



THE INFLUENCE OF ENTREPRENEURSHIP LEADERSHIP AND GROWTH MINDSET ON COMMUNITY EMPOWERMENT WITH ORGANIZATIONAL TRUST AS AN INTERVENING VARIABLE: A CASE STUDY OF AL-ITTIFAQ ISLAMIC BOARDING SCHOOL, CIWIDEY, BANDUNG

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Abstract

This study aims to analyze the Influence of Entrepreneurship Leadership and Growth Mindset on Community Empowerment with Organizational Trust as an Intervening Variable: A Case Study of Al-Ittifaq Islamic Boarding School, Ciwidey Bandung. This study uses a quantitative approach. The population of this study is the community in the Al-Ittifaq Islamic Boarding School environment, Ciwidey Bandung, who are members of an empowerment group managed by the Islamic boarding school, with a total of 300 farmer groups. The results of this study indicate that there is a positive influence Entrepreneurship Leadership towards Community Empowerment through Organizational Trust is proven because the path coefficient is 0.099 supported by a t count of 2.061 > 1.96 with a p-value of 0.040 < 0.05. In addition, there is an influence Growth Mindset towards Community Empowerment through Organizational Trust is proven because the path coefficient of 0.198 is supported by a t count of 2.729 > 1.96 with a p-value of 0.007 < 0.05. The conclusion of this study shows that the trust of the community in the Islamic boarding school environment towards the Leaders of the Boarding School and the organization of the Islamic boarding school, is able to mediate the influence of Entrepreneurship Leadership on Community Empowerment. This means that the entrepreneurial leadership style of the Boarding School Leaders will have a stronger influence on the empowerment program, if assisted by the high trust of the community in the Boarding School Leaders and the organization of the Islamic boarding school. The implications of this study can encourage the community in the Islamic boarding school environment to maintain their positive mindset, both towards the Islamic boarding school organization and the Boarding School Leaders, thereby increasing the trust and confidence of the community in the Boarding School Leaders and the Islamic boarding school and having an impact on the success of the empowerment program.

Keywords: *Entrepreneurial Leadership, Growth Mindset, Community Empowerment, Organizational Trust, Islamic Boarding Schools*

INTRODUCTION

In Indonesia, Islamic educational institutions such as Islamic boarding schools have contributed to various aspects of life (Ajwa & Hanifah, 2024; Hasir et al., 2024). This is

because Islamic boarding schools have an educational and community empowerment role to support national development. Based on Law No. 18 of 2019 concerning Islamic Boarding Schools, Article 45 states that there are nine forms of human resource preparation activities in Islamic boarding schools. Of the nine activities, there are several activities that are in accordance with community empowerment such as strengthening the potential and economic capacity of Islamic boarding schools and the community and implementing social activities in the community. Several previous studies have reviewed the relationship between Islamic boarding schools and community empowerment (Fawa'id, 2023; Muhtadin & Satiadharmanto, 2023). According to Margahana (2020), community empowerment can be carried out by increasing the number of social entrepreneurs. The results of a study conducted by Mufid and Rokhmah (2020) show that one way to empower the community in the economic sector through Islamic boarding schools is through the kiai leadership strategy pattern. On the other hand, previous studies have shown that Islamic boarding schools and community empowerment have the power to improve human resources (Sandi et al., 2024; Wahyuni et al., 2023; El Syam & Suwondo, 2023).

Al-Ittifaq Ciwidey Bandung Islamic boarding school was founded in 1934, stands in an area with an altitude of + 1,200 m/asl and is included in the administrative area of Alam Endah Village, Rancabali District, Bandung Regency, West Java. With its supporting geographical characteristics, the Al-Ittifaq Ciwidey Bandung Islamic boarding school concentrates on agricultural and agribusiness businesses to develop the skills of its students and become one of the eco-boarding school models in West Java. The concentration of agricultural and agribusiness businesses run by the Al-Ittifaq Ciwidey Bandung Islamic boarding school has been carried out for more than 50 years (Sandi et al., 2024). Currently, the Al Ittifaq Ciwidey Bandung Islamic boarding school has fostered 500 vegetable farmer groups in the environment around the Islamic boarding school to foster community economic empowerment. Another innovation of the Islamic boarding school in the agricultural sector is by expanding into the production of organic fertilizer, which was established in Cijapati with a production capacity of 20 tons/day. With these innovative efforts, the leadership of the Islamic boarding school can be categorized as having Entrepreneurship Leadership. The development of vegetable farmer groups in the Islamic boarding school environment is not only economically oriented through increasing community income (Suhendra, Susanto, Barus, Setiadi, & Sidjabat, 2024). Islamic boarding schools also strive to improve the quality of society by providing free schools. Improving quality with free schools is expected to change the mindset to be more advanced and developed. Various efforts that have been taken by the leadership of the Islamic boarding school, ideally will increase the trust of the community in the Al-Ittifaq Ciwidey Bandung Islamic boarding school environment, that the Islamic boarding school contributes to improving the quality of life of the community in the Islamic boarding school environment.

