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Entrepreneurship Competence of School Principals to Support the Development of Income Generating Production Units

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The school principal is a strategic position key to developing school innovation. One of the main competencies that is an important requirement of a successful principal is entrepreneurship competence. Therefore, school principals should have good entrepreneurship competence to manage production units in developing school income generation. The objectives of the research are (1) to identify and analyse the entrepreneurship competence of school principals, and (2) find and identify strengths and challenges encountered by school principals in obtaining entrepreneurship competence. The research applies mixed methods (quantitative and qualitative). The research participants include all 41 principals of public vocational high schools in Gorontalo Province. The collected data highlights the entrepreneurship competence of school principals. This is comprised of (a) potential creativity, (b) instinctive entrepreneurship, (c) work motivation, (d) solution orientedness, and (e) hard work. The data also highlights (2) strengths and challenges encountered by school principals in managing production units. Questionnaires, interviews, and document analysis are applied in the data collection. The research findings show that school principals (a) have potential creativity, (b) have instinctive creativity, (c) have work motivation, (d) have problem-solving skills, (e) work hard. They also show their strengths are (a) productive teacher involvement, and (b) government commitment to facilitate funds and facilities. Their challenges are (a) unavailable human resources for production units, (b) less impact on pro-community education policy, (c) limited financial support, (d) non-continuous programs, (e) limited land, and (e) marketing.

Key words: *Entrepreneurship competence, Income generating, Production units.*

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Introduction

School principal professionalism is achievable when certain requirements and criteria outlined in the Regulation of the Indonesian Minister of National Education Number 162, Year 2003 on Teacher Assignment Guidelines and Number 13, Year 2007 on the Standards of School Principals are met. Chapter 9, Verse 2 of the former identifies seven roles of a school principal: leader, manager, educator, entrepreneur, work environment creator, and supervisor. The latter affirms that school principals should have a minimum of five competence dimensions: personality, management, entrepreneurship, supervision, and social.

Both regulations require school principals to have entrepreneurship competence in assignment and performance assessment of pre-service/in-service school principals (Haris, 2016). This is in line with the view of Sagala (2007) as well as Hisrich and Peters (2002): School principals should have entrepreneurial spirit to empower schools to have ongoing achievement. This leads schools to create effective school management.

However, entrepreneurship competence of school principals has not been adequately sufficient. Thus, the strategic role of school principals has not yet showed meaningful improvement. Schools in big cities have showed satisfactory improvement, yet other schools in small cities, Gorontalo included, are still struggling. This is shown in the research findings of Mas (2014), conducted at three vocational high schools in East Java. It indicated that their production units have been professionally managed and have therefore functioned as the learning resources for the students and the income resources for the schools.

This research is aimed at (1) mapping entrepreneurial potential of vocational high school principals in Gorontalo Province, and (2) describing supporting and challenging factors for the school principals in managing the production units at their schools.

Theoretical Background

Zimmerer (1996), and Bygrave (1994) state that entrepreneurs are people who have the capability to see and assess business opportunities, collect required resources to take appropriate actions, obtain benefits, have positive mindsets and willingness to make real innovative ideas creatively, and gain success/improve income. Basically, entrepreneurs are people with entrepreneurial characters who apply the essence of entrepreneurship in their life. In other words, they have creative and innovative spirit of high quality.

Research studies by Lippitt (1987); Hisrich and Peters (1992); Fernald and Salomon (1996); Gupta, MacMillan and Surie (2004); Prasojo (2004); Skogen (2010); Ansar et.al, (2005), and Mulyasa (2011) identify characteristics of leaders with entrepreneurial perspectives:



creativity, innovation, courage to take risks, task-orientedness, responsibility, ability to understand surroundings, vision, flexibility, ability to encourage teamwork, persistence, smart decision-making, the ability to manage, and adaptability. They must be systematic, disciplined, confident, able to provide satisfactory services, able to negotiate, committed, adaptive, motivators, proactive, mindset-oriented, positive-thinkers, and leaders.

An activity of school principals is managing production units professionally (Haris et.al, 2016). This is in line with the set expectation of the *Direktorat Pembinaan SMK*/the Directorate of Vocational High School Empowerment (2006): Vocational high school production units will improve when led by principals with entrepreneurship competence. They are capable of developing their schools with courage as well as marketing their existing programs and resources for the development of the schools.

When vocational high school principals have entrepreneurship competence, besides being able to market school programs to the public, they can also offer their schools' outstanding products and services to the public as a way of fulfilling their needs. These require not only the capability to offer the products and services, but also to develop management teams that can seek partnership opportunities with different parties in developing partnership units. This involves capital investment, marketing partnerships, and other opportunities. Therefore, school principals can implement school-based management by according to these principles: (1) independence, (2) accountability, (3) transparency, (4) partnership, (5) participation, (6) effectiveness, and (7) efficiency.

