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School Principal's Entrepreneurial Leadership in Managing Financial Resources

Sitti Roskina Mas, Khadijah R. Yusuf, Fory Armin Nawai

Abstract

This study attempts to explain (1) the creativity of the principal affects human resources to explore school financial resources, (2) the invention of the principal drives human resources to explore school financial resources, and (3) the strategy of the principal to engage in raising funds with the group. This analysis uses a qualitative descriptive technique. The results showed the principal's creativity affects human resources to explore the school's integrated financial resources in subjects that can inspire students to think creatively, work hard, and enable students to be autonomous in identifying sources of funds to be used in different activities.

Keywords

school funding sources, entrepreneurial leadership

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School Principal's Entrepreneurial Leadership in Managing Financial Resources

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Abstract: This study attempts to explain (1) the creativity of the principal affects human resources to explore school financial resources, (2) the invention of the principal drives human resources to explore school financial resources, and (3) the strategy of the principal to engage in raising funds with the group. This analysis uses a qualitative descriptive technique. The results showed the principal's creativity affects human resources to explore the school's integrated financial resources in subjects that can inspire students to think creatively, work hard, and enable students to be autonomous in identifying sources of funds to be used in different activities.

Keywords: school funding sources, entrepreneurial leadership

The leadership function of the school principal is fundamental to the education unit, Haryono (2012) stated that the school principal's leadership function is essentially an effort to influence, encourage, guide, direct, and mobilize teachers and students, parents, and other related parties to participate in achieving goals of the school that has been set. Principals are now expected to rank themselves at the 'centre of complicated pluralistic interconnected plethora' of interest and stakeholder groups that include teachers, students, parents, external organisations, ministries and agencies. Although principals are still expected to take responsibility for traditional roles, such as maintaining student discipline, managing the budget, and scheduling, they are also expected to 'orchestrate a pluralistic network of influence groups' (Ahmed & Al-Dhuwaihi, 2020). The school principal is an agent of change at the level of educational administration because his role has the responsibility of directing school members (Bass, 1985; Lawson and Cox, 2010; Odhiambo and Hii, 2012; Dolph, 2017; Triwiyanto and Prasojo, 2019). The school principal in carrying out his leadership is required to achieve success in various matters including success in managing schools, managing learning activities, managing manpower, managing facilities and infrastructure, managing finances, managing the school environment, and managing school relations with the community.

For school leaders, the responsibility to learners is understandably daunting. The lives and life chances of so many young people rely on sound, reliable school assessments that give them the grade they truly deserve. Yet, if school leaders and teachers are fully supported and trusted to get this right, the over-reliance on examinations might simply be overturned, not just in times of disruption but ultimately, long term (Harris & Jones, 2021).

Entrepreneurial leadership is one of the best abilities that can develop and maintain the existence of an organization (Kuratko, 2007; Goossen, 2013; Leonard, 2013; Koryak et al., 2015). In addition, the ability of the entrepreneurial-based principal to help fund schools is rarely a concern (North-West University, Xaba, and Malindi, 2010; Yemini, Addi-Raccah and Katarivas, 2015; Ghazali et al., 2020). According to Ghazali et al. (2020), Funding shortages in schools are common in developing countries.

Therefore, many of these schools create programs that can generate funds as part of their activities to address these problems (Culberston, 2008; Oliff, Chris and Michael, 2011; Garza, Jr et al., 2014). In this case, the role of the school principal needs to have a smart solution in order to get out of education financial problems, including school entrepreneurship, because the school principal's duty is to be in charge of school financial management. Also with entrepreneurial skills, the school principal can produce a value of something, turn ideas into productive businesses, and have a vision for the future (Olagunju, 2004; Salgado-Banda, 2005; Hisrich, Peters and Shepherd, 2010).

The findings of the case studies formed the basis of a framework of successful school leadership, according to which instructional and entrepreneurial leadership are two vital and complementary constituents of successful leadership. The specific framework holds unique importance since it illustrates that successful leadership can promote learning both within the school itself but also through the utilization of its wider environment (Pashiardis & Savvides, 2011).

