



PRINCIPAL LEADERSHIP AND ENTREPRENEURSHIP AT SCHOOL

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ABSTRACT

The study aims to describe the principal leadership's competence in implementing entrepreneurial leadership in order to bring change and improve the quality of schools in a better and adaptive direction in the face of various environmental changes. The research used qualitative approach with case study method at State Vocational High School 2 Tangerang Selatan Banten province. Data collection using observation, in-depth interview and literature study. The results of this study reveal several things: first, Vocational Schools with entrepreneurial perspective have advantages that are marked by increasing number of students, ability to maintain graduation rate, ease of graduation to get a job, entrepreneurship, or continuing study, the improvement of soft skill of students and alumni, good school; second, entrepreneurial headmaster leadership has characteristics that reflect entrepreneurial values, thus supporting its leadership in realizing an entrepreneurial school; third, principals use specific strategies and are able to innovate in curricula and learning, and empower teachers and employees, so as to produce competent graduates, and optimize tracking and marketing activities of graduates so that the graduates can be absorbed and monitored; and fourth, entrepreneurial headmasters are able to establish and enhance relationships between schools and internal stakeholders and external stakeholders, thereby reinforcing leadership practices of entrepreneurial-minded headmasters.

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INTRODUCTION

Educational leadership needs to continue to develop itself in order to play an effective role in bringing the school organization to a better and better quality. The School Head is a key to good and quality schools, the potential determinants of school climate, and a driving force for the growth of teachers. State Vocational High School 2 South Tangerang, State Vocational High School has become one of the favorite Vocational High School and is in great demand by prospective students and currently has around 1000 students. State Vocational High School 2 South Tangerang can be said as an entrepreneurial school, bearing the title of National Referral School and become a supermodel school or an example school for State Vocational High School lainnya in South Tangerang and has a fairly good accreditation of the four majors or courses that are owned by State Vocational High School 2 South Tangerang.

Ideally the production unit of Vocational High School can be a place for students to not only sharpen their competence, but also learn about developing entrepreneurship skills. For that it takes principals who have entrepreneurial spirit in innovation will greatly determine the success of the school because it is able to address the needs, wishes and expectations of the community will be educational services for their children. Leadership entrepreneurial leadership can improve school productivity in terms of students' learning achievement and increased quality of school management because in school environments are applied communication and cooperation in performing tasks to provide excellent service in learning. The quality of Vocational High School graduates will be seen primarily in the absorption of graduates in the world of work either as middle-level technicians working in the business world or industry and who are able to create their own employment with entrepreneurship. So in this research is focused on researching entrepreneurship leadership of

headmaster at State Vocational High School 2 Tangerang Selatan. This study discusses the entrepreneurial leadership of headmaster in Vocational High School. The general objective of this research is to describe the competence of entrepreneurship leadership of headmaster at State Vocational High School 2 Tangerang Selatan in implementing entrepreneurial leadership in order to bring change and improvement of school quality in a better and adaptive direction in facing various environmental changes, and also shows the orientation to the future becomes dominant. Specifically this research is to find out (1) the characteristics of schools that are competitive with entrepreneurial perspective, viewed from the aspect of the number of students, curriculum, graduation rate, absorption of graduates, and school achievement; (2) the characteristics of headmaster leadership with entrepreneurial insight, which includes creative, innovative, visionary, independent, disciplined, hard work, commitment, teamwork, responsible, risk-taking, and entrepreneurial instincts; (3) an entrepreneurial headmaster leadership strategy, which includes a school promotion strategy, education and training strategy and a search and marketing strategy for graduates; (4) School relationships with stakeholders in strengthening leadership practices of entrepreneurial school principals.

Research Methods used

Judging from the data type of research approach used in this study is a qualitative approach. Qualitative research is a method for exploring and understanding the meaning that by some individuals or groups of people ascribed to social or humanitarian problems (Creswell, 2010). Qualitative research used by researchers is naturalistic, where the data source is "natural setting" or situation reasonable. Researchers collect data based on observations of the natural situation, as they are, without being intentionally affected. In this case the researcher is a key instrument or known as a key instrument, conduct their own observations or interviews that are unstructured, often just using a notebook called the field notes and cameras. Bogdan and Taylor (1992) explain that "qualitative approach is a basic research procedure that produces descriptive data in the form of words, written or spoken of people and observed behavior". In qualitative research data is collected as much as possible and poured in the form of descriptive report. Mementingkan process, looking for meaning in the background behavior or behavior so that it can be understood the problem or the actual situation is happening. Prioritize the data directly because the authors directly jump into the field to conduct observations or interviews. The data are recorded in detail and are not viewed partially, but as a mutually related whole.

