

Snapshot Level of Principal Entrepreneurs Competency

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Abstract—The mastery of principals' entrepreneurial competencies is directed at the realization of the main tasks and functions of actors with entrepreneurial insight, as stipulated in the Minister of National Education Regulation No. 13 of 2007 concerning Principal / Madrasah Standards. This article explains the mastery of principals' entrepreneurial competencies in the Regencies of Wajo, Soppeng and Sidrap. The research method used is normative legal research, observation techniques and documentation. Data were processed and analyzed descriptively. The results showed that the level of mastery of school principals' entrepreneurial competencies in-public senior high schools (SMAN) in the "owner" regency of Tempe Lake was classified as "high" where the actors: were able to create innovations that were useful for the development of school-led organizations; Work hard to achieve making schools an effective learning organization; Have a strong motivation to succeed in carrying out their duties as School leaders; Never give up or always look for the best solution to the obstacles encountered; Having an entrepreneurial instinct in managing school production / service activities as a source of learning for students.

Keywords— *Principal competency, entrepreneurship, creativity and innovation*

I. INTRODUCTION

The mastery of principals' entrepreneurial competencies [1]–[4] is the essence and orientation of capacity building programs in educational organizations. The direction of its development was also inspired by the ideas of David Osborne and Ted Gaebler in the book Reinventing Government [5] and a guidebook titled Banishing Bureaucracy [6]. The results of these thoughts introduce the idea of change and organizational development in general and inspire the transformation of school organizations in Indonesia to date [7]–[10].

The basic idea offered in the context of educational organizational (institutional) governance or narrowly schooling is the involvement of governance components outside the country, especially the business (private) and the industrial and the community. The idea has been crystallized in the principles of "Community Based Schools" [11], [12] and "School-Based Management" [13]–[15].

Significance of mastery of school principals' entrepreneurial competencies [1], [3], [7], [16] in the management of education units related to the negative impacts caused by the dominance of vertical agencies and

local government, including the transfer of secondary school management from district to district level province [17]. Therefore, there is a need for an approach to institutional building programs [18], [19] and capacity building [20] in the spirit of transforming the governance of school organizations [21]. Institutional building is implemented through the application of the principles of good school governance (GSG) and the actualization of norms or rules of school organization [7] while capacity building is done by opening opportunities and access for stakeholders or "school residents" (students' parents, school committees, teachers, principals, supervisors, students, alumni) to participate actively in the administration of education and schooling.

This article is a replication of the research results of Mukmin, Akib, Samad, Andi, & Amiruddin [22] explaining snapshots of the level of mastery of principals' entrepreneurial competence at the Public High School (SMAN) in the "owner" regency of Tempe Lake (Wajo Regency, Soppeng, Sidenreng Rappang / Sidrap) South Sulawesi Province, Indonesia.

II. THEORETICAL REVIEW

This is an era of competence [23]. Sherman understands competence as a characteristic of someone who enables that person to show the best performance in a particular task or job, role or situation. Its characteristics are referred to as "attribute bundles" which include the domains of knowledge, expertise, talent, social roles, self-image and motives. The collection of attributes according to Sherman is a competency at the individual level.

Principal Entrepreneurship Competency. Normatively, school principals' competencies are regulated according to the Minister of National Education Regulation No. 13/2007 concerning Principal / Madrasah Standards which include five competencies, namely personality, managerial, entrepreneurship, supervision and social competence [2]. Based on the explanations from the authors and researchers [1], [3], [24], [25] regarding the five principals' competencies, specific indicators of entrepreneurial competencies are described as follows:

Principal's entrepreneurial competencies include: creating innovations that are useful for school development (creative thinking, innovative actions); work hard to achieve school success as an effective learning organization; have a strong motivation to succeed in carrying out basic tasks and

functions as school leaders; never give up and always look for the best solution in facing obstacles faced by schools; have an entrepreneurial instinct in managing school production or service activities as learning resources for students [3], [14], [15], [17], [26]. In addition to the dimensions and indicators above, [7] state that the entrepreneurial competence of principals is based on creativity and innovation in the context of learning organizations re-actualized in the context of good school governance (GSG).

