

Principal's Entrepreneurship Competence in Improving Teacher's Entrepreneurial Skill in High Schools

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Abstract

This study described the principals' entrepreneurial competencies in increasing entrepreneurship knowledge for teachers, fostering and developing an entrepreneurial spirit for teachers and helping teachers to apply entrepreneurial spirit to the learning process. This research is a qualitative descriptive study. The subject of the study is the principal and teachers. The object of the principal's entrepreneurial competency research. The data in this study were in the form of observations, documentation, and interviews. Data analysis using interactive analysis of the Miles and Huberman model includes data collection, data reduction, data display, and conclusions. The results in this study are knowledge about technology-based entrepreneurship for teachers as a professional educator carried out through entrepreneurship socialization, providing information about technological developments, and providing motivation to develop teacher potential. Teachers have the ability to apply the spirit of entrepreneurship in the learning process so that they are able to produce students who are superior competitiveness.

Keywords: Principal's Entrepreneurship; Teacher's Entrepreneurial Skill; High School

A. Introduction

Minister of National Education Regulation No. 13 of 2007 concerning Principal Standards asserts that a school principal must have five minimum competency dimensions are personality, managerial, entrepreneurial, supervisory, and social competence. One of the competencies that must be mastered by school principals based on the Ministerial Regulation is entrepreneurial competence. During this time most of the principals interpreted entrepreneurship competencies as business competencies or competencies to make money. Yet according to the Ministerial Regulation, entrepreneurial competence is more emphasized on the attitude, mentality, and spirit of entrepreneurship.

In the opinion of Iskandar (2019) principals' entrepreneurship is more defined as the ability to create creative and innovative novelty and readiness to take risks on decisions of creation and

work and to implement them diligently, seriously, progressively, resilient, persistent, never give up, and have the ability to think of something that has never been thought of by others (creative and innovative principles) and the results are original thoughts and not replication, new rather than imitating, contributing rather than making a loss.

Entrepreneurship consists of the word *wira*, which means spirit of heroism or courage, business means the ways that are done. Principals with an entrepreneurial spirit mean school principals who have courage, heroic spirit and have independence. Entrepreneurship can also be interpreted as a creative and innovative ability so that it can produce something new and different (Permana, 2008).

The Meaning of Entrepreneurship listed in the Principal's Work Guide Book is an attitude, soul and ability to create something new. Entrepreneurship is a soul, attitude and mentality that is always active or creative, empowered, creative, creative and simple and always willing to try. The essence of entrepreneurship taken in the field of education is its characteristics such as the ability of principals to find the fastest and most precise solutions and the ability to have an entrepreneurial instinct and not to commercialize schools (Ministry of Education, 2018).

All these entrepreneurial characteristics will benefit the principal in carrying out the principal duties and functions of the principal, in managing school activities, as well as in developing the school so that it can achieve school success in the future. In other words the principal must have the courage to take advantage of all opportunities at the same time must have the courage to bear the risk of copyright and its work.

Guided by several views of entrepreneurial competence from various sources it is necessary to put forward an explanation of entrepreneurial competencies listed in the Principal Performance Evaluation Technical Guidelines. In the Technical Guidelines for Appraising School Principals, there are 5 sub competencies covered in Entrepreneurship Competencies, 1) Creating innovations that are beneficial for school development; 2) Have a strong motivation to succeed in carrying out the main tasks and functions as a learning leader; 3) Motivating school residents to succeed in carrying out their main tasks and functions; 4) Never give up and always look for the best solution in facing obstacles faced by schools; 5) Applying the values and principles of entrepreneurship in developing schools (Prasetyo, 2018).

With regard to the third sub-competence, the principal must be able to condition every school member: succeed in carrying out their main tasks and functions in line with the school's vision and mission; have the right strategy to achieve each other's vision; able to reflect and improve its performance towards success; and able to achieve optimal performance that is relevant to their main tasks and functions.

This can be interpreted as an entrepreneurial competency that is owned by the principal can also increase entrepreneurial knowledge in teachers and other school members. Teachers are professional educators who have the main task of educating, teaching, guiding, training, and evaluating students. With such complex tasks, an absolute professional teacher must also have an entrepreneurial spirit.

Entrepreneurship knowledge in teachers is called teacher's entrepreneurial skill. Teachers who have an entrepreneurial spirit will be productive, not consumptive. Its productivity will make teachers who will always look for new ways for improving the quality of education. The teacher will always look for alternative problem solving. But what happens in the field is not all teachers have a correct understanding of entrepreneurship and the reality is not all teachers want and has applied the spirit of entrepreneurship in their profession (Rohmah, 2018).

