

Entrepreneurial Competence of School Principals at State Vocational Schools in Lubuk Begalung District, Padang City

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ABSTRACT

This research is motivated by the problem of suboptimal mastery of entrepreneurial competence of school principals at State Vocational Schools in Lubuk Begalung District, Padang City. This research aims to obtain information and describe the entrepreneurial competence of school principals which is seen from several aspects, namely: innovation, hard work, and motivation. This type of research is quantitative descriptive. The population of this study is all teachers of State Vocational Schools in Lubuk Begalung District, Padang City with civil servant status totaling 140 teachers. The sample was 61 civil servant teachers taken by the Proportional Stratified Random Sampling technique. The instrument used is a questionnaire of the Likert Scale model with five answer options that have been tested for validity and reliability. The data was processed with the mean formula. The results of the study showed that the entrepreneurial competence of school principals was seen from the following aspects: school principals innovated with an average score of 4.05 in the capable category, principals worked hard with an average score of 4.04 in the capable category, and school principals motivated the academic community with an average score of 4.18 in the capable category. It can be concluded that the principal's entrepreneurial competence at State Vocational Schools District, Lubuk Begalung, Padang City is in the capable category with an average score of 4.09.

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1. INTRODUCTION

Human resources play an important role in determining the success of an organization, including in educational organizations, especially schools. Human resources can be a determinant of success because they can be used as investments, both short-term and long-term, so many organizations are constantly developing their resources. Therefore, it is necessary to realize human resources who have intellectual intelligence, spiritual intelligence, and emotional intelligence, so as to produce human resources who have quality education.

The principal who is the leader in an educational institution both at the elementary and secondary levels is one of the determinants of the development and progress of the institution. Based on Permendikbud Number 6 of 2018, it is explained that the main task of a school principal is no longer concurrently as a teacher but a school manager, who is in charge of developing and improving the quality of schools. Entrepreneurship development is also one of the competencies that a school principal must have. Permendiknas No. 13 of 2007 states that one of the dimensions of the competency of school principals is entrepreneurial competence. The entrepreneurial competence of school principals has been listed in government regulation Number 19 of 2005 article 38 which states that school principals must have leadership and entrepreneurial skills in the field of education. This entrepreneurial ability

requires school principals to be able to apply entrepreneurial principles. The principles of entrepreneurship are to act creatively and innovatively, empower the potential of the school, and foster the entrepreneurial spirit of the school community.

Based on research conducted by Reni Oktavia (2014), entitled *Entrepreneurial Competence of School Principals in State Junior High Schools in Hiliran Gumanti District, Solok Regency* using quantitative descriptive research methods. The data collection technique uses a questionnaire and the data analysis technique uses the formula of the average and the level of achievement of the Arikunto classification. The results of the research show in detail the entrepreneurial competence of SMPN principals in Hiliran Gumanti District, Solok Regency which includes: a) creating innovations with an average score of 2.28 which is categorized as underachieved, b) working hard with an average score of 3.47 which is categorized as quite achievable, c) strong motivation to obtain an average of 3.49 which is categorized as moderately achieved, and d) never giving up and always looking for the best solution with an average achievement of 3.97 which is categorized as good. Thus, in terms of the entrepreneurial competence of the principal at state junior high school in Hiliran Gumanti District, Solok Regency, obtained a score of 3.30 which is classified as quite good.

Based on research conducted by Siti Aisah (2014) entitled *Entrepreneurial Competence of the Principal of State Vocational Schools 2 Cikarang Barat* using a descriptive method of analysis with a qualitative approach. The data collection technique uses interview, questionnaire, and document study techniques. The results of the research show that the implementation of entrepreneurial competence of the Head of SMKN 3 Cikarang Barat is quite good, but it needs to be optimized in the procurement of chemistry and physics laboratories for the fields of competence that study these subjects, students' interest in entrepreneurship extracurriculars, and student involvement in the management of business units.