III. METHOD

Research sites in the "owner" regency of Tempe Lake (Wajo, Soppeng and Sidenreng Rappang / Sidrap) South Sulawesi Province. The locus of this research was chosen on the grounds that Tempe Lake was revitalized as an entrepreneurial-based tourism destination that was made the focus and locus of contextual entrepreneurship learning for 34 principals of Public Senior High Schools (SMAN) and their school residents. The type of research used is descriptive-qualitative [27], [28] with a focus on principals' entrepreneurial competencies [1], [2], [7], [16], [29] based the creativity and innovation of actors at the SMAN locus as learning organizations [30]–[32].

Entrepreneurial competence is understood as a variety of capabilities or abilities demonstrated by the principal in carrying out his main tasks and functions, abbreviated as "EMAS-LIME", namely Educators, Motivators, Administrators, Supervisors, Leaders, Innovators and Manager with insights Entrepreneurship whereas creativity and innovation are understood as the ability possessed by the principal in thinking, dhikr and behaving creatively to give birth to something (ideas, modes/models, products, processes, and press/environment) of value, or something new, unique, different or beneficial [4]. The mastery of principals' entrepreneurial competencies is demonstrated through attitudes and behaviors that are played out on the basis of: commitment, learners, systemic, communicative, collaborative, exemplary, cultured, implementing strategies, cutting bureaucracy, empowering and motivating staff, expanding learning, sharing knowledge and experience, applying information and communication technology, motivators, adaptive.

The research method used is normative legal research [33], observation and documentation. Literature research or "normative legal research" is applied by reviewing and examining library materials or reconstructing the results of research and the thinking of experts based on secondary data. Normative legal research or library research is the study of documents, using various secondary data, such as laws, court decisions, legal theories and also in the form of expert opinion while the observation technique is used by identifying and recording the accuracy (quality, quantity) and suitability of quantitative data on all items of principals' entrepreneurial competence items in conducting good school governance. Through observation techniques obtained the results of data and information confirmation about the existing conditions and ideal conditions of mastery of entrepreneurship competencies of principals at the SMAN under study. Documentation techniques are also used to trace important documents related to all aspects studied. Furthermore, this study uses a 5-D process sequence [34] which includes stages: 1) Defining the objectives and the

research questions, 2) Designing the research, 3) Data collection, 4) Data Analysis, and Documentation. Analysis of the research data using descriptive statistical analysis techniques.

IV. RESULTS AND DISCUSSION

The snapshot of the mastery level of entrepreneurial competence of principals based on the creativity and innovation of actors at SMAN in Wajo, Soppeng and Sidrap regencies is "high" in terms of the following five aspects:

The principal creates innovations that are useful for the development of the School. Principal innovation is understood as all forms of ideas, processes, press (environment) behavior that is "considered" new, unique, different or beneficial in the school environment. Principals at SMAN demonstrate the ability to create high (good) innovation. The said innovation is shown by the principals/headmaster who speaks and behaves according to his "style or locus." The principal engages in activities with the school community (teachers, students, staff employees, parents of students), both in intracurricular and extracurricular activities, as well as formally, non-formal and informal, according to the type of education locus. The principals deftly create situations and conditions of the school's internal and external environment that are productive, fun and meaningful, both for teachers and students as well as for students' parents and community members. In other words, the creativity and innovation of the principal are "entrepreneurial" to all parties.

The attitude and innovative behavior of the head of the SMAN in the "owner" regency of Tempe Lake has been involved recently, because previously the school had not clearly seen its role, such as when the school principal brought "snacks", chips or snack products from local communities whose raw materials or fish were taken from the Tempe Lake. Likewise the school principal invites school residents to jointly promote the marketing of local products. The new behavior that is practiced is not just unique and different from the behavior that is played in other schools in the same area or in other regions, but also the behavior of the principal with the teacher and staff is beneficial for the formation of the character of students and school residents. The reality of this behavior is consistent with the results of previous studies regarding the influence of interest, motivation and entrepreneurial learning on the entrepreneurial interest of students, students or the public [7], [16], [26], [29], [35].

