree university in Indonesia is; Java (2,162), Sumatera (1,183), Sulawesi (500), Kalimantan (262), Nusa Tenggara (160), Papua (105), Bali (78), Maluku (66). The total is 4, 516 universities, (Source: PD Dikti, 10th April 2017).

7 CONCLUSION

The objective of this study was to compare the entrepreneurship training of Islamic studies especially university students in Indonesia higher education institution. In conclusion, there are two arguments explaining the involvement of the entrepreneurship training of Islamic studies in university: ideological and political argument, juridical, social, and cultural argument. In addition, the dialectic of the university students in Indonesia higher education institution in development of the entrepreneurship training of Islamic studies in Indonesia can be found in important aspects. They are the formulation process, the substances, and implementation of the curriculum act in institution. They are two the involvement of the entrepreneurship training of Islamic studies in university namely those who already had business (experienced) and those who intended to start one (potential entrepreneurs). On the contributions of the study, it is emphasized that from the theoretical point of view, the study contributes to the theory of motivations, going beyond the widely.

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