The success of production units at vocational high schools greatly depends on the implemented management at the schools. This is because it is an important factor in strengthening the production units to be developed towards strengthening their competitive values. *Direktorat Pembinaan SMK* (2006) identifies ten steps that can be undertaken by vocational high school principals to support the success of production units: (1) strengthen entrepreneurship competence, (2) raise awareness of the benefits of production units, (3) develop well-managed administration, (4) create a marketing climate at school, (5) create a supportive school environment, (6) perceive teachers as important resources, (7) open access to different references, and (8) develop production unit organisation.

Research Methodology

This research applied a mix method (quantitative and qualitative) and involved all 41 vocational high school principals in Gorontalo Province. Researchers collected data about the entrepreneurship competence of the principals that covers (a) creative potential, (b) entrepreneurial instinct, (c) motivation to work, (d) solution orientedness, and (e) hard work. They also collected data regarding supporting and challenging factors in managing



production units. Questionnaires, interviews, and document analysis were applied in the data collection. The collected data was analysed quantitatively and qualitatively.

Results and Discussion

Descriptive analysis results of this research are presented in the following table:

Table 1: Summary of the descriptive analysis results of this research

No	Components	Achieved Scores	Categories
1	Creative potential	42.29	Good
2	Entrepreneurial instinct	40.75	Good
3	Motivation to work	44.82	Good
4	Solution orientedness	42.40	Good
5	Hard work	46.00	Good
	Average	43.25	Good

a. Entrepreneurship Competence of Vocational High School Principals of Gorontalo Province in Managing Production Units

Entrepreneurship Competence Regarding the Creative and Innovative Potential of Vocational High School Principals of Gorontalo Province in Managing Production Units

The creative potential of school principals is an indicator considered when measuring the entrepreneurship competence of the Gorontalo vocational high school principals. In general, the principals are in the good category regarding this indicator, meaning that they are able to develop new ideas to create good opportunities in improving their production units. This indicator can be improved in different ways, as identified by Mas (2014): (1) improving supporting infrastructure and facilities for better production units, (2) better management systems for the production units, (3) improving qualifications of personnel running the production units (reduced production expenses), and (4) service innovations in improving service quality of production units.

School principals should have ongoing innovations to improve production units so that their set vision, mission, objectives, and targets can be achieved. This is in line with the statement of *Direktorat PMPTK/PMPTK Directorate* (2007): it is very important for school principals to have creativity and innovation because they (1) encourage enthusiasm to work and satisfy customers, (2) provide understanding to teachers and staff involved in production units regarding the importance of creativity and innovation, (3) support the needs of community, and (4) lead towards high commitment of school principals in improving income generating by production units.



School principals should be able to encourage the creativity of teachers and school community members. The creativity of school principals is an important variable in improving production units by involving teachers and all school community members that work collaboratively. This is in line with the statement of Kilby (2003), who identifies four ways of providing creative inspiration: (1) maintenance, (2) knowledge sharing, (3) development, and (4) collaboration. School principals should be committed to improving sustainable production units and to exchanging knowledge and experience with one another in developing production units. These should be built upon developing good promotion and collaboration with all related parties.

There are eight ways that can be used by school principals to innovate: (1) get out of one's comfort zone, (2) think out-of-box, (3) move faster than others, (4) listen to ideas from school stakeholders, (5) ask school community members and stakeholders for ideas about things to change periodically, (6) encourage oneself and others to move quickly but safely, (7) expect to win and stay healthy and strong, and (8) have a sufficient recreation time to get new ideas. These eight ways can each be implemented in separation or in unity to develop school production units and move forward (2005).

Entrepreneurship Competence Regarding the Entrepreneurial Instinct of Gorontalo Vocational High School Principals in Managing Production Units

Entrepreneurial instinct is a mandatory competence for Gorontalo vocational high school principals. It is a spirit that can be developed in all vocational high school principals. It is the basic capital that enables them to play an important role that leads to meaningful inspiration for decision-making to improve school production units as the income generating units for the well-being of all school community members. The research findings show that the entrepreneurial instinct of Gorontalo vocational high school principals is in the good category. This means that the school principals' instincts have been good but require improvement so that the income generation of school production units can be maximised. Entrepreneurial instinct is a trait possessed by an entrepreneur (Depdiknas, 2009). Entrepreneurship competence should be acquired by vocational high school principals as determined by the Regulation of the Indonesian Minister of National Education Number 13, Year 2007. Entrepreneurial instinct is one of the competencies required in managing school production/service units as a learning resource for students. It helps them obtain value as graduates, and income generating resources for schools.