The ability of principals in the Tempe Lake area to be seen in creating and innovating is useful for the development of school-led schools. This is seen through a number of ways of acting that are created, introduced and applied by the principal in carrying out his main tasks, functions and roles. There is innovation that is academic because it involves the function of the principal as an educator. Likewise, the principal motivates teachers to be diligent in teaching and guiding, motivates employees and staff to perform, motivates students to study hard and is obedient to teachers and their parents. The principal shows dexterity in doing administrative work, as a role model for teachers. The principal also supervises, both academic supervision of teachers and managerial supervision of educational staff working in schools.

The principal works hard to achieve success in the School as an effective learning organization. Hard work is understood as a form of activity directed by the principal in working, both through "muscle work" (psychomotor domain/taxonomy) and "brain work" (the domain of knowledge and attitude). Principals at SMAN in three regencies (Wajo, Soppeng, Sidrap) showed high activity (very good) in carrying out their main tasks and functions to make their schools an effective learning organization. Regulations in Indonesia, teach that school principals are teachers who are given additional duties as school principals, so that their role as educators is seen in all joint activities in schools. The school principal always teaches committed to the teacher, students and staff while reminding him that the work done at school is "devotion" or "social worship" that must be performed for every religious person. In other words, the principal's performance is the articulation and actualization of the spirit of "social entrepreneurship" and "spiritual entrepreneurship" which is believed to be based on the principle of "*resopatemangngingi mallomo naletei pammase Dewata*" (high work spirit with always expecting God's Love).

In reality, the principal in managing his school as an ongoing learning organization is based on the shared vision and mission and goals of the school by its citizens (teachers, staff, parents of students or school committee members). The missions and objectives of the school are exemplified or shared with teachers, staff/education personnel and their students. The understanding of the vision and mission and objectives of the school is carried out in the form of team learning in their respective organizational containers, namely teachers who are gathered in the "subjects teacher deliberations", as well as school administration staff who are incorporated in the container according to their profession, such as ties laboratory assistant, technician and librarian. All that was done by the principal in order to support the success of the school. It is true that the public's understanding so far that "the image of success of a school is the success of the principal" and vice versa failure of the school is the failure of the principal."

The principal shows a strong attitude and motivation to successfully carry out their main tasks and functions as School leaders. Motivation is understood as encouragement from within each individual to act/behave [36]–[38]. The principal of the SMAN in the regency that owns Tempe Lake shows very good behavior, because it is based on very high (very good) work motivation. Principals work because they understand the basic tasks and functions abbreviated as EMASLIME (educator, motivator, administrator, supervisor, leader, innovator, manager, Entrepreneur), the principal is also motivated by a desire to achieve high (good) school performance.

School principals never give up or actively seek the best solutions to the obstacles faced by the school. Unyielding attitudes and behaviors are individual characters who are persistent and agile in dealing with problems at school, both concerning teachers and employees, as well as students and parents' problems related to the implementation of the principal duties and functions of school principals formally and informally, as well as directly and not directly at school. One of the principals' understandings of SMAN in Tempe lake "owner" regency is how it works which follows the meaning of the Indonesian "Pegadaian Office" slogan,

which is "solving problems without problems." in the learning process namely teaching and management problems. This can be resolved properly according to the nature of the problem.

In fact, there are a variety of problems or problems faced by school principals, both academic and non-academic problems for teachers and students, as well as psychological, social and cultural problems for every school member at SMAN in Wajo, Soppeng and Sidrap regencies. All problems faced by school residents become part of the main tasks and functions of the school principal that are sought to be solved appropriately. The principle is "resilient" in dealing with school problems. Likewise the principal deftly resolves the problem, because all problems are believed to have a solution, especially when deliberated and decided fairly and wisely. The principal's attitude and fair behavior are evident in daily activities at school, at home and in the community.