Entrepreneurship-based school development with the aim of creating independent school financing requires systematic funding planning based on learning activities in schools because schools that lack funding will have difficulty realizing their vision (North-West University, Xaba and Malindi, 2010; Yemini, Addi-Racciah and Katarivas, 2015). Also, education funding that comes from the government is not sufficient to support operational costs and maintenance costs (Borasi and Finnigan, 2010; North-West University, Xaba, and Malindi, 2010; Yemini, Addi-Racciah, and Katarivas, 2015). Careful planning regarding the school equipment needed and the amount of costs that must be incurred will greatly help the school principal and school members to find sources of education funding according to their needs and the type of business to be engaged in. Financial management of a school is very important in implementing activities at school. There are various sources of funds managed by the schools, both from the government in the form of BOS funds and from community funds in the form of school donation fees from parents of students, funds from alumni, and funds from school entrepreneurs.

In general, the duties and roles of the school principal have five dimensions. The regulation of the minister of national education no. 13 of 2007 concerning the competency standards for school/madrasah principals emphasized that a school principal must have personal, managerial, entrepreneurial, supervisory, and social competencies. All these competencies must be possessed by the school principal in order to realize quality learning in order to achieve quality education in schools. Including entrepreneurial competence when applied in schools will provide benefits for schools (Borasi and Finnigan, 2010; North-West University, Xaba and Malindi, 2010; Yemini, Addi-Racciah and Katarivas, 2015; Yemini and Sagie, 2015). One of the programs that the school principal must run is the principal's ability to implement entrepreneurial competencies. The role of the school principal in improving the quality of school education requires a competent school principal, so that the school principal can guide teachers as an example and mobilize teachers, students, and stakeholders in improving the quality of education.

Entrepreneurship learning provides special skills to students so that they can manage their skills as a source of life. The development of entrepreneurship education is contained in the curriculum in order to create quality human resources who are superior and have an entrepreneurial spirit. Fostering an entrepreneurial spirit in students will reduce the unemployment rate because after graduating from school students are expected to start their own business. This study examines the entrepreneurial leadership of school principal in managing financial resources with the formulation of the focus of research are (1) the creativity of the school principal influences the internal human resources of the school in exploring school financial sources, (2) the creativity of the school principal in moving human resources in exploring sources of school finances, and (3) the school principal's strategy of collaborating with the community in raising funds for school financial sources.

METHODS

This research employs a descriptive qualitative approach with a case study research type. The presence of researcher at the research location is a non-participatory observer who will observe the

school activity program required by the researcher. The presence of researchers as a key instrument. Sources of data in this study include: (1) the school principal, (2) a teacher in entrepreneurship subject, (3) a teacher in the arts and culture subject, (4) the head of waste bank management, (5) the vice principal of the school in public relations, (6) the student council president of SMAN 1 Limboto, and (7) students. The method used for the data collection process in this study is the triangulation process, namely: (1) Interview, (2) Observation, and (3) Documentation. The data analysis technique is done by collecting data, reducing data, presenting data, and drawing conclusions. Test the validity of the data through credibility and confirmability. Data credibility is executed through source triangulation, technique triangulation, and observation triangulation. Confirmability is done by assessing the quality of research results by emphasizing tracking data and information with the correct process to produce objective research findings.

RESULTS AND DISCUSSION

There are various kinds of creativity of school principals affecting internal school human resources to explore sources of school finance, namely motivating students and teachers and also being integrated with cultural arts subjects and entrepreneurial workshops. The school principal provides directions so that the students can develop ideas or find new ways to explore school financial sources.

The school principal's creativity mobilizes the school's internal human resources to explore sources of school finance by establishing a school canteen, a canteen of the student council, and a waste bank. In the school canteen business provides assistance from the proceeds of sales every month, there are several school canteens so that the assistance provided can support the financing of activities made by students and can also be used to repair the building of a school canteen that is already damaged and for the results of the canteen of student council used for the needs of the student council committee. As for the waste bank management effort, the results of the sale of waste collected by students are directly given to the students, so that the members of the waste bank management do not manage the finances generated from the collected garbage, but the garbage that has been collected and sold held by the person who collected them.

The strategy of the school principal to collaborate with the community in raising funds at SMAN I Limboto shows that the school principal is working with the community, in this case, the Gorontalo District BLH (Environmental Agency) on waste bank management activities. BLH is the party that will pay for the waste that has been collected by students and teachers, at the recycling exhibition and bazaar activities, the school invites the outside community to participate in this activity. The student recycling exhibition makes some interesting works so that they can make money. Likewise with the implementation of bazaar activities, in this activity the students make the process so that they can be independent and confident, and they have the character of an entrepreneur. The results of the study are depicted in Figure 1.

