

Entrepreneurship of the School Principal in Improving the Quality of Graduates

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Abstract: *The purpose of this study is to analyze and describe: planning, organizing, implementing and evaluating school principals in improving the quality of graduates at SMK Kridawisata Bandar Lampung. The method used in this research is qualitative with a phenomenological design. The data collection techniques used in-depth interviews, participant observation and document study. The results showed that (1) the principal's entrepreneurial planning with the industrial world was to improve the quality of graduates through cooperation with various partners. (2) organizing school principals in improving the quality of graduates by holding a program fast track . (3) The movement of activities to provide direction to students and educators to be active in the implementation of the internship process. (4) Evaluation as the final form of internship to achieve graduate quality*

Keywords: Principal entrepreneurship, quality of graduates, and vocational high schools

1. Introduction

Education is basically an improvement in the quality of education, one of the factors driving the success of the implementation and management of education is a source good human resources and competent in the field of education. Human resources play an important role in determining the success of an organization, including being a determinant of success because it can be used as an investment, both short and long term, so that many organizations continue to develop their resources. Therefore it is necessary to realize the resources that are owned. Therefore it is necessary to create human resources who have intellectual intelligence, spiritual intelligence, and emotional intelligence so that they can produce quality human resources.

The principal is the most influential element in the educational process. The principal is one of the components of education that has the most role in improving the quality of education. From this explanation, the principal has an important role, it is assumed that he must be able to influence, guide, coordinate and mobilize other people who are related to the development of education and the implementation of education and learning so that the activities carried out can be more effective and efficient in the achievement of education and learning.

The head seems to be responsible for micro-management of education, which is directly related to the learning process at school. As stated in the implementation of educational activities, school administration, coaching other educational personnel, and the utilization and maintenance of school facilities and infrastructure. In addition, the quality of education in schools has standard leadership capabilities. This ability or skill that someone needs to show when doing something. To understand the vision and mission and to have good integrity is not enough. To be successful, the principal must have the competence required to be able to carry out his responsibilities properly and correctly.

Entrepreneurship programs have been included in the school curriculum, especially the curriculum in Vocational High Schools (SMK). In line with the advancement of science and technology in the current global era, vocational high schools (SMK) in the global market competition have not been able to produce competent skilled intermediate workers. This is because the normative and adaptive programs are less attractive to most SMK students compared to productive programs. This disinterest is caused by the delivery of the two learning programs not encouraging students to think creatively, innovatively and build students' skills regarding solving existing problems (Pihie, 2014: 5)

Entrepreneurship as a concept is a concern in many policy documents and state curricula. However, entrepreneurship can be a rather controversial issue in schools, as the concept has both ideological and political connotations (Johannisson et al., 2010), despite major implementation efforts at the national and international levels. Our aim is to reveal the meaning of entrepreneurship in schools and school leadership which aims to foster entrepreneurial attitudes. We will also discuss what challenges principals may face in leading activities to develop entrepreneurial attitudes in teaching and learning Given that western society in the twenty-first century is characterized by fast, unpredictable changes, one of the main tasks of schools is to provide knowledge and skills that are needed for young people to be able to cope with these changes.

Burns (2008) argues that the goal of education for successful education is to prepare students for the future life and skills they need to create a good life in the world. The arguments that are usually expressed on the one hand increase employment and on the other hand greater motivation and deeper learning among students.

Over the centuries, learning has been a prerequisite for survival, so the development of knowledge and skills is a subject that in many ways has attracted the attention of many people. A large number of citizens are involved in various ways in the education sector, and in western countries there are ongoing discussions about schools and

student knowledge development. The current epistemological discussion has grown to no longer understand learning as an individual cognitive phenomenon. The focus has shifted toward seeing the whole person learning in a context. In school, it is about the importance of the learning environment both inside and outside the classroom. One assumption is that teaching is based on contextual and school culture implicitly present in the parts of what has been written about entrepreneurship in education with the aim of developing active people through the learning process (Gibb, 1993). In this regard, we consider principals important, because they are ultimately responsible for creating a supportive learning culture and environment. This is also supported by Maslowski (2006) which states that in order to understand the context in which entrepreneurial attitudes should take place, school culture is of particular concern because it guides the behavior of principals and teachers who work there, as well as their attitudes. To replace. We will start by defining the policy context and then proceed with a brief overview of some important concepts related to learning, before we discuss entrepreneurial attitudes in relation to leadership and school culture.