The principal has an entrepreneurial instinct in managing the production activities and services of the School as a source of learning for students. The principal's entrepreneurial instincts are the articulation and actualization of attitudes and behaviors in carrying out their main tasks and functions. Principals as managers actively plan and evaluate school work programs in productive activities in cooperatives or school business units. Principals lead, guide and supervise teachers, staff and students in providing academic services and student services, both as service providers and recipients.

In reality, the embodiment of the principal's entrepreneurial instincts at SMAN in the owner regency of Tempe Lake is seen through creative-innovative behavior in utilizing the potential of school resources, both human resources (teachers, education personnel, students, parents of students as members of school committees), and the potential of the physical environment and the social environment of the school, especially the potential in the Tempe Lake area. The school principal always emphasizes the teacher to apply the "contextual learning" and online learning (based on information and communication technology) approaches, utilizing the school environment as "the most complete laboratory", transforming the potential of the school environment resources into valuable learning competencies for students on an ongoing basis. The principal has entrepreneurial talents based on creativity and valuable innovation. Thus, according to the expert's view that the character of entrepreneurship is not merely understood as a valuable form of creativity and innovation, but also creativity and innovation are the basis of entrepreneurship [3], [7], [29], [39], [40].

The level of mastery of school principals' entrepreneurial competencies at SMAN in Wajo Regency, Soppeng Regency and Sidrap Regency are classified as "high" in terms of five indicators. The results of this analysis are consistent with the level of achieving good school governance (GSG) indexes, as well as the quality of the processes and learning outcomes and the level of community participation. The high level of mastery of these competencies reinforces the opinion of Shermon [23] that competence is a characteristic of someone who enables him to be able to show the best performance in a particular job, role or situation, which is called competency at the individual level. Entrepreneurship competency based on

creativity and innovation to create value for individual principals and for institutions that are led reinforces expert views on the importance of mastering entrepreneurial competencies for organizational leaders [1], [3], [7], [24], [25], [41].

The articulation and actualization of mastery of school principals' entrepreneurial competencies are in accordance with the normative foundation (Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007 concerning Principal / Madrasah Competencies) and dimensions of entrepreneurial competence, which are innovating, showing hard work, motivated by individual awareness, competent to work and show creative solutions to the problems faced, and the entrepreneurial instinct inherent in the principal. Likewise, the mastery of the competencies shown by the school principal is consistent with the views of experts who recommend that every school principal must have a strong entrepreneurial character and high achievement motivation to successfully make the school a vehicle for learning for school residents [14]–[16], [32], school-based management [13], [14] and community-based schools [11], [12], [16], [18]. The special characteristic of mastering the entrepreneurial competence of principals at SMAN in the regency of Tempe Lake owners is ethics, aesthetics, kinesthetic and ethos which are motivated by the spirit of "social entrepreneurship" [42]–[45] and "spiritual entrepreneurship" [46]–[49] or Islamic religious beliefs that the implementation of the principal duties and functions of school principals is a corresponding "social worship" with the cultural values and customs of the local Bugis people who "highly respect the people who work", let alone have a position as a principal.

V. CONCLUSION

Snapshot of the level of mastery of entrepreneurship competence of principals in high schools in the district (Wajo, Soppeng, Sidrap) "owner" of Tempe Lake is high in terms of five indicators. Principal at SMAN ...: Able to create process innovations, products and press (environment) that are useful for the development of school-led. The principal makes the school an effective learning organization and supports the understanding that "school success is the success of the school principal." The principal's motivation to successfully carry out his main tasks and functions is "social worship" as well as actualization of the spirit of "social entrepreneurship" and "spiritual entrepreneurship" which owned. The principal has a determination (*getteng*) and dexterity (*mapiri*) in overcoming problems in school. All of these characters are based on the actualization of the entrepreneurial spirit that is internal to the headmaster. Therefore, in order for schools to be able to successfully instill an entrepreneurial spirit in school communities in a sustainable manner, it is necessary to be directed by school principals who are entrepreneurial and have strong motivations based on local cultural values of the Bugis community.

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