According to Riswanto (2016) the entrepreneurial spirit is reflected in several criteria, including future-oriented. Teachers who are future-oriented are always responsive to changes, are quick to grasp change, and are always ready to make changes along with the times. Teachers are always able to find new ideas, new ways, new things, and everything different to be developed in order carrying out his professional duties as a teacher. Then be creative. There is always a new idea in the creative teacher. Everything can be made differently, not just based on things that already exist. Ideas are developed into something new, always willing to learn so they can develop ideas into real work. Third, it is not easy to feel satisfied with the achievements obtained today. For teachers with entrepreneurial spirit, achievement is considered a bonus for their hard work. To be able to achieve that achievement the teacher always does his best, is optimal, and if he has to fail, the teacher does not feel to be a persecuted person and feels hit with the failure.

Fourth, do not measure success targets based on nominal value. Success does not have to be measured by money, but rather to satisfaction when able to provide the best work and be able to provide benefits to the world of education. Fifth, Able to optimize the owned resources. Not always complaining and discouraged by the conditions faced. But on the contrary able to manage and utilize all available resources optimally and always able to adapt to the existing situation. If the five souls of a teacher's entrepreneurial are owned by a teacher, then the teacher will always be dynamic in every condition encountered.

Based on several definitions of teacher's entrepreneurial from the experts, it can be said that the meaning of teacher's entrepreneurial is knowledge about entrepreneurship for teachers. Teacher's entrepreneurial is an idea and an effort to foster entrepreneurial spirit in teachers. So, it is clear that the idea of Teacher's entrepreneurial is not carried out as an effort to make the teacher as an entrepreneur, but rather an attempt to foster an entrepreneurial spirit within the teacher.

There are two main things that triggered the birth of the term teacher's entrepreneurial. Entrepreneurial teacher arises because based on two reasons, first, the situation faced by a teacher has similarities to the situation faced by an entrepreneur. For example in solving problems related to learning, teachers often have to carry out various experiments with different ways or methods, techniques, and approaches. Second, even with limited resources teachers must also have persistence, never give up, are required to always be active, creative, and innovative like an entrepreneur (Sutantro, 2017).

Teachers who are reluctant to always learn, seek information from various countries, and do not keep up with technological changes, will not be able to develop their intellectual potential. The teacher will be left behind by other teachers who are more productive and innovative. Therefore, it is very important for the principal's entrepreneurial competence to improve teacher's entrepreneurial skills.

This entrepreneurial teacher provides knowledge to teachers about entrepreneurship. Knowledge about entrepreneurship will provide the provision for teachers to have a mature understanding of entrepreneurship so that it can be applied in the process of teaching and learning activities in the classroom so that quality education can be realized in accordance with community expectations. The purpose of this study is to describe the principals' entrepreneurial competence in increasing entrepreneurship knowledge for high school teachers to foster and develop an entrepreneurial spirit for teachers; help teachers to be able to apply entrepreneurial spirit in the learning process.

Teacher's entrepreneurial is an idea in an effort to grow and develop the entrepreneurial spirit of the teacher. So the idea of Teacher's entrepreneurial is not an effort to make the teacher as an entrepreneur, but an effort to grow and develop an entrepreneurial spirit in the teacher (Wiryani, 2012).

Through the Law on Teachers and Lecturers Number 14 of 2005 it is hoped that teachers will emerge as professional educators. The term professional educator will have implications for mastering competence and also the welfare factor of teachers in order to improve the quality of education.

In line with the mandate of the Teacher Law, the emergence of teacher's entrepreneurial is expected to foster the soul and mental attitude of a teacher who is always active, creative, empowered, creative, initiative and understated in an effort to improve the quality of education through his ability or competence and through various business activities he has. (Rohmah, 2018). Teachers who have been trained and animate learning entrepreneurship will be able to inspire students as well as teachers are able to transmit the entrepreneurial spirit to students so that learning becomes more lively, challenging, and fun.

Understanding teacher's entrepreneurial according to Mulyatiningsih (2015) is a teacher who has a variety of creative and innovative businesses that are in accordance with his profession and are able to achieve academic success and economic success. Teachers as agents of change Teacher's entrepreneurial must be able to adapt to all changes, develop their potential optimally and be able to create new innovations including teachers being able to develop their potential to create learning media or new technological tools, conduct research and other scientific activities. Furthermore Mulyatiningsih (2015) argues that, an entrepreneurial teacher is a successful teacher, a teacher who has the willingness to devote himself selflessly, besides that a teacher with entrepreneurial spirit will have the ability to develop their creativity and expertise into opportunities to achieve success and innovate well in the field of education and the world of entrepreneurship.