So based on the results of the author's observations at State Vocational Schools, Lubuk Begalung District, Padang City, there are several problems found in entrepreneurial competence by the principal. Some of the phenomena found include: 1) There are still school principals who lack innovation and creativity in school development. This can be seen from the absence of a special team formed by the principal in the field of curriculum development to arrange new activities in an effort to develop the school itself. 2) There are still school principals who lack a hard-working attitude in carrying out school activities in school development. This can be seen from the absence of changes to the learning process. 3) There are still school principals who lack an unyielding spirit in dealing with obstacles faced by schools in the implementation of school activities. This can be seen from the absence of an increase in school rankings. 4) There are still school principals who do not carry out their duties as a motivator who has a strong motivation in carrying out their duties and functions as school leaders. This can be seen from the existence of school principals who are less responsible for the implementation of their duties and functions as leaders. 5) There are still heads who lack entrepreneurial instincts in developing schools. This looks like a school principal who does not have an entrepreneurial spirit in developing the school.

Based on the above research problem, this study generally aims to obtain information and describe the Entrepreneurial Competence of Principals of State Vocational Schools in Lubuk Begalung District, Padang City in terms of:

1. The principal innovates in improving the quality of the school.
2. The principal works hard to improve the quality of the school.
3. The principal motivates the academic community in improving the quality of the school.

2. METHOD, DATA, ANALYSIS

This type of research uses quantitative descriptive research, because it is only to find out independent variables without making comparisons, so in this study it does not use hypothesis formulation. This research is included in the quantitative descriptive research because this study describes the Entrepreneurial Competence of School Principals at State Vocational Schools in Lubuk Begalung District, Padang City by using data in the form of numbers and their interpretation based on applicable parameters. The population of this study is all teachers with civil servant status who teach at State Vocational Schools district Lubuk Begalung, Padang City with a total of 140 people. The sample

of this study was taken using the Proportional Stratified Random Sampling technique with the Cochran formula with an error rate of 10% so that the sample in this study amounted to 61 people. This research is included in descriptive research because it is only to find out independent variables without making comparisons. Sugiyono (2017). This study will describe data related to teachers' perception of the management of the Independent Curriculum in State Vocational Schools in Koto Tengah Padang District.

The research instrument used was a Likert Scale model questionnaire with five answer choices. The validity and reliability test was carried out with the help of SPSS version 29. The results of the validity and reliability test show that the principal's entrepreneurial competency instrument is valid and reliable. The validity test of the principal's entrepreneurial competency questionnaire conducted with SPSS 29 showed that of the 45 items of statements, 41 items were declared valid and 4 items were invalid, which were then discarded. Reliability tests for questionnaires show that this instrument is highly reliable, with the calculated reliability coefficient far exceeding the critical value, making it reliable for use in research.

3. RESULT AND DISCUSSION

Result

Research results regarding the Entrepreneurial Competence of Principals at State Vocational Schools in Lubuk Begalung District, Padang City, which is seen from 3 aspects, namely: first, innovation is included in the capable category with an average score of 4.05, second hard work is included in the capable category with an average score of 4.04, and third, motivating is included in the capable category with an average score of 4.18. Overall, the entrepreneurial competence of school principals at SMK Negeri in Lubuk Begalung District, Padang City has an average score of 4.09 and Sudan is included in the capable category:

Table 1. Recapitulation of Data Results

It	Indicator	Average Score	Criterion
1.	Innovation	4,05	Can
2.	Work hard	4,04	Can
3.	Motivate	4,18	Can
	Average	4,09	Can