This condition is still not optimal community empowerment in the Al-Ittifaq Ciwidey Bandung Islamic boarding school environment, it is suspected that it is influenced by the *entrepreneurial leadership* of the Islamic boarding school leaders perceived by the community, the community's *growth mindset*, and community trust in the Islamic boarding school organization (*organizational trust*). Therefore, the use of *organizational behavior integrative theory* as a *grand theory* provides direction that organizational entities must be interrelated (Tulungen, Saerang, & Maramis, 2022). In an organization, it is known as input, process and outcomes (Yang et al., 2021). Thus, an individual who leads an Islamic boarding school with

various characteristics is an input that will enter the process stage. For this reason, in the process stage, it is known as the individual, team and organizational levels. After going through the process stage, the next is the outcome (Khalilzadeh & Ghesmati, 2024). *Organizational Behavior Integrative Theory* as the main theory, reinforced by the constructivism theory of Jean Piaget and Lev Vygotsky to analyze empowerment (Hyun et al., 2020). The use of this theory is based on the view that the community around the Islamic boarding school environment is a unified social system that interacts with each other, so that the community in the Islamic boarding school environment will be able to create, interpret, and reorganize knowledge (knowledge about kiai leadership; entrepreneurial leadership of kiai or boarding school leaders) (Pribadi, 2020). The knowledge possessed by the community around the Islamic boarding school environment is the basis for fostering trust in the boarding school organization/ *organizational trust*, that the Islamic boarding school can provide optimal contributions in carrying out the role of community empowerment. This knowledge is formed in groups or individually through interaction, both with leaders and with other boarding school residents, so that a positive thought pattern is formed that continues to develop (*growth mindset*) in individuals or groups of the community (Zhao, Zhang, Li, & Wang, 2023).

On the other hand, the constructivism concept used in this study, which views the community around the Islamic boarding school environment as an entity capable of creating, interpreting, and reorganizing knowledge, is in line with the concept developed by Abbeduto in (Hardiansyah et al., 2023). According to Abbeduto (2004), constructivism theory encourages efforts so that everyone can build their own understanding of change. Community empowerment must also prioritize values that are ingrained in society as long as these values are good and can be accounted for. Values such as solidarity, sincerity, mutual cooperation, honesty and hard work need to be built by the community itself to create change to be more empowered. Regarding the concept of empowerment, the knowledge aspect in society must be strongly built within the community itself. Thus, the use of constructivism theory as a theory that strengthens the main theory to analyze community empowerment in the Islamic boarding school environment in this study has a strong theoretical-empirical basis. In the input area, the study establishes *Entrepreneurship Leadership* and *Growth Mindset* as input variables that influence the process. While in the process area, the study establishes *Organizational Trust* and *Community Empowerment* as variables in the output area (Yilmaz, 2019). All variables that are suspected of influencing Community Empowerment, theoretically-conceptually refer to the results of Laverack's analysis (Diawati, Ausat, & Augustin Jeneva, 2023). Thus, research on community empowerment in the Islamic boarding school environment is based on a combination of systems theory and constructivism theory to explain empowerment as the main theory. Based on this description, this study aims to analyze the Influence of Entrepreneurship Leadership and Growth Mindset on Community Empowerment with Organizational Trust as an Intervening Variable: Case Study of Al-Ittifaq Islamic Boarding School, Ciwidey Bandung (Susanto et al., 2023).