B. Methods

This research is a qualitative descriptive study, that produces descriptive data in the form of words (Moleong 2000). The place of research is SMA Negeri 1 Suak Tapeh, Banyuasin Regency, Indonesia. The research subjects are the principal and teachers. While the object of research is the entrepreneurial competency of the principal. The data in this study are

qualitative data in the form of words and sentences obtained from observations, documentation, and interviews. Data obtained from observations in the form of field notes obtained through observation. Documentation data in the form of records, photographs and other documents that are archived. Interview data obtained through sources that have been determined. This research report is compiled in a narrative form to explain information obtained qualitatively.

C. Results and Discussion

Based on presidential regulation number 74 of 2008, the principal is a teacher who has an additional assignment. His additional duties are as educators, managers, administrators, supervisors, leaders, innovators, and motivators. However, based on Government Regulation No. 19 of 2017 the workload of the Principal is entirely to carry out the principal managerial tasks and development of entrepreneurship, and supervision of teachers and education staff.

In order to follow up on Government Regulation number 19 of 2017, the Minister of Education and Culture issued regulation Number 6 of 2018 concerning the Assignment of Teachers as Principals. When this Ministerial Regulation comes into force, then the Minister of National Education Regulation number 28 of 2010 concerning Teachers who are given additional duties as school principals is revoked.

Minister of Education and Culture Regulation No. 6 of 2018 Article 15 states that the workload of principals is entirely to carry out the main tasks of managerial, entrepreneurship development, and supervision of teachers and education staff. The aim is for the school principal to focus on developing 8 education standards. On the other hand if there is a shortage of teachers, the principal can carry out learning tasks.

The main task of developing entrepreneurship owned by school principals can increase entrepreneurial knowledge in school members, especially teachers. Teachers need to have knowledge and have an entrepreneurial spirit considering that teachers as professionals have the task of guiding, fostering, and directing students through responsibility, scientific understanding and commitment in running his profession. Therefore, teachers are required to be able to keep abreast of the times, both in the aspects of science, technology and competencies needed in global competition. Through mastery of knowledge and competencies, teachers can provide meaningful learning so as to create added value in the form of competencies and skills as provisions for students (Cahyo, 2013).

Improving the quality of teachers, it is not enough just to fulfill academic qualifications, which can be proven with an educator certificate, but teachers also need to have an entrepreneurial spirit or Teacher's entrepreneurial. In connection with the principals' entrepreneurial competence, principals take steps to increase teacher knowledge about entrepreneurship.

The principal regularly holds meetings with teachers whose purpose is not only for routine purposes, coordination also transforms knowledge about entrepreneurship to teachers. The principal also constantly reminds teachers to always add insight, follow the development of science and technology, try to always explore their potential optimally and then develop them in the form of taste, creativity, and intention. With this step the teacher will slowly gain knowledge about entrepreneurship in greater depth.

Conducting socialization about entrepreneurship through various activities both carried out at the school by the principal directly and sending teachers to be active in various entrepreneurial activities. The school's socialization is usually carried out by the principal through discussion, conveying information, and instructing all subject teachers to integrate entrepreneurship in learning. The principal always invites and engages teachers to participate in or even engage in seminars, workshops, conferences, discussions, and parts of activities that seek solutions and resources to maximize learning.

Principal's entrepreneurial competency to increase teacher entrepreneurship knowledge in the ways above can be said to work well and is quite successful, this is evidenced by the erosion of the teacher's assumption that the entrepreneurial spirit is absolutely the same as business which generates profits only in material terms. But the concept of entrepreneurship is the values that shape the character and behavior of someone who is always creative, empowered, creative and creative and tries to increase income in his business activities. Gradually the teacher began to show the characteristics of someone who has an entrepreneurial character as revealed by Sudrajat (2011) (1) self-confidence, (2) task and outcome oriented, (3) risk-taking, (4) leadership-oriented, (5) forward-looking, and (6) originality.

In general, teachers are educators and instructors. The teacher is a professional educator who has the main task of educating, teaching, guiding, training, directing, assessing, evaluating students. By understanding the teacher's understanding, there are many characteristics of entrepreneurs that must be possessed by teachers such as creative, innovative, confident, dare to take honest risks, task and results oriented, and leadership spirit. If these qualities are possessed by a teacher, they will have an extraordinary effect on their students. Therefore the entrepreneurial spirit or entrepreneurial spirit must grow and develop in the teacher (Diwanti, 2016).

