

The Influence of the Leadership Style of the Head of the Islamic Education Management Study Program on Students Entrepreneurial Interest at the Parahikma Institute Indonesia

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ABSTRACT

This study aims to determine the effect of the leadership style of the head of the study programme on student entrepreneurial interest at Institut Parahikma Indonesia. Entrepreneurial interest is seen as one of the important indicators in producing independent and highly competitive graduates. This study uses a quantitative approach with a survey method, where data is collected through questionnaires distributed to students from various study programmes. The data analysis technique used was simple linear regression to test the relationship between leadership style variables and entrepreneurial interest. The results showed that the leadership style of the head of the study programme had a positive and significant effect on students' entrepreneurial interest. Communicative, inspiring, and supportive leadership styles are proven to be able to increase student motivation and courage to start a business.

INTRODUCTION

Leadership style has a strategic role in creating an academic climate that supports the development of students' character and potential. In the context of higher education, this role is not only administrative, but also includes mental coaching and motivation of students to be ready to face challenges outside the academic world. Visionary and communicative leadership is able to form a productive and progressive organizational culture in the study program environment (Shiferaw, et.al, 2023).

Students' entrepreneurial interest is currently an important issue in higher education because it is directly related to economic independence and labor absorption (Baycan, 2021; Sari et al., 2022; William & Rodhiah, 2024). Students who have an interest in entrepreneurship tend to be more creative, independent, and solutive in dealing with problems. However, this interest does not just grow, but rather is influenced by various internal and external factors that shape their learning environment.

The leadership of the head of the study program is often the central point in building an academic ecosystem that is conducive to the emergence of the entrepreneurial spirit. When a study program leader is able to inspire, provide space for creativity, and support student initiatives, the potential for entrepreneurial interest will be greater. Moral support, facilities, and policies of the study program greatly determine the direction of students' movements in developing their business ideas. Research by Kurjono et.al (2019) shows that communicative and supportive leadership of the head of the study program has a positive effect on student motivation in completing studies and developing their potential, including in the field of entrepreneurship. Students who feel supported by the head of the study program tend to be more confident in taking entrepreneurial initiatives.

A study by Donova and Widjaja (2023) found that visionary leadership and entrepreneurial knowledge have a significant influence on student business performance. Leadership that is able to provide direction and inspiration can increase students' interest in engaging in entrepreneurial activities.

Many students experience confusion in starting entrepreneurial activities due to the lack of clear direction from the study program. The absence of leaders who guide and encourage students' courage to take risks is often a major obstacle (Nafees et.al, 2022). In this context, the head of the study program who is able to act as a facilitator and mentor will greatly help the growth of the entrepreneurial spirit among students.

An academic environment that is too focused on theoretical aspects can kill students' exploratory spirit. Leadership that is too bureaucratic and unresponsive to student aspirations often creates emotional and psychological distance (Ehrnrooth et al., 2024). Conversely, leadership that is open to new ideas and supports entrepreneurial experimentation can strengthen students' innovative spirit.

Entrepreneurship requires courage, creativity, and perseverance and all of these can be nurtured in the campus ecosystem if supported by the right leaders (Gao & Tsai, 2024). The head of the study program has the capacity to bridge

students with the business world through internship, training, or business incubation programs. When students are given the opportunity to hone their practical skills, their interest in entrepreneurship can grow stronger.

The role of study program leaders is also important in compiling curricula and extracurricular activities that contain entrepreneurial values. The integration between theory and practice through project-based programs, business competitions, and strengthening soft skills will shape the character of students who are ready to be entrepreneurs (Mahmood et.al, 2020). Leadership that is able to translate the institution's vision into real programs will accelerate the growth of entrepreneurial interest in the campus environment.

The dynamic and competitive global economic situation demands that college graduates not only become job seekers, but also job creators (Maulana, 2023). This paradigm shift requires adaptation at the program level, especially in terms of leadership approaches. Leaders who are aware of the changing times and act quickly in anticipating the needs of students will make a great contribution to their readiness to face the real world.

Institut Parahikma Indonesia as an educational institution that continues to grow has a great opportunity to encourage the entrepreneurial spirit of students through the right leadership approach at the study program level. The application of an adaptive, inclusive, and inspirational leadership style is expected to maximize the potential of students as prospective entrepreneurs who are innovative, resilient, and make a real contribution to society.