Entrepreneurship Competence Regarding Motivation to Work of Gorontalo Vocational High School Principals in Managing Production Units

Motivation to work is a mandatory entrepreneurship competence for Gorontalo vocational high school principals. It is required to improve their income generating production units. The research results show that Gorontalo vocational high school principals have good motivation to work on managing school production units. However, this motivation should be enhanced so that the principals can motivate unit managers to achieve optimal results in production units. Very good motivation will influence the wellbeing of staff and the improvement of the work experience and skills of students in the areas covered in production units.

Gorontalo vocational high school principals' motivation to work on improving income generating production units is important in developing good morality, attitudes, and skills in the human resources. This is in line with what is indicated by Soemanto (2002): the only way to create human beings that have good morality, attitudes, and entrepreneurial skills is education that creates individuals who are more confident and able to make right decisions, improve creativity and innovation, and participate in ongoing self-improvement. Motivation is self-encouragement to do something and sustainably move towards improving work productivity. Baum, Frese and Baron (2007) state that motivation in entrepreneurship leads to achieving entrepreneurial objectives. These may include the introduction of business exploitation and new businesses, which requires not only self-confidence but also access to information about entrepreneurship opportunities. Therefore, school principals' motivation to work is really important to improve productivity and to create new entrepreneurship opportunities.

The efforts of school principals to motivate their team members will influence the work of school production unit managers. They will be motivated to do their work professionally and fulfil their professional needs. *Direktorat PMPTK* (2010) states that school principals need to have strong motivation to succeed in implementing their main tasks and responsibilities as leaders (owners) of school production units. They also need to have strong motivation to find the best ways to motivate production unit managers to be committed to do their work as established in the related SOPs to achieve set objectives and targets. The stronger a principal's motivation is, the greater the opportunities are for them to improve managers' motivation to work and provide best services, resulting in improved income in the production units. Aspects required to develop strong self-motivation are (1) thinking positively, encouraging others to move forward, and becoming a role model; (2) becoming an agent of change; (3) developing self-esteem; (4) setting work plans with clear timelines and implementing them accordingly; (5) developing courage and doing ones best; and (6) getting rid of procrastination (2005).



All leaders expect to be successful, as everyone does. To be successful, according to Purnobasuki (2010), school principals should be proactive when leading. They should (1) become role models in showing positive attitudes and behaviours to their subordinates; (2) become motivators to empower their subordinates to keep performing well; (3) have entrepreneurial perspectives and problem-solving skills; (4) ensure alignment between the organisational systems/structures, their implementation, and the set vision; and (5) provide empowerment for school personnel to achieve their best potential. Murphy and Peck (1980) identify eight steps for school principals to succeed in managing school activities: (1) willingness to work hard, (2) collaboration with others, (3) good performance, (4) self-confidence, (5) good decision-making skills, (6) willingness to seek for knowledge, (7) ambition to move forward, and (8) good communication skills.

School principals with high entrepreneurship competence will become agents of change who are capable of transforming existing resources into ones with value-added benefits for their own selves, the economy and non-economic sectors, and the community/society. They will inspire and motivate students to excel, improve school performance, and establish networks that enable the productivity of school community members to contribute to their schools as competitive institutions.

Entrepreneurship Competence Regarding the Solution Orientedness of Gorontalo Vocational High School Principals in Managing Production Units

Entrepreneurship competence of Gorontalo vocational high school principals in the context of seeking for solutions is a strategy offered by the principals to improve income generating production units. The research findings show that the principals are in the good category for this indicator.

Every vocational high school principal has different ways or strategies of seeking the best solutions/strategies to improve production units. One of the solutions/strategies is autonomous production unit management. With greater autonomy, production unit managers will have greater authority to manage production units. With this independence, the production units will be more empowered to develop school programs that are aligned with existing potential and meet needs.

Direktorat Pembinaan SMK (2006) states that vocational high school production units refer to ongoing efforts/activities that are academic and business oriented. They are aimed to empower school community members and their environment to manage efforts/activities professionally. It also defines the functions of vocational high school production units: (1) sub-units in school system that improve the skills, creativity, and professionalism of teachers as well the quality of their student graduates; (2) media for curriculum development



innovations; (3) venues for doing competence tests; (4) support in improvement and maintenance of equipment; (5) support for wellbeing improvement of school community members; and (6) media for school promotion. The functions encourage school principals to find solutions and production unit management to achieve set objectives in the most effective way. This improves the skills of students, the professionalism of teachers and production unit managers, and the wellbeing of all school community members on an ongoing basis.

Leadership strategy is a managerial skill of vocational high school principals. It is a school's promotion strategy to improve the quantity and quality of students (Haris, 2016). Every school has its own branding and characteristics that are different from other schools and uniquely attractive for school promotion as well as product and service promotion. Kotler (2000) identifies five marketing concepts that are referred to as the strategies used by companies in dominating markets and beating the competition: (1) production concept, (2) product concept, (3) selling concept, (4) marketing concept, and (5) social concept. Vocational high school principals should provide solutions for how to promote their schools and how to ensure production units have high value-added points conceived in management strategies and production. These should consider the impact on improving student skills and improving all school community members' wellbeing.