The steps of the school principal in developing students and teachers' ideas as a step in exploring the sources of school finance are in accordance with the statement of Kaiser, 1968; Robbins, Stephen P., (1991); Raudsepp, (1997); Rezaaian, (2001); Zimmerer and Scarborough, (2005); Farahbakhsh, (2011) which stated that creativity is the ability to develop new concepts or ideas, find new ways, combine ideas, rely on inspiration, and self-discipline in seeing problems and opportunities. Meanwhile, making entrepreneurship the main source of finance and learning according to Holmgren and From (2005) is a positive thing because the development of entrepreneurial competence through education rarely experiences obstacles. Politis (2005) argued that entrepreneurial ability can be identified from a person's ability to identify and take steps based on opportunities. Meanwhile, the skills that a leader must have are to be able to influence. Leaders in an organization have to influence or can make others agree with and accept the ideas initiated by the leader. This approval and acceptance can be categorized as good if they receive it with pleasure, openly, and willingly.

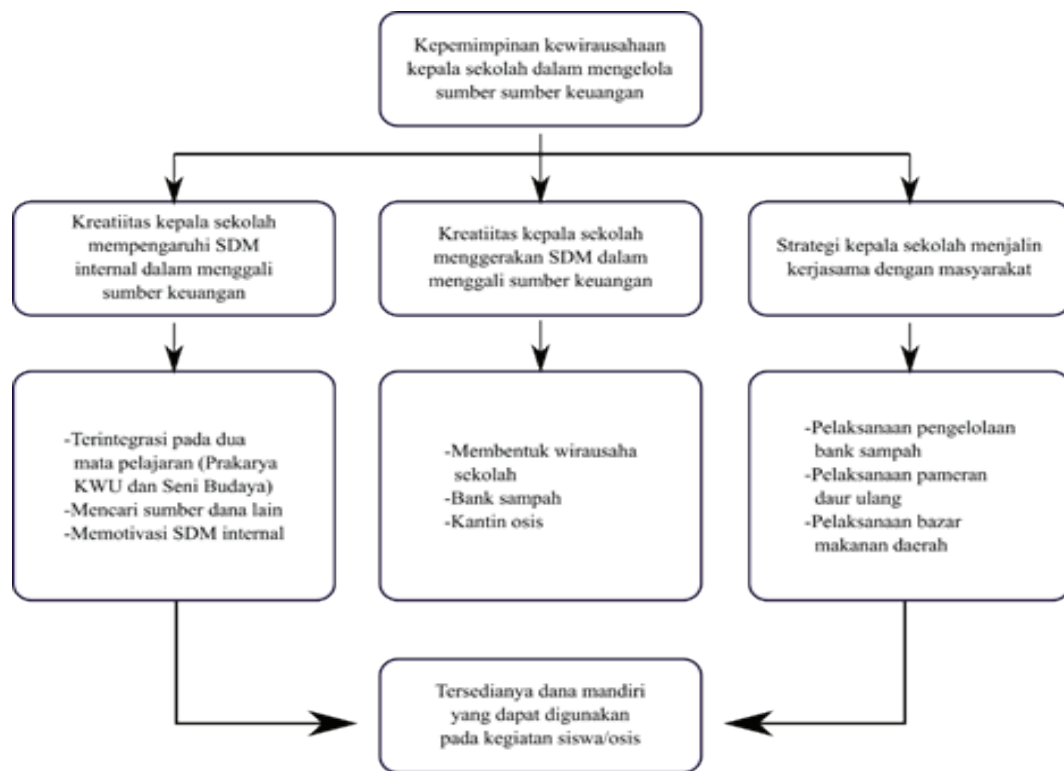


Figure 1. The School Principal's Entrepreneurial Leadership Context Diagram

The steps of the school principal in developing students and teachers' ideas as a step in exploring the sources of school finance are in accordance with the statement of Kaiser, 1968; Robbins, Stephen P., (1991); Raudsepp, (1997); Rezaaian, (2001); Zimmerer and Scarborough, (2005); Farahbakhsh, (2011) which stated that creativity is the ability to develop new concepts or ideas, find new ways, combine ideas, rely on inspiration, and self-discipline in seeing problems and opportunities. Meanwhile, making entrepreneurship the main source of finance and learning according to Holmgren and From (2005) is a positive thing because the development of entrepreneurial competence through education rarely experiences obstacles. Politis (2005) argued that entrepreneurial ability can be identified from a person's ability to identify and take steps based on opportunities. Meanwhile, the skills that a leader must have are to be able to influence. Leaders in an organization have to influence or can make others agree with and accept the ideas initiated by the leader. This approval and acceptance can be categorized as good if they receive it with pleasure, openly, and willingly.