LITERATURE REVIEW

Leadership in the field of education plays a central role in encouraging the development of students' potential, including in fostering entrepreneurial interest. According to Bass and Avolio (1994), leadership style can influence the attitudes, behaviors, and motivation of subordinates, which in the educational context means influencing students both directly and indirectly. In managing the Islamic Education Management (MPI) Study Program, the role of the program head is highly strategic in creating an academic climate that supports innovation and student creativity.

Transformational leadership style, as described by Northouse (2018), is capable of inspiring and motivating students to exceed existing boundaries, think visionarily, and develop entrepreneurial potential. A program head who possesses a strong vision, is able to foster positive communication, and encourages the development of both students' soft skills and hard skills can create a conducive learning environment for nurturing entrepreneurial interest. On the other hand, transactional leadership, although more focused on achieving targets and fulfilling administrative duties, can still contribute to shaping students' discipline and responsibility – important assets in the business world (Robbins & Judge, 2015). However, this approach tends to be less effective in fostering creativity and innovation, which are key elements in modern entrepreneurship.

Students' entrepreneurial interest is also influenced by their perception of the support provided by academic leaders (Krueger & Carsrud, 1993). Such support may take the form of opportunities to participate in entrepreneurship

training, access to business networks, or recognition of students' initiatives and innovative ideas. In line with previous studies (Fayolle & Gailly, 2015), educational leaders who actively facilitate practical entrepreneurial experiences tend to be more successful in fostering students' entrepreneurial interest and confidence.

In the context of Islamic education, leadership also brings a distinct spiritual dimension. According to Muttaqin (2020), an ideal Islamic educational leader should be able to integrate Islamic ethical and moral values into the development of students' entrepreneurial character. This is important considering that entrepreneurship from an Islamic perspective is not solely profit-oriented, but also aims to contribute to the welfare of the community (ummah).

Thus, the leadership style of the head of the MPI Study Program at Parahikma Institute Indonesia is believed to significantly influence students' entrepreneurial interest. A leader who applies a visionary, inspirational leadership style grounded in Islamic values can serve as a catalyst for the emergence of a new generation of young entrepreneurs who are not only competent but also ethical and committed to contributing to societal progress.

METHODOLOGY

Correlational research is the quantitative method used in this study. This study is intended to determine the relationship between each independent variable and the bound variable. The method used in this study is adjusted to the title of the research that wants to test a hypothesis that explains the relationship between each independent variable and the bound variable, either individually or together, and makes a prediction of the bound variable on each independent variable so that this method characterizes survey research with correlational techniques.

Both entrepreneurial interest (Y) and leadership style (X) were included as independent factors in this assessment. Measurement methods, indirect communication methods, documentation methods, and literature reviews as supplementary sources are employed as data collecting strategies. Test questions and questionnaires were employed as data collecting instruments. The questionnaires were sent online via Google Form, and the results were tallied using the SPSS software. In the meanwhile, the instrument test with the Validity and Reliability test of the Questionnaire using the Product Moment and Spearman Brown test was the first step in the data analysis method employed in this study. Trial questionnaires were given to a total of 33 students who became research samples. From the results of the validity calculation, it shows that from 25 items the questionnaire statement variables leadership style and entrepreneurial interest. Then a statistical descriptive analysis will be carried out consisting of a classical assumption test including a normality test, a simple regression analysis, a correlation test and a hypothesis test including a t test.

RESEARCH RESULT AND DISCUSSION

Descriptive statistical analysis to find out a description or overview of the influence of independent variables, on dependent variables, namely leadership

style. The mean, standard deviation, maximum, and lowest values are the metrics employed in this investigation. According to the descriptive statistical analysis, the following table shows it.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Style Kepemimpinan_X	33	45	60	50,91	3.458
Performance Dosen_Y	33	47	65	54,85	4,345
Valid N	45				

Source: Data processing output with SPSS 20, 2024

Based on the table above, describing the descriptive statistics of all variables in this study were processed using SPSS. The total number of data samples processed was 33 samples. The minimum value column describes the smallest value of each variable and the maximum column shows the largest value of each variable. Mean is an average value that describes the amount of data compared to the sum of each variable. Meanwhile, Std. Deviation is the result of measurements that explain the distribution and variability contained in the data. The purpose of the results of this descriptive test is to see the research data shown by the numbers or values contained in the mean and standard deviation. The following are the results of the research data:

1. The Leadership Style variable (X) shows an average score of 50.91 This shows that the level of leadership style in the Head of Study Program has an average score of 50.91 While the minimum score is 45 and the maximum score is 60 and the standard deviation is 3.458.
2. The Entrepreneurial Interest Variable (Y) shows an average value of 54.85 This shows that the level of entrepreneurial interest has an average value of 54.85 While the minimum value is 47 and the maximum value is 65 and the standard deviation is 4.345.