METHODS

This study uses a quantitative approach, and is limited to empowerment issues influenced by the variables of entrepreneurial leadership of the Islamic Boarding School Leaders perceived by the community in the Islamic boarding school environment, the growth mindset of the community in the Islamic boarding school environment, and the trust of the community in the Islamic boarding school environment towards the Al-Ittifaq Islamic boarding school organization, Ciwidey Bandung in the context of community empowerment in the Islamic boarding school environment (Sugiyono, 2015). The population of this study was the community in the Al-Ittifaq Islamic boarding school environment, Ciwidey Bandung, who were members of the empowerment group managed by the Islamic boarding school, with a total of 300 farmer groups. The research sample was taken using a purposive sampling technique with the following criteria: 1) Having a position, formal or non-formal in the Al-Ittifaq Islamic boarding school environment, Ciwidey Bandung; 2) Having adequate knowledge about the role of Islamic boarding schools in relation to community empowerment in the Islamic boarding school environment; 3) Having at least a high school education/equivalent, and 4) Being involved in an empowerment program by the Islamic boarding school. Thus, the number of research samples was set at 80 people consisting of village heads, heads of community associations, heads of neighborhood associations, heads and members of the mosque DKM, heads and members of the taklim assembly, heads and members of the prayer room DKM and heads of empowerment groups (Chanprasert, 2021).

The variables in this study consist of *independent variables* and *dependent variables*. In the *independent variable*, there is X_1 as *entrepreneurial leadership*, X_2 as *growth mindset*, and Y *organizational trust*. While the *dependent variable* is Z , namely *community empowerment*. Variable Y is positioned as M or *mediation*. Data collection in this study used two stages, namely *Library research* and *field research*. Library research is carried out by collecting data through studies related to previous research, Library sources, and national and international journals. Field research is conducted by visiting respondents to fill out a questionnaire that has been prepared by the researcher. The questionnaire was prepared using the Likert Scale and the Behavioral Rating Scale (Fryer & Nakao, 2020). The Likert scale is used to measure attitudes with response types ranging from strongly agree to strongly disagree. In addition, the *behavioral rating scale* is used to measure behavior with response types ranging from always to never (Wibawa et al., 2022).

The questionnaire that has been prepared has been tested through a validity test with the Pearson *product moment correlation technique*. While the reliability test was carried out using the Cronbach Alpha technique. Thus, this study has the following hypothesis:

H1: There is an influence of Entrepreneurship Leadership on Community Empowerment mediated by *organizational trust*.

H0: There is no influence of Entrepreneurship Leadership on Community Empowerment mediated by *organizational trust*.

H2: There is an influence of *growth mindset* on Community Empowerment mediated by *organizational trust*.

H0: There is no influence of *growth mindset* on Community Empowerment mediated by *organizational trust*.

Data analysis was carried out in two stages, namely using the non-parametric *Partial Least Square* (PLS) *Structural Equation Modeling* (SEM) method with the Smart-PLS application. This research activity was carried out from October 2024 to February 2025.

RESULTS AND DISCUSSION

Description Research result

Validity Test

Discriminant validity test is used to see the extent to which a construct is truly different from other constructs. Discriminant validity implies that each construct is unique in capturing phenomena that are not represented by other constructs in the model. This means that a set of indicators that are combined are expected not to be unidimensional. This value is the *cross loading* factor value which is useful for determining whether the construct has adequate discriminant by comparing the loading value on the intended construct must be greater than the loading value with other constructs. In the Smart-PLS application, *discriminant validity information* can be found from (1) the *cross loading table* in the PLS algorithm, (2) the Fornell-Larcker criterion table, and (3) the HTMT (Heterotrait Monotrait Ratio) table, HTMT values above 0.90 or above 0.85 indicate that the construct in the path model is conceptually different or not unidimensional. The discriminant validity test was carried out on the items that had been completed at the convergent validity test stage with the following results: 1) Entrepreneurship Leadership Variable (X1) throughout items meet *cross loading requirements* ; 2) Growth Mindset Variable (X2) all items meet the *cross loading requirements*; 3) Organizational Trust Variable (Y) all items meet the *cross loading requirements* , and 4) Community Empowerment Variable (Z) all items meet the *cross loading criteria* . Thus it can be concluded that all variables have met the *cross loading criteria* . In addition, the researcher conducted the results of the discriminant validity test using the Fornell-Larcker criteria as follows.