The school principal's strategies in motivating teachers and students in exploring financial sources through school entrepreneurship are to form members of the waste bank development after the members are formed, and then directed to make procedures for activities to be carried out in the development of the waste bank, and also invite external parties, namely the BLH (environmental agency). Environment cooperates in utilizing used goods or plastic waste, which is directly involved in the process of developing this waste bank students and teachers. In addition, to be a source of school funding, it can also be beneficial for the environment as a statement that social-based entrepreneurship can encourage social change that can provide benefits to the community (Light, 2008).

In addition, through the introduction of entrepreneurship with entrepreneurial theory and practice, students can get to know entrepreneurship gradually but have clear goals. Entrepreneurship subjects can influence students to develop themselves in entrepreneurship (Kuncoro and Rusdianto, 2016). In addition to this, it also needs to be supported by a curriculum, methods, management, and learning-oriented towards the characteristics of students (Kadir, Salim, and Kamarudin, 2012; Küttim et al., 2014; Hadi, Wekke and Cahaya, 2015; Gámez Gutiérrez and Garzón Baquero, 2017). For this subject, there is also theory and practice, students are taught how to start an entrepreneur and how to develop it. In

this entrepreneurship subject, students are taught to have a confident attitude, work hard, be responsible, think creatively, and have the courage to take risks.

Practically, students will make or produce products in the form of goods that use plastic waste which can be used as business opportunities that can generate money, according to (Kristina, 2014) that the waste bank program is also a program of the government in empowering people to treat waste into objects that come back can be valued and used. In the process of marketing a product that has been made, it takes students' efforts to be serious and work together in marketing it. In the learning process, students are also formed in groups to produce products, so that in carrying out activities students can share assignments between friends group. This group division aims at adapting to the different characters of each person and also solving problems that occur by working together. The formation of groups is not only to make it easier for group members to complete their tasks but also to provide knowledge on how to interact and solve problems with people with different thoughts.

The creativity of the school principal influences the resources available in the school, such as to motivate the elements in the school to form school entrepreneurship, to increase entrepreneurship students, special education on entrepreneurship is needed from an early age and at SMAN I Limboto this is given in the form of entrepreneurial craft subjects. In this case, some students are less interested in entrepreneurial craft subjects so this is one of the things that influence graduates to prefer to work as employees or other jobs. Meanwhile, the school principal's goal with this crafting subject is that after graduating students, they can create jobs for themselves or others.

In this waste bank management business, several activities will be carried out, namely the waste selection process, the students carry out waste sorting, which means that the students separate plastic and paper waste and also sort organic and inorganic waste. Then the student's deposit garbage, namely the garbage that has been collected by students and teachers is deposited with members of the waste management. After that, the students weighed the waste, namely the waste that had been deposited, then they were weighed, then after the weighing was carried out, it was recorded, namely the results of the waste scales that had been collected then recorded how many kilos each student had collected, after that the garbage that had been collected and It has been weighed and recorded, then sold to the Environmental Agency so that from the results of the weighing and recording are the results or money that the students get, then after the waste is sold to the Environmental Agency, then the last activity carried out is packing the waste. Forming of this waste bank management business because the school principal wants students and teachers in the school be more concerned about the cleanliness of the school environment.

The various activities that have been carried out, it can make students even more enthusiastic about collecting waste, it is not only the waste bank management activities, but also teach students to work hard and work together. The entrepreneurial leadership of the school principal can foster an entrepreneurial spirit in the school's resources, this can be seen from the participation given in the development of businesses in the school. The form of school collaboration with the community through BLH is that waste that has been collected by the school will be sold to environmental agencies and will be paid according to the amount of waste that has been collected, this is also in accordance with research conducted by Ulfah, Normelani, and Arisanty (2016) that the school works in the management of the waste bank in collaboration with related external parties. In addition, the form of cooperation is also through bazaar activities that are held directly in the school environment, at the implementation of the bazaar students are required to make their own processed food that will be sold at the bazaar activities to be held, the implementation of this bazaar can give students a sense of responsibility, work together and have self-confidence. The plastic recycling exhibition also proves that the students have created in creating interesting works.