Validity Test Results

Validity tests are used to determine the validity or invalidity of a question item in a questionnaire. The number of respondents who were tested for validity was 33 respondents, so the R_{table} value for a significant rate of 5% was obtained at 0.338. Furthermore, the R_{table} value will be compared with the R_{cal} value obtained from the validity test in the SPSS Program version 20. This calculation uses the formula of the Pearson product moment correlation coefficient. The test criterion is, if the Calculation \geq Table, then the instrument or question item is significantly correlated to the total score (declared valid). If the $R_{table} \geq$ Calculate, then the instrument is significantly correlated to the total score (declared invalid). The validity test for each question in the variables that has been processed through the SPSS Program version 20 is summarized in Table 2 below:

Table 2. Program version 20 is summarized

Variabel	No.	Calculation	Table	Information
Leadership style (X)	X.1	0,598	0,338	Valid
	X.2	0,641	0,338	Valid
	X.3	0,774	0,338	Valid
	X.4	0,514	0,338	Valid
	X.5	0,700	0,338	Valid
	X.6	0,706	0,338	Valid
	X.7	0,574	0,338	Valid
	X.8	0,566	0,338	Valid
	X.9	0,667	0,338	Valid
	X.10	0,725	0,338	Valid
	X.11	0,750	0,338	Valid
	X.12	0,636	0,338	Valid
Entrepreneurial Ministries (Y)	Y.1	0,414	0,338	Valid
	Y.2	0,517	0,338	Valid
	Y.3	0,517	0,338	Valid
	Y.4	0,475	0,338	Valid
	Y.5	0,421	0,338	Valid
	Y.6	0,480	0,338	Valid
	Y.7	0,454	0,338	Valid
	Y.8	0,480	0,338	Valid
	Y.9	0,423	0,338	Valid
	Y.10	0,436	0,338	Valid
	Y.11	0,421	0,338	Valid
	Y.12	0,566	0,338	Valid
	Y.13	0,578	0,338	Valid

Remarks: It is said to be valid if r counts $>$ r table (for 33 respondents, the r table is 0.338). Source: Data processing output with SPSS 20, 2025

Reliability Test

To ascertain if a variable in a questionnaire is reliable or not, the reliability test is utilized. The Cronbach Alpha formula is used in this computation. If a variable's Cronbach Alpha value is greater than 0.60, it is considered dependable. Every question underwent the reliability test together, and the outcomes were contrasted with a 0.60 value. The table below provides a summary of the reliability test findings for each variable that was processed using the SPSS Program version 20:

Table 3. Reliability test

No	Variabel	Cronb Achalpha	Information
1	X	0,877	Reliabel
2	And	0.886	Reliabel

Source: Data processing output with SPSS 20, 2025

Based on the reliability for the overall factors X and Y, the coefficients of 0.877 and 0.886 were obtained, respectively. The questionnaire can be said to be feasible because it has met the minimum Cronbach Alpha coefficient required, which is a minimum of 0.60.

Normality Test

The purpose of the normality test was to determine whether or not the leadership style of the Head of Study Program (X) and Entrepreneurial Interest (Y), which comprised the dependent variable in this study, had a normal distribution in the regression model of independent variables. The following are the results of the normality testing that has been carried out as follows:

Metode Statistik One Sample Kolmogorov-Smirnov (K-S)

Additionally, statistical tests were conducted using One Sample Kolmogorov-Smirnov (K-S) to determine whether or not the regression model had a normal distribution. The criterion for making decisions based on this approach is that the regression model is considered normally distributed if the significance value (asyp.sig.2 tailed) is significant and larger than 0.05. Conversely, the regression model is not normally distributed if the significance value is less than 0.05. The results of the normality test using One Sample Kolmogorov-Smirnov (K-S) in this study can be seen in the table as follows:

Table 4. Normality Test Results

		Unstandardized Residual
N		33
Normal Parameters ^a , Mean		0E-7
b	Hours of deviation	2.87550643
Most Extreme Differences	Absolute	.114
	Positive	.104
	Negative	-.114
Kolmogorov-Smirnov Z		.657
Asymp. Sig. (2-tailed)		.782