Entrepreneurship Competence Regarding the Hard Work of Gorontalo Vocational High School Principals in Managing Production Units

Hard work is an important entrepreneurship competence of school principals. Gorontalo vocational high school principals are in the good category for this indicator. This means that, on average, school principals work hard to improve the productivity of their school production units. This is shown in their seriousness in undertaking given tasks professionally and innovating to ensure improvement and sustainability of school production units. Their hard work is reflected in their efforts to manage their work environment, to be persistent in getting things done, to keep moving on and focus on the work at hand, and to have the energy to get involved in ongoing work (Sukardi, 1991). This shows serious efforts in encountering different obstacles in learning and working as well as accomplishing given tasks. Marzuki (2013) states that hard working people are those who can manage their time well professionally.

Hard work is basic capital for school principals to succeed in managing production units as effective learning resources for students and income generating resources for schools. This is in line with the ideas of Suryana and Bayu (2011), who affirm hard work is the basic capital for success and, therefore, school principals should work hard in pioneering and developing school production units. This is also in line with the Regulation of the Indonesian Minister of National Education Number 13, Year 2007. It outlines hard work as part of the



entrepreneurship competence (the second dimension) of vocational high school principals if success in school management is to be achieved.

School principals' hard work is supported by strong willingness to achieve set objectives. This inspires all involved to always do their best to get the best results. This commitment is encouraged by strong motivation to achieve shared objectives, i.e. to improve the professionalism of all production unit managers and wellbeing of all school community members. Pryadarama (2001) states that commitment is a serious intention to do tasks and responsibilities and to keep words and promises. Without it, trust of others cannot be obtained. Therefore, commitment of school principals is very important to achieve set objectives through sincere hard work.

b. Supporting and Challenging Factors in Managing Production Units at Gorontalo Vocational Senior High Schools

Supporting factors in production unit management are involvement of productive teachers, and commitment of local governments to provide funds and facilities. It is important to have vocational high school principals who lead their schools within entrepreneurial perspectives to develop good relationships with teachers and staff through meetings, informal interactions, and activities to improve income generating production units. Depdiknas (2007) states that a good relationship with teachers and staff will encourage willingness to develop schools to be better on a regular basis. Good collaboration with teachers and staff is very important, as outlined by Blis (1991). This is because school can be effective if principals are able to create working environments that are well managed, disciplined and purposeful. This means that principals should have managerial competencies to involve productive teachers as the main elements in improving the quality and quantity of Gorontalo vocational high school production units' outputs. The success of the principals in developing the production units depend on the role of local governments. They can facilitate education management at the schools and support the units' programs in the aspects of policy, infrastructure and facilities as well as obtain funds to support the realisation of quality education in Gorontalo vocational high schools.

The challenging factors are (a) unavailable human resources, particularly production unit managers; (b) the impact of *prodira*/education programs for the community; (c) limited capital and facilities; (d) technology use that is not yet advanced; (e) unsustainable programs; (f) lack of sufficient land for agriculture, husbandry, and fishery; and (g) unavailable professional human resources in the marketing sector. The challenging factors can be overcome by implementing different strategies as solutions, i.e. improving managerial skills of production unit managers, increasing the number of managers, and efforts to increase income generating production units. Vocational high school principals can seek opportunities



to solve issues. Yoeti (1999) states that unit managers should choose strategies for solutions, e.g. product and promotion strategies. The product strategies change, modify, or improve the quality of existing products, and introduce new products. The promotion strategy is aimed at improving service techniques and ways of promotion by changing advertisement design and increasing promotion funds. Product diversification and productivity improvement will give solutions that can improve business turnover and increase capital for production units. Suyitno et al. (2014) states that one of the efforts to develop entrepreneurship competence in students is to get them trained by their school principals, who have acquired this competence. This is important to develop entrepreneurial leadership in school principals who can then train their students to acquire the same competence of higher quality and to build on entrepreneurial independence upon their graduation.

Conclusions and Recommendations

The entrepreneurship competence of principals covers (a) creative potential (in the good category), (b) entrepreneurial instinct (in the good category), (c) motivation to work (in the good category), (d) solution orientedness (in the good category), and (e) hard work (in the good category). The Supporting factors in production unit management include (a) involvement of productive teachers and the commitment of local governments to provide funds and facilities. Challenging factors include (a) unavailable human resources (particularly production unit managers), (b) the impact of *prodira* policy, (c) limited capital, (d) technology use that is not yet advanced, (e) unsustainable programs, (e) lack of available land, and (e) unavailable professional human resources for marketing.



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