Table 1. Results of Discriminant Validity Test with Fornell-Larcker Criteria

	X1	X2	Y	Z
X1	0.785			
X2	0.264	0.710		
Y	0.468	0.693	0.735	
Z	0.441	0.556	0.615	0.901

Based on the test results using the Fornell-Larcker criteria, it can be concluded that the variables being compared meet the criteria, namely having a higher value. large. In the multicollinearity test, the *Inner VIF value* is greater than 0.2 and less than 5. Furthermore, the path analysis can be described as follows.

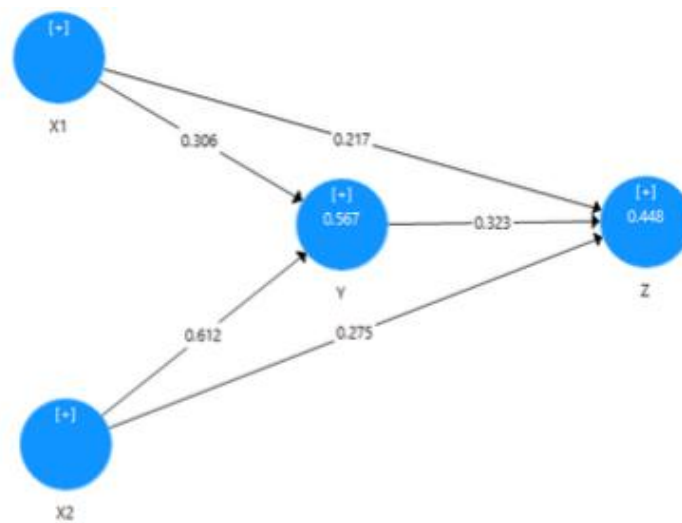


Figure 1. Path Analysis of the Structural Model of Community Empowerment

Based on Figure 1, it shows that Variable Y (*organizational trust*) is the variable that has the greatest influence on Z (Community Empowerment) with the highest (strongest) path coefficient in the constellation of direct influence (*direct effect*) with Z as the endogenous variable. While Variable X1 (Entrepreneurship Leadership) is the variable that has the least influence on Z (Community Empowerment). Thus, the lowest path coefficient in the constellation of direct influence (*direct effect*) with Z as the endogenous variable. Variable X2 (*growth mindset*) has a greater influence on Y (*organizational trust*), compared to variable X1 (entrepreneurship leadership), in the constellation of direct influence (*direct effect*) with Y as the endogenous variable. The results of the analysis of the direct influence path (*direct effect*) are strengthened by the calculated t value and ρ -value as a measure of significance of each constellation obtained from the PLS_Bootstrapping iteration shown in the following figure.

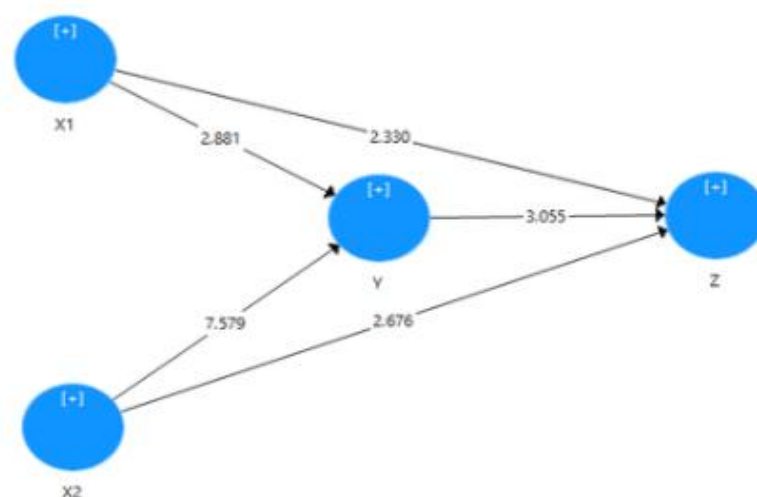


Figure 2. Significance Level of Path Analysis

In the image above, it can be seen that all constellations obtained a t-value of >1.96 , while the ρ -value is not visible. The results of the significance analysis of the direct effect *constellation* .