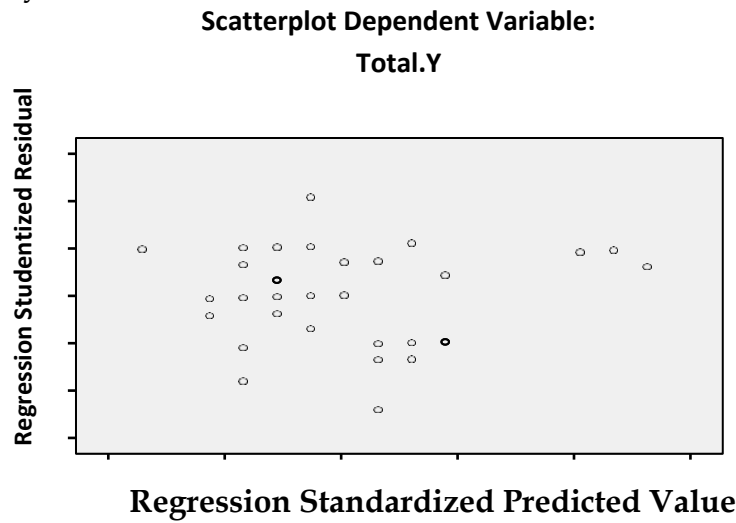
Source: SPSS 20, 2025

The One Sample Kolmogorov-Smirnov test results are all asymp.sig values, as can be seen from the preceding table. The 2-tailed value is 0.782. The data is appropriate for testing in this study as the asymp.sig. (2-tailed) value is larger than 0.05, indicating that the regression model is normally distributed.

Heterokedasticity Test

The heterokedasticity test was performed to test the presence or absence of symptoms of variance from residual variance for all observations in the regression model. The heterokedasticity test in this study was carried out using

the regression scatterplots analysis method. The results of the scatterplots graph in this study are as follows:



Source : Data processing output with SPSS 20, 2025

Figure 1. Heteroscedasticity Test

Figure 1 shows that the dots are dispersed above and below the number 0 on the Y axis, are dispersed randomly, and do not create a clear pattern.

Simple Regression Analysis

To ascertain the impact of independent factors collectively on dependent variables, as well as how the value of the dependent variable alters when the value is raised or lowered, simple regression analysis is utilized. The results of simple regression analysis in this study can be seen in the following table:

Table 5. Simple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.890	7.620		.90	.373
Gaya Kepemimpinan Kaprodi	.942	.149	.750	4.6308	.000

Source : SPSS 20, 2025

In this output, the value of the coefficient of the regression equation is obtained. The value of the coefficient of the regression equation $Y = 6.890 + 0.942X$. The coefficients of the simple linear regression equation above can be interpreted that the constant regression coefficient of 6.890 means that the value of the leadership style coefficient is 3.984. According to the regression coefficient of X, which is 0.942, the leadership style value rises by 0.942 for every 1% increase. According to the regression coefficient, variable X has a positive effect on variable Y. Therefore, the rise and fall of independent variables may be utilized to determine if the rise and fall of dependent variables can be achieved using this

regression equation. In this study, it can be found that the significant value of leadership style is $0.000 < 0.005$, so it can be concluded that the leadership style hypothesis is accepted. So it can be interpreted that the Leadership Style variable has a significant effect on the entrepreneurial interest of students at the Indonesian Parahikma Institute.

Correlation Coefficients

Multiple correlation coefficient analysis was carried out to determine the degree of strength of the relationship between the Independent variables together and the Dependent. The results of the multiple correlation coefficient analysis in this study are as follows:

Table 6. Correlation Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.750 ^a	.562	.548	2.922

Source: SPSS 20, 2025

Based on table 6, the above provides information that the R value is 0.750 which indicates that the R value of 0.750 is in the R value interval (with a strong degree of relationship strength). So, it can be concluded that there is a strong relationship between the variable Leadership Style (X) is positively related and can be a factor to increase student entrepreneurial interest (Y).