Moleong (2009) defines that qualitative research is a study that intends to understand the phenomenon of what subjects experienced such as behavior, perception, motivation, action etc., holistically and by way of description in the form of words and language in a natural, special context and by utilizing various scientific methods. Data collection techniques used are: 1) observation, 2) interview, 3) documentation study (Sukmadinata, 2007). The research was conducted at State Vocational High School 2 of South Tangerang City of Banten Province. The chart used in this study is the Gant Chart model, designed by Henry Gantt, this diagram contains research activities, as well as time and research execution. In qualitative research, researchers are the main instruments that go into the

field and try to gather information through observation or interview. The interviews are often open and unstructured. Not using standardized tests or other instruments that have been tested for validity and reliability. In qualitative research which become instrument or research tool is research itself (Sugiono, 2009). The objective of this research is to observe the facts and ask questions in the interview to develop naturally based on the utterances and thoughts expressed by the interviewee. Often, researchers should formulate new questions regarding what respondents say (Prastowo, 2010). Data collection techniques conducted in this study, namely observation, interview and literature study. Data analysis in qualitative research done since before entering field, during in field, and after finished in field. Analisis data in qualitative research more focused on data analysis during in field, data analysis consist of three part that is data reduction, data presentation, and conclusion or verification.

RESEARCH RESULTS

Characteristics of Entrepreneurship Schools

Characteristics of schools with entrepreneurial perspective can be seen from aspects of the number of students, curriculum, graduation rate, absorption graduates and school achievement. Vocational High School with entrepreneurial perspective has advantages compared to the same vocational school which is marked by increasing number of students, has adequate facilities, ability to maintain 100% graduation rate from year to year, ease of graduation to get a job, entrepreneurship or continue study, the improvement of student soft skills and alumni and good school image. Based on the findings that Vocational High School meets the criteria of an entrepreneurship-oriented school, it is evident from several facts showing that the number of Vocational High School students from year to year is increasing. In addition, schools are always trying to improve the quality of education, especially in curriculum aspects that always adjust to the latest curriculum, which the new curriculum is also adjusting to the market or the world needed work at this time so that graduate Vocational High School graduates are in demand by industry, or companies because of soft skills owned by graduates of Vocational High School.

Facilities owned by Vocational High School is quite adequate, the school prioritizes to meet all the facilities that are still lacking in school so that the learning and teaching process can run well especially Vocational High School which prioritizes practice compared with the theory because of the soft skill demands that must be owned by the students and Vocational High School students and become their goals in studying in vocational high schools. Graduation rate at school is 100%, year to year Vocational High School successfully maintains graduation of students and their students. Vocational High School has increased the percentage of 100% graduates with an average grade of more than or equal to 6 for UN subjects and has also increased the percentage of 100% graduates with an average score of more than or equal to 8 for competency test. The 100% graduation is an annual target for Vocational High School because the principal adheres to the quality of teachers in teaching as well as the quality of the students so that all the material presented by the teachers can be well absorbed by the students and Vocational High School students. The absorption of graduates or graduates of Vocational High School has increased the absorption of graduates who work in

national and international industry, from now 1% to 40%, increasing the number of students involved in the entrepreneurship group, from now 4% to reach 30 %, has increased the percentage of entrepreneurship graduates, from now 2% to 30%, and has increased the percentage of graduates who work while continuing from college, from now 5% to reach 30%.

Characteristics of Entrepreneurship Headmaster

The leadership of an entrepreneurial-minded headmaster has characteristics that reflect entrepreneurial values, thus supporting his leadership in realizing a competitive entrepreneurial school. The characteristics of headmasters with entrepreneurial insight are creative, innovative, never giving up, future oriented, dare to risk failure, have strong achievement motivation, discipline, good use and seek effective opportunities, communicative with subordinates, always strengthen and develop relationships with the community and empowering school committees. The principal is vision-oriented or visionary in which the visionary is one of the characteristics of the headmaster's entrepreneurial leadership, he is always ambitious and always dissatisfied with what has been achieved now and continues to innovate in the effort to develop and improve the quality of education in Vocational High School. Headmaster is active to find and exploit opportunities effectively for school to include school to become Vocational High School Referral and model school as well as he active to establish working relationship with companies and also industry that will benefit student of Vocational High School so they have the opportunity to gain more knowledge and also the opportunity to get a job easily after graduating school. Principal has fulfilled some criteria of entrepreneurship headmaster but in its implementation not yet and can be said still not fulfill the headmaster leadership of entrepreneurship especially in motivating and inspiring the teachers and also learners to have entrepreneurship spirit which among others dare to innovate, creative, to be responsible.