Discussion

Based on the average score recapitulation table of the research data that has been described above regarding the entrepreneurial competence of school principals at State Vocational Schools in Lubuk Begalung District, Padang City, reviewed from the aspect of innovation, obtaining an average score of 4.05. This shows that the entrepreneurial competence of the principal in terms of innovation has been said to be capable. Of the several items put forward in terms of innovation, there is still an item with the lowest score, namely the item "The principal actively encourages collaboration between teachers, improving a positive work atmosphere". This is in line with the opinion of Makawimbang (2018) that the cause of the low ability of school principals to find new ideas is caused by several factors. First, the lack of entrepreneurial skills of school principals in creating programs that support a positive work atmosphere. Second, the lack of ability of school principals in terms of creativity to implement positive work atmosphere changes. Third, the lack of skills of school principals in implementing an entrepreneurial approach that can affect the work atmosphere. According to Mulyasa (2011), principal innovation is a process that focuses on changes and reforms in various aspects of education to improve the quality and efficiency of education. According to Sagala (2012), the efforts that need to be made by school principals to improve entrepreneurial competence in innovation are that school principals must involve teachers in creating innovations that are useful for school development. In addition, the principal must be able to develop an entrepreneurial culture in the school environment. This involves the ability to foster an entrepreneurial spirit among teachers and students through the curriculum and school activities. According to Syarifuddin (2021), one of the strategies that school principals often use to improve entrepreneurial competence is to conduct surveys to other schools. These surveys allow school principals to gain insights and new relevant ideas to implement in the schools they lead. In the context

of entrepreneurship, principals can adopt managerial strategies and innovations that have proven successful in other schools. According to Kusuma (2021), principals who conduct surveys to other schools can get fresh ideas that can be used to innovate in their own schools. This survey not only provides principals with insights into how other schools are succeeding in entrepreneurial development, but also helps them see new opportunities that can be applied in their respective school environments. Kusuma emphasized that this strategy encourages the development of entrepreneurial competencies of school principals in terms of resource management and the creation of entrepreneurship programs. According to Wibisono (2022), school principals who conduct surveys of other schools tend to have a better understanding of entrepreneurial development in their own school environment. The study revealed that principals who regularly conduct surveys to other schools are faster in adopting relevant updates and innovations, which ultimately contributes to improving the quality of education and entrepreneurship in the schools they lead.

Based on the research data that has been described regarding the entrepreneurial competence of school principals at State Vocational Schools in Lubuk Begalung District, Padang City, reviewed from the aspect of hard work, obtaining an average score of 4.04. This shows that the entrepreneurial competence of the principal in working hard has been said to be capable. Of the several items put forward in working hard, there is still an item with the lowest score, namely the item "The principal makes decisions quickly in responding to problems that arise". According to Suryo Nugroho (2014), school principals who do not work hard in carrying out their duties to lead the school. Hard-working school principals have a very important role in realizing the achievement of educational goals. The lack of effective development of the character of hard work can result in students becoming lazy and undisciplined in achieving a learning goal, namely learning achievement. Sagala (2012) explained that to improve and maintain the success of entrepreneurial competence in working hard, namely by requiring very large energy, requiring high patience, and having intelligence in overcoming every problem, and not causing new problems to changes that are considered to get opportunities. According to Siregar (2020) emphasized that this speed is not only related to immediate action, but also to internal school problems such as teacher and student discipline problems, as well as external problems such as changes in education policies.

In this study, successful principals are those who are able to make quick decisions but still based on risk and long-term impact analysis. According to Widiyanto (2022), it highlights that school principals who have entrepreneurial competence are able to make decisions quickly when facing financial problems and school resource management. This quick decision-making is necessary to overcome urgent operational constraints, such as lack of funds or budget mismatches. Widiyanto stated that school principals who are able to make quick decisions are more likely to adapt to changes and create innovations in financial governance. According to Lestari (2021), school principals in Indonesia must be able to make decisions quickly when facing challenges related to school entrepreneurship. The ability of school principals to respond quickly to these challenges helps create a school climate that is more adaptive to change and opportunity. Quick but appropriate decision-making accelerates the innovation process, especially in school entrepreneurship programs. according to Rizal (2022) researched that the speed of decision-making by school principals is often a determining factor in the success of entrepreneurship programs in schools. Rizal emphasized that school principals who are able to think quickly and act immediately are more effective in overcoming entrepreneurial challenges.