Significant Hypothesis Test (T Test)

Hypothesis testing using the T test was carried out to determine the influence of independent variables, namely leadership style (X) having a positive and significant effect or on students' entrepreneurial interest (Y). This influence can be found by comparing the tcal value with the ttable value. If the tcal value is greater than the ttable value, then the alternative hypothesis (Ha) is accepted, meaning that all independent variables significantly affect the dependent variables. The significant statistical hypotheses answered in this study are as follows:

H0: $\beta_1 = 0$: Leadership style (X) has no positive and significant effect on entrepreneurial interest (Y)

Ha: $\beta_1 \neq 0$: Leadership style (X) has a positive and significant effect on entrepreneurial interest (Y)

Hypothesis testing using the T test can be carried out by paying attention to the level of significance, which is 5% or 0.05 with the decision that if the significance value < 0.05 , H0 is rejected and Ha is accepted, and vice versa if the significance value is > 0.05 , H0 is accepted and Ha is rejected. The results of the t-test conducted in this study can be seen in table 7 as follows:

Table 7. Test Results t

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.	Bet		

		Error	a		
1		1.431	4.376		.745
(Constan		.392	.045	.750	8.632
t)					.000
Total.X					

Source: SPSS 20, 2024

The tcount value is $10.562 > t_{table} 6.308$, as can be shown from the preceding table. Therefore, it can be said that the leadership style variable influences the entrepreneurial interest variable, as H_0 is accepted and H_a is rejected. It can be concluded that the leadership style of the Head of the Study Program has an impact on the entrepreneurial interest of students at the Indonesian Parahikma Institute since there is a substantial correlation between the leadership style (X) and interest in entrepreneurship (Y).

A total of thirty research questionnaire statements and questionnaire statements based on the determined indicators were given to all lecturers based on the findings of the research conducted at the Indonesian Parahikma Institute. The questionnaires had an average score of 90% and fell into the good category. With an average score of 90% on the questionnaire about the Head of Study Program's leadership style, it can be said that the Indonesian Parahikma Institute's Head of the Islamic Education Management Study Program has an excellent leadership style.

This study investigates the connection between students' entrepreneurial motivation in the MPI Study Program at Institut Parahikma Indonesia and the leadership style of the Head of the Islamic Education Management Study Program. A Ttable value of 8.632 was determined using the degree of error $dk = n-2 = 33-2=31$ and the significance test findings of 10.562 with an error threshold of 0.05. There is a significant relationship between leadership style and the entrepreneurial interest of students at the Indonesian Parahikma Institute, according to the results of the calculation of tcount $10.562 > t_{table} 6.308$, which indicates that an alternative hypothesis (H_a) was accepted in this study and the null hypothesis (H_0) was rejected. In general, the results obtained show that the leadership style of the Head of the MPI Study Program has a positive and significant effect on student entrepreneurship.

The results at the Indonesian Parahikma Institute show that students' entrepreneurial motivation is positively and significantly impacted by the study program head's leadership style, which is consistent with several other research. By using work satisfaction as an intervening variable, Rizqika's (2020) research demonstrates that transformational leadership styles have a considerable impact on employee performance. This suggests that in an organizational setting, motivating and encouraging leadership might enhance individual performance and motivation. There are, nonetheless, other research that contradict these conclusions. According to research by Purwanto et al. (2020), staff performance is not significantly impacted by a leader's style. On the other hand, job motivation and organizational culture significantly and favorably affect performance. improvement. This suggests that other factors such as organizational culture and work motivation may be more dominant in influencing individual performance in a given context.

Variations in the research's context and object may be the reason for the discrepancies in this study's findings. The encouraging and motivating leadership style of the study program director may have a greater impact on students' entrepreneurial inclinations in a higher education setting, like the Indonesian Parahikma Institute. In contrast, other elements like corporate culture and job motivation could have a greater

impact on employee performance in a commercial setting. Therefore, while examining how leadership style affects entrepreneurial interests or individual performance, it is crucial to take the particular situation into account.

CONCLUSIONS AND RECOMMENDATIONS

The leadership style of the head of the study program has been proven to have a positive and significant influence on the entrepreneurial interest of students at the Indonesian Parahikma Institute. Communicative, inspiring, and supportive leaders are able to create an academic climate that encourages students to think independently, take risks, and develop their entrepreneurial potential. These findings confirm that leadership is not only about administration, but also about shaping students' enthusiasm and orientation towards their future. In the context of universities such as the Indonesian Parahikma Institute, the head of the study program plays a strategic role in fostering the entrepreneurial spirit of students. By applying the right leadership style, academic leaders can encourage students to be more courageous, creative, and ready to face the business world independently.

ADVANCED RESEARCH

Future research can further examine the mediating effects of psychological factors (such as self-efficacy and resilience) in the relationship between leadership style and students' entrepreneurial interest. Comparative studies across different leadership models and educational settings are also needed to deepen understanding of how leadership fosters sustainable entrepreneurial orientation among students.

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