The Influence of Entrepreneurship Leadership on Community Empowerment Mediated by Organizational Trust

Statistically, the research hypothesis that suspects the existence of an influence Entrepreneurship Leadership on Community Empowerment through *Organizational Trust* is proven because the path coefficient of 0.099 is supported by a t count of $2.061 > 1.96$ with a p-value of $0.040 < 0.05$. This indirect influence coefficient is much smaller than the direct influence coefficient ($0.099 < 0.217$). Referring to the opinion of Baron and Kenny (1986), the mediation path of Entrepreneurship Leadership (X1) on Community Empowerment (Z) through *Organizational Trust* (Y) as a mediating variable is stated as **partial mediation**. The results of the statistical calculations above can prove the alleged influence of Entrepreneurship Leadership on Community Empowerment mediated by *organizational trust*, so that it can be a reference for empirical findings in the field. Empirical findings in the field show that public perception of these three variables is generally in the good category, because it has a high average value (3.90 for the Entrepreneurship Leadership variable, 3.96 for the *organizational trust variable*, and 3.83 for Community Empowerment). The results of the statistical calculations above support the existence of a relationship between the three in a system according to the *Organizational Behavior Integrative Theory* because Entrepreneurial Leadership as input, theoretically will influence *organizational trust* as a process, and then also influence Community Empowerment as an *outcome* as a unified system. Thus, it can be concluded that based on the results of statistical calculations, the suspicion of the influence of Entrepreneurial Leadership on Community Empowerment mediated by *organizational trust* is proven.

The influence of growth mindset on community empowerment mediated by organizational trust

Statistically, the research hypothesis that suspects the existence of an influence *Growth Mindset* on Community Empowerment through *Organizational Trust* is proven because the path coefficient of 0.198 is supported by a t count of $2.729 > 1.96$ with a p-value of $0.007 < 0.05$. This indirect influence coefficient is indeed smaller than the direct influence coefficient ($0.198 < 0.275$). Referring to the opinion of Baron and Kenny (Shemi & Procter, 2018), the mediation path of *Growth Mindset* (X2) on Community Empowerment (Z) through *Organizational Trust* (Y) as a mediating variable is stated as **partial mediation**, because the presence of the mediating variable affects some of the changes in the relationship between the exogenous variable (*Growth Mindset* / X2) and the endogenous variable (Community Empowerment / Z), namely both have a significant positive effect. The results of the statistical calculations above can prove the existence of an alleged influence of *growth mindset* on Community Empowerment mediated by *organizational trust*, so that it can be a reference for empirical findings in the field. Empirical findings in the field show that public perception of these three variables is generally in the good category, because it has a high average value (3.92 for the *growth mindset variable*, 3.96 for the *organizational trust variable*, and 3.83 for Community Empowerment). Thus, the results of the statistical calculations above can support the *Organizational Behavior Integrative Theory* because it proves that there is an interconnectedness between each entity in the Islamic boarding school environment, because the *growth mindset* of the community as input,

is theoretically proven to influence *organizational trust* as a process, and then also influences Community Empowerment as *an outcome* as a unified system.

The results of these statistical calculations also support the constructivism theory which explains that people in Islamic boarding schools who have an open and developing mindset (*growth mindset*) will be able to create, interpret, and reorganize knowledge, both about the Boarding School Leaders and Islamic boarding schools through continuous learning efforts. The knowledge possessed by the community around the Islamic boarding school environment is the basis for growing trust in the Islamic boarding school organization (*organizational trust*), that Islamic boarding schools can provide optimal contributions in carrying out the role of community empowerment. This knowledge is formed in groups or individually through interaction, both with leaders and with other residents of the boarding school, so that a positive thought pattern is formed that continues to develop (*growth mindset*) in individuals or groups of people. Thus, it can be concluded that based on the results of statistical calculations that show the influence of *growth mindset* on Community Empowerment mediated by *organizational trust* in this study is in line with the empirical findings and theoretical support used in the study. In addition, because there has been no previous research examining the influence of *growth mindset* on Community Empowerment mediated by *organizational trust* in Islamic boarding schools, this finding is a new research (Boudreaux, Nikolaev, & Klein, 2019).