With entrepreneurial competence the principal can significantly implement the entrepreneurial spirit of the teacher in order to foster and develop the entrepreneurial spirit of the teacher. According to Wiyani (2012) efforts in fostering the entrepreneurial spirit of teachers are revealed in three Teacher's entrepreneurial competencies developed to achieve teacher work performance. The three competencies are technical skills, conceptual skills, and human skills.

Technical Skills related to the ability of teachers to apply expertise; the ability to master approaches, methods and strategies for implementing learning; the ability to utilize learning media; and the ability to manage time in learning. Conceptual competency skills include the ability to think creatively; ability to solve problems; the ability to make scientific work. Whereas human skill competencies include: the ability to communicate effectively, the ability to understand individual student differences; the ability to motivate students; and the ability to work together.

In order to foster and develop an entrepreneurial spirit in teachers, principals make various efforts such as modeling. The principal always gives freedom and opportunities to teachers to experiment, create, and work. The principal always gives opportunities and motivates teachers to take part in various competitions without feeling afraid of losing. Teachers are also given the freedom to experiment in class to find the most effective classroom management strategies to implement. The school principal also exemplifies and motivates teachers to always be democratic, such as accepting input and criticism from teachers. With this attitude the school principal has instilled human skills in Teacher's entrepreneurial

competence. The school principal also gave examples of the implementation of learning and evaluation of learning that integrated entrepreneurship education so that the teacher would also integrate entrepreneurship in the subjects he taught.

The success of school principals in growing and developing entrepreneurship in teachers is seen in the emergence of teacher creativity in guiding students to produce several works that can save school expenses such as making school parks, trash bins, to other school supplies by utilizing used goods. The creation of an interactive learning atmosphere by developing various methods and approaches to bring up the potential of each student.

Teachers begin to be able to take the initiative to develop various types of learning media, teachers no longer consider learning identical to learning in class and being able to understand theory is not the only way to measure student competency. Teachers often carry out direct observation activities related to entrepreneurship such as giving students the task of compiling observational reports in the canteen, at various institutions that produce goods or services.

Teachers increasingly have better communication skills. It is seen teachers often want to be a ceremonial coach whereas previously the teacher always refused if he was given the assignment to become a coach. Some teachers have also begun writing scientific papers such as compiling learning modules.

The purpose of applying entrepreneurship education into the learning process is the internalization of entrepreneurial values into learning so that awareness will grow about the importance of entrepreneurial values and subsequently will become a habituation in the behavior of everyday students both in the classroom, outside the classroom, at school, and in the community (Sudrajat, 2011).

To form a visionary mindset through the learning process Teachers as academic entrepreneurs have a very important and decisive role. In connection with this, the teacher must have the expertise to package entrepreneurship or entrepreneurship in a learning model that can foster critical and creative thinking.

Some ways that teachers can do in order to implement teacher's entrepreneurial competence in learning can be done by teaching life skills, improving the quality of learning, choosing methods and approaches that are appropriate to the character of entrepreneurship, making rules in class, and determining learning success objectively. This is in accordance with Wiyani (2012) that the implementation of teacher's entrepreneurial includes making rules in the classroom, teaching life skills in learning, conducting classroom action research.

The principal in helping the teacher apply the spirit of entrepreneurship in learning is by means of the principal periodically holding a meeting with the teacher to evaluate the process of teaching and learning activities at school. Learning process takes place at school so that it can be used as input on the implementation of subsequent learning.

The principal continues to provide motivation to the teacher. One form of motivation is to reward teachers who have successfully applied the entrepreneurial spirit to learning. The award includes giving teachers the opportunity to participate in various training, seminars, workshops, or similar activities with costs borne by the school. Thus in addition to the

teacher being given the opportunity to add insight, teachers who have attended the training can pass it on to other teachers.

The principal provides an example of the introduction of entrepreneurial character which includes active, creative, innovative, productive, and disciplined. Discipline character is shown by the discipline of the principal relating to attendance, the application of disciplines and rules that are not favoritism, and commitment to realize the vision and mission of the school. Active, creative, innovative, and productive character is demonstrated by the performance and achievement of various awards received both by the school and the principal from various events.

D. Conclusion

Teacher's entrepreneurial knowledge is about entrepreneurship for teachers. Teacher's entrepreneurial is an idea and effort to foster entrepreneurial spirit in teachers. So, it is clear that the idea of teacher's entrepreneurial is not carried out as an effort to make the teacher as an entrepreneur, but rather an attempt to foster an entrepreneurial spirit within the teacher. Principal's entrepreneurial competence in an effort to improve Teacher's entrepreneurial in High School can be done by increasing entrepreneurial knowledge for teachers, fostering and developing entrepreneurial spirit, and helping teachers apply entrepreneurial values in learning.

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