Of course, in the implementation of this school business, some parties are responsible for and involved in the implementation of the school business, as well as the school principal of SMAN I Limboto, who is appointed as the party responsible for the running of the school business. The school principal is the party who has full responsibility for the implementation and development of school entrepreneurship, but in its implementation in the field the school principal is assisted by several people, the person in charge of the business who participates in carrying out entrepreneurial tasks.

Through creativity, the school principal mobilizes teachers and students in the school entrepreneurship programs, especially in waste bank management, so it can instill awareness of protecting the environment, increasing income, health, and social interaction (Novianty, 2013; Muntazah, 2015). One of the educations for the students that leads to a caring attitude towards the environment is the Adiwiyata program.

The Adiwiyata program plays a role in creating situations and conditions that support the development of the character of caring for the environment (Rakhmawati, Prasetyo, and Ngabekti, 2016). The Adiwiyata program is designed to encourage and establish schools so that they can participate in implementing government efforts towards environmental preservation and sustainable development for the benefit of present and future generations, increasing savings in financial resources, and increasing the efficiency of school operational activities. (Afriliani, Muhartati and Hindrasti, 2019; Fitria and Samsia, 2020). SMA Negeri I Limboto is one of the schools in Gorontalo District that has pioneered green schools in academic activities. This school won the provincial Adiwiyata school in 2016 and is predicated as a national Adiwiyata school in 2016. The implementation of Adiwiyata school must continue to be supported by all school members, especially students as agents of change or agents of change to create a better environment than before. The level of concern and role of school residents in the field of environmental conservation is quite high, but the level of concern needs to be improved so that it can influence knowledge and behavior on an ongoing basis and encourage activities or real action widely in efforts to improve SMAN I Limboto as an Adiwiyata school.

Cooperation is a form of participation to gain understanding, support, trust, and respect from the general public. Participation includes direct or indirect administrative assistance that supports the delivery of education in schools. the existence of school cooperation with the community is an effort to realize the government's goals in education, namely to educate the nation's life to achieve that goal there must be a harmonious relationship between educational institutions and the community. The relationship between schools and community is also one of the best indicators of helping schools to get funding (Bradshaw, 2000; Armistead, Pettigrew and Aves, 2007; Hisrich, Peters and Shepherd, 2010; Record, 2012; Lee, Winterich and Ross, 2014).

There is a target from the school principal to raise funds with the community, such as concerning what the school will do in terms of student activities that will be carried out and will run well and this includes the managerial abilities that the principal needs to have (Mesiono, 2020). Inactivity, they are sometimes faced with the fact that cooperation with the community often experiences obstacles such as raising funds after being programmed by the province that there are no more fees so that the school does not charge fees in any form. As for other obstacles, such as in designing programs, the school is difficult to seek community involvement in designing school activities and does not have the opportunity and ability to gather student guardians. Meanwhile, from the community side, not all community members can think or plan, and not all guardians of students have the opportunity to participate in deliberations. For the implementation of this program, basically, the school always does it because it used to implement it themselves, while the community had no opportunity to participate.

If the relationship between the school and the community goes well, a sense of responsibility and community participation in advancing the school will also be good. In addition, when implementing entrepreneurial leadership, the school principal needs to be open with outsiders (Thornberry, 2006; Lunenburg, 2010), because it is not something good for the educational process to isolate themselves (Ghazali et al., 2020). In order to create a good relationship and cooperation between the school and the community, the community needs to know and have a clear picture of the school concerned. For this reason, the school principal or vice-principal of the community relations division has to create a good relationship between the school and the community effectively, because they must be concerned about what happens to students in the school and what parents think about the school.

CONCLUSION AND SUGGESTION

The school principal's creativity in influencing existing resources in exploring school financial resources, namely (1) motivating teachers and students (2) integrating cultural arts subjects and entrepreneurial craftsmanship that can motivate students to think creatively, work hard in creating works that can be used business opportunities. (3) teaching students to be independent in exploring sources of funds that will be used in various activities that will be carried out by students such as class meetings and school farewells. The school principal's creativity in mobilizing human resources is by forming several school entrepreneurs, namely waste banks, school canteens, and canteens of the student council. The school principal in creating the development of this waste bank can foster an entrepreneurial spirit for teachers and students and also make them pay more attention to caring for the school environment.

For the school principal, it can further improve the entrepreneurial leadership, so that they can become example to mobilize teachers and students to raise sources of school income in more creative and innovative ways. It is also hoped that students will increase their creativity and innovation to foster an entrepreneurial spirit from an early age, so that after graduating they can create jobs for themselves.

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