Discussion

The leaders of the Islamic boarding school who have a vision, innovation, and dare to take risks as characteristics of Entrepreneurship Leadership in the process of empowering the community in the Islamic boarding school environment as described above, are achieved through delegation efforts, building responsible behavior, being able to make and determine decisions, and being able to work independently (Karim et al., 2023; Rusmini et al., 2023; Blalock, Fan, & Lyu, 2023). By using the concept of Entrepreneurship Leadership according to Corbin (1972), the process of empowering the community in the Islamic boarding school environment by the Leader of the Islamic Boarding School can be seen by the delegation which is portrayed through the *authority indicator* or granting authority, building responsible behavior which is portrayed through the *responsibilities indicator* , being able to make and determine decisions which is portrayed through the *confidence & competence indicator* , and being able to work independently which is portrayed through the *opportunities indicator* or providing opportunities which in this study obtained empirical support through good perceptions in the assessment range of 3.82 to 3.94. Thus, there is a conceptual relationship according to the theory that obtains empirical support in the field. The influence of Entrepreneurship Leadership on Community Empowerment empirically proven by this study is also supported theoretically through the concept of Entrepreneurship Leadership according to Kuratko (Akinyemi & Adejumo, 2018). Kuratko explains that entrepreneurial leadership is leadership that has characteristics with a unique combination of innovation, proactivity, and courage to take risks carried out by leaders. This unique combination, according to Kuratko aims to create a strategic vision, direct team members, and take advantage of opportunities to create

added value for the organization. By using the concept of Kuratko (2007), it means that entrepreneurial leadership developed by the Boarding School Leaders is directed at the conditions of the community in the boarding school environment that are empowered, have economic strength, and high bargaining power in marketing various agricultural products of the community in the boarding school environment who are generally vegetable farmers as their strategic vision. Directing team members is done through various efforts to provide knowledge, mentoring by the Islamic boarding school, and coordination in the entire production process. And creating added value for the organization can be interpreted as an effort by the Boarding School Leader who is able to carry out the functions of the Islamic boarding school comprehensively, which is not limited to the functions of education and preaching, but also the function of community empowerment as added values of the Islamic boarding school organization that has high concern for the socio-economic problems of the community in its environment. The characteristic of daring to take risks as one of the characteristics of entrepreneurial leadership as explained in the concept according to Kuratko, empirically must be faced by the Head of the Islamic Boarding School. The courage to take risks shown by the Head of the Islamic Boarding School, according to the respondents' perception, is an indicator that obtains the highest perception (3.87) compared to other indicators in this study. Referring to the results of research by Fawa'id (2023), the characteristic of daring to take risks is faced with negative excesses which view that expanding the function of Islamic boarding schools by empowering them will make Islamic boarding schools into industries or companies, and have an impact on weakening their duties as educational institutions to spread Islam. In fact, by using another perspective, the empowerment efforts carried out by Islamic boarding schools are an embodiment of the Islamic boarding school's response in facing environmental dynamics, so that the courage to take risks is a challenge in itself for the Head of the Islamic Boarding School who cares about community empowerment.

Referring to Gupta et. al. (Ngoasong, 2018), the influence of entrepreneurial leadership on empowerment in the context of this study can be explained through the concept of the ability of the Boarding School Leader to influence and direct community groups in the Islamic boarding school environment in creating conditions for economically empowered communities, able to apply high quality standards in the agricultural production process to create new values for vegetable farmers, change the stigma of traditional vegetable farmers towards modern-minded vegetable farmers, at least in the product packaging process, and dare to penetrate the marketing share to the modern market which has a relatively high level of uncertainty, especially related to the payment process. The ability of the Boarding School Leader to create new value can also be seen from the decision to apply the sustainability cycle process standards for empowerment. At the harvest stage, the ability to produce high-quality vegetable products has an impact on *customer trust (fresh market)* in farmer groups to carry out independent product packaging. Previously, the product packaging process was handled by *the customer himself*. The trust given by this *customer* has a double impact, because in addition to having economic value because the selling value of the product has increased, it also has an economic-environmental impact at the same time, because the remaining packaging products can be used as goat feed or green compost material. The remaining products that are used

as green compost materials become the main source of other empowerment business lines developed by Islamic boarding schools, namely organic fertilizer production. The existence of its own organic fertilizer production facilities guarantees the availability of fertilizer needed by vegetable farmer groups in maintaining the quality of their products. The creation of a sustainability cycle in this empowerment process, in the context of research, is a characteristic of the ability of the Boarding School Leaders to create new, innovative values.