Based on the research data that has been described regarding the entrepreneurial competence of school principals at State Vocational Schools District, Lubuk Begalung District, Padang City, reviewed from the aspect of motivating to obtain an average score of 4.18. This shows that the entrepreneurial competence of the principal in motivating has been said to be capable. Of the several items put forward in motivating, there is still an item with the lowest score, namely the item "The principal actively encourages collaboration between teachers to improve a positive work atmosphere". According to Suhardiman (2012), the cause of the lack of ability of school principals to motivate teachers to develop the school environment situation can be attributed to several factors, namely: 1) teachers experience a workload that is too difficult, so that it can reduce their motivation to learn. 2) The principal does not develop an entrepreneurial culture in the school that can foster an entrepreneurial spirit among teachers. In addition, Smith in Danim (2009) shows that achievement motivation is related to the level of sacrifice of a person in achieving an expected goal, because the higher the motivation of a person, the greater the goal he has. According to Susanto (2021), a positive and collaborative work atmosphere allows teachers to share ideas, innovate in teaching methods, and work together in the development of an entrepreneurship-based curriculum. This in turn increases the entrepreneurial competence of school principals as visionary leaders. According to Sutarto (2021), collaboration between teachers is one of the important factors in improving the quality of education and developing the entrepreneurial competence of school principals. Principals who encourage collaboration not only strengthen

professional ties between teachers, but also create a more positive work atmosphere, thereby supporting the creation of innovation in the field of entrepreneurship education. Sutarto argues that this collaborative approach allows every teacher to contribute to the development of the school in a more creative way. According to Rahmawati (2022), it highlights the importance of school principals in building a collaborative climate that can support entrepreneurial development. Rahmawati pointed out that a positive work atmosphere is produced when the principal facilitates interaction between teachers and provides space for collaboration. This encourages teachers to share experiences, innovative ideas, and work together in developing entrepreneurship programs in schools. According to Kusnadi (2021), school principals play an important role in creating strategies that encourage teacher collaboration and a positive work atmosphere. In this study, Kusnadi found that school principals who successfully encourage collaboration between teachers can create significant innovations in entrepreneurship-based learning. Close collaboration between teachers in developing joint projects also contributes to the improvement of the entrepreneurial competence of school principals.

So in order to increase the average score on this item, then the head of the sect needed to improve his abilities and skills. Thus, school principals should provide specific time in the school schedule for collaborative meetings, create open and effective communication channels such as online forums or discussion groups, and demonstrate a collaborative attitude in entrepreneurial skills in the school.

The results of this study show that the entrepreneurial competence of school principals at SMK Negeri Se- Lubuk Begalung District, Padang City in the aspects; 1) The principal of the innovative school is in the able category with an average score of 4.05 which means that it is in accordance with the expectations of the school but needs to be improved again to reach the very capable category. 2) The principal works hard to be in the capable category with an average score of 4.04 which means that it is in accordance with the expectations of the school but needs to be improved again in order to reach the very capable category. 3) The principal motivates to be in the capable category with an average score of 4.18 which means that it is in accordance with the school's expectations but needs to be improved again in order to reach the very capable category. So it can be concluded that the entrepreneurial competence of the principal of the State Vocational School in Lubuk Begalung District, Padang City obtained an average score of 4.09 in the capable category.

4. CONCLUSION

Based on the results of the above research, it can be concluded that the entrepreneurial competence of the Principal of the State Vocational School in Lubuk Begalung District, Padang City shows a level of ability. Innovation, hard work and motivation were rated positively with an average of 4.05 for innovation, 4.04 for hard work and 4.18 for motivating. This describes that the entrepreneurial competence of the principal has been able to meet expectations in these aspects.

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