Principal Leadership Strategy with Entrepreneurship

The first step in entrepreneurship is to formulate a vision and mission, Vocational High School has a vision and mission that is a picture of the ideals or wishes of the school who want to be realized in the future, namely becoming a qualified Vocational High School, excel based IMTAQ and Science and Technology graduates capable of competing at the national, regional and global levels. In addition, the mission is very detailed, such as Improved the quality of production unit management in supporting the quality of human resources. The headmaster of Vocational High School also expanded the idea innovation for the progress of production unit from Vocational High School and realized the existence of Vocational High School which is very strategic location of school. Headmaster do various innovations to provide things that are different from other schools, especially in the management of production units Vocational High School, so that all units of production can run optimally and provide income that the results can help school operational activities. In addition, the principal's strategy in improving the quality of schools is to build cooperation or MOUs to companies and industries that are primarily related or correlated with the skills programs owned by Vocational High School and the company or industry is arguably already reputable and has good quality human

resources workers. From the collaboration established by the school with the company proves that the principal is able to take advantage of opportunities whose goal is to open graduation step or graduates are good and competent, and can improve the soft skills of students when getting industry visits to companies or industries and can open opportunities for they each to more easily get a job or open a business. The headmaster of entrepreneurial school is able to establish and improve the relationship between school and internal stakeholders and external stakeholders, thereby strengthening leadership practices of entrepreneurial headmasters, principals strive strongly to establish many relationships, especially with school stakeholders who have an important role for schools to support the achievement of success in leadership at Vocational High School.

DISCUSSION

In the leadership of entrepreneurial headmasters in Vocational High School there are still some that must be improved and improved from the leadership of the principal. Implementation of entrepreneurial headmaster leadership has a positive impact on the development of school progress (Zaelani 2012). One of them refines the entrepreneurship leadership principal criteria of having entrepreneurial instincts in managing production activities or school services as a learning resource for learners, communicative and empowering employees or subordinates and strengthening and developing relationships with communities and empowering school committees. One aspect of implementation of entrepreneurial leadership that is not executed properly will affect the implementation of other aspects. The Suyitno Study (2014) found under the Vocational School of competitiveness with entrepreneurial insight has advantages compared to similar Vocational Schools marked by an increase in the number of students, the ability to maintain 100% graduation rate year by year, ease of graduation in employment, entrepreneurship, or continuation study, an increase in soft skills of students and alumni, and a good school image. As a learning resource for students who do not walk smoothly and perfectly. Because of the research there are obstacles in the management of production units of Vocational High School which is caused by one of them because the principal is less to provide direction for the head of vocational school's skill program to optimize every production unit already owned and the students still lack entrepreneurial spirit, in accordance with what is said by Winarno (2009) which states that learning in vocational education will be more meaningful if taught with entrepreneurship-based because it can internalize the soul and entrepreneurial mentality to learners. Entrepreneurial school principals are able to establish and improve relationships between schools and internal stakeholders and external stakeholders, thereby reinforcing leadership practices of entrepreneurial leadership (Suyitno, 2014).

In improving the quality of education in schools, need a good leadership quality from a leader, to grow entrepreneurship spirit in students, preceded by the spirit of entrepreneurship in the leader (headmaster) so that will be able to form a good strategy to guide students in entrepreneurial learning in school. Inculcating the entrepreneurial spirit of the students requires the role of various parties, especially the principal (principal), teachers and school committees. This is due to the many strategies, efforts or activities carried out in schools related to those parties in direct contact with the learning process in

school. Improving the quality of human resources in schools, the quality of school principals with good leadership and quality of teachers in the learning process will have a positive effect on improvement and learning process. In producing high school graduates who have high achievement and entrepreneurial spirit will be difficult to be realized without the role of a principal and teacher, thus entrepreneurial insight is necessary to be owned by principals and teachers in school, thereby providing good learning to students so as to grow the soul entrepreneurship in students, good or bad learning process is very dependent of high or low quality entrepreneurial insight owned by a principal and teacher.

Conclusion

The conclusion of the headmaster leadership of entrepreneurship Vocational High School is the existence of entrepreneurial leadership (entrepreneurial leadership) is proactive in finding and utilizing opportunities to achieve success that will bring changes in the organization towards a more adaptive in the face of various environmental changes, and things this also shows the future orientation becomes dominant. The generic characteristic as well as the entrepreneurial leadership of the principal principally sees leadership on what it does (actual performance) so that its direction is more emphasis on the best practices of the performance of entrepreneurial leadership in the world of education. The Vocational High School Principal must have excellent entrepreneurial competence to achieve the goals of Vocational High School. Headmasters of Vocational High School who have excellent entrepreneurial competence and are able to implement in the implementation of school activities and vocational education services are entitled to values and entrepreneurial spirit will produce more value to the graduates. Superior vocational graduates will be able to create jobs for themselves and others with entrepreneurship.

In this case, the Headmaster of Vocational High School is still not maximal in fulfilling the criteria of entrepreneurial headmaster as there are still some obstacles to improve school productivity with entrepreneurial perspective and still not exactly the strategy implemented by the principal to maintain the existence and activity of each unit production owned by Vocational High School is very potential.

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