Referring to the concept of Musara and Nieuwenhuizen (2020), cultural elements contribute to influencing the entrepreneurial leadership of the Islamic Boarding School Leaders, empirically shown by the Islamic Boarding School Leaders who implement the culture of *silih asah*, *silih asih*, and *silih asuh* as one of the Sundanese cultural products that accommodate the scope of society in the Al-Ittifaq Ciwidey Bandung Islamic Boarding School environment.

The influence of growth *mindset* on Community Empowerment can also be explained from the concept of empowerment according to Widiastuti et al. (2021). Widiastuti et al. (2021) argue that empowerment is not just about providing access to resources, but also encouraging people to have control over decision-making that impacts their lives. Referring to this concept, to encourage people to be in control of decision-making that impacts their lives, active community participation is needed. Active participation is based on the recognition of the knowledge and solutions they have for development. So, in the concept of empowerment according to Adebayo and Butcher (2023), active participation based on the recognition of knowledge and the existence of solutions is the essence of empowerment. Active participation based on knowledge and solutions closely intersects with *the growth mindset*, namely through *learning indicators* (willingness to learn) from people who want to be empowered to gain certain knowledge, so that they can actively participating, which in the context of this research received the highest positive perception of 4.01.

According to the empowerment concept outlined in the study by Muhtadin and Satiadarmanto (2023). knowledge and empowerment solutions can come from local knowledge or from a geographical perspective, the community studied is commonly referred to as "*cara sabumi cara sadesa*", which means dealing with empowerment problems through optimizing vegetable farming results in their own ways, such as the empowerment concept of Talcott Parson (Satria, 2020). Research findings that indicate the influence of *growth mindset* on Community Empowerment can also be explained through the empowerment concept according to David C. Korten (Siska, Supriatna, & Ratmaningsih, 2023). According to Korten, community empowerment is a process in which communities are given the opportunity to take control of resources, manage their needs, and make decisions that affect their own lives. In Korten's concept, empowerment is a continuous learning process, in which communities learn from their experiences to strengthen their social and economic capacity in facing challenges. The emphasis on the learning aspect in the empowerment concept according to Korten intersects with the *learning indicator* (willingness to learn) in *the growth mindset concept*. So, by referring to Korten's (Setini, Yasa, Gede Supartha, Ketut Giantari, & Rajiani, 2020) concept, empowered communities must be willing to always learn to strengthen their social and economic capacities.

CONCLUSION

This study can prove the positive influence of Entrepreneurship Leadership on Community Empowerment mediated by organizational trust based on the results of statistical calculations. Community trust in the Islamic boarding school environment towards the Boarding School Leaders and Islamic boarding school organizations, was able to mediate the influence of Entrepreneurship Leadership on Community Empowerment. This means that the entrepreneurial leadership style of the Boarding School Leaders will have a stronger influence on the empowerment program, if assisted by the high level of community trust in the Boarding School Leaders and Islamic boarding school organizations. This empirical finding strengthens the interrelationship between sub-systems according to the integrative theory of organizational behavior. In the context of this study, community trust in the Al-Ittifaq Ciwidey Bandung Islamic boarding school environment will increase the success of the Boarding School Leaders in implementing the empowerment program, because the community has trust in the Boarding School Leaders and Islamic boarding school organizations. With the influence of growth mindset on Community Empowerment through organizational trust, it confirms that community trust is an important aspect that can increase the success of the influence of a positive mindset on empowerment. In the context of this research, the trust of the community in the Al-Ittifaq Ciwidey Bandung Islamic boarding school environment towards the Boarding School Leaders and the Islamic boarding school organization will increase the positive mindset of the community towards empowerment, so that the community will contribute more optimally through the mobilization of resources owned by the community. In the future, it can be suggested to the Boarding School Leaders to improve their leadership skills, especially in terms of vision, so that the trust and confidence of the community in the Islamic boarding school environment will increase and have an impact on the success of the empowerment program.

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