Entrepreneurship refers to the nature, character and characteristics inherent in every individual who has a strong will to create and develop creative and innovative ideas in every productive activity (Baltacı, 2017: 9). The attitude and spirit of entrepreneurship must be possessed by the principal by showing always getting used to thinking creatively, acting innovatively and never giving up which is the basis, strategy, and strength to take advantage of and take every opportunity to achieve the school goals that have been set is an important focus in the application of entrepreneurship especially at SMK. Based on the discussion above, there are four research questions that guide this paper.

- 1) Entrepreneurial planning Principals with duina businesses or industries to improve the quality of SMK graduates
- 2) Entrepreneurship organization Principals with business or industry to improve the quality of SMK graduates
- 3) Entrepreneurship implementation / implementation Principals with business or industry to improve the quality of SMK graduates
- 4) Entrepreneurial evaluation Principals with duina business or industry to improve the quality of SMK graduates

George R. Terry, (1958) in his book *Principles of management* divides four basic management functions, namely *Planning, Organizing, Actauting, and Controlling*. These four functions are abbreviated as POAC.

Research on the role of school principals in developing entrepreneurial attitudes in learning and teaching in schools is in many ways an unexplored area. The literature on leadership in education sometimes shows entrepreneurial skills necessary for leaders in education but does not focus on what skills leaders need to change attitudes (cf. Brundrett et al., 2003). It is known that attitudes towards change differ between people, both inside and outside of school. Coping with difficult situations can be challenging or intimidating for students as well as teachers and principals. When we meet challenging new situations we can adopt avoidance strategies or be proactive in identifying possibilities, based

on previous experiences (Cope, 2005). There is a need to be courageous to proactively develop confidence in self-efficacy, which is essential in all successful learning and teaching. To develop self-efficacy, trust is essential.

2. Framework

Framework in this case assumes the entrepreneurial competence of the principal in improving the quality of students. in accordance with the entrepreneurial goals of the principal who has the function of being able to innovate and be creative, always be able to motivate in the implementation of activities, never give up, work hard in achieving the planned entrepreneurial targets. Therefore, it is necessary to establish the right organization between school principals, teachers, students and outsiders to establish cooperation in entrepreneurship implementation. This is the reason for planning, organizing, implementing, and evaluating the

Principal of Entrepreneurship

Leadership in the management of entrepreneurial schools. Deakins et al. (2005) stated that leadership in entrepreneurial schools consists of two parts; one is internal work with staff such as communication, coaching and reflection and the other is external work, such as networking with local communities. When schools are expected to adopt an entrepreneurial attitude, internal work with staff is essential. The importance of having a clear vision and goals to guide principals and teachers in their efforts towards successful education is emphasized by Leithwood et al. (2008) and Hallinger and Heck (2010). This vision and goals should also be shared by staff. Principals as well as teachers can interpret focus on attitudes as different or strange ways of acting, which can contradict existing assumptions and beliefs about learning in schools. Hargreaves (2005) chooses to express it as: "the school is a place of great historical continuity" (p. 5). That's a compelling reason to make an effort to communicate the vision and goals clearly.

Research on the role of school principals in developing entrepreneurial attitudes in learning and teaching in schools is in many ways an area that has not been explored. The literature on leadership in education sometimes shows entrepreneurial skills necessary for leaders in education but does not focus on what skills leaders need to change attitudes (cf. Brundrett et al., 2003). It is known that attitudes towards change differ among people, both inside and outside of school. Coping with difficult situations can be challenging or intimidating for students as well as teachers and principals. When we encounter new challenging situations we can adopt avoidance strategies or be proactive in identifying possibilities, based on previous experiences (Cope, 2005). There is a need to be courageous to proactively develop confidence in self-efficacy, which is essential in all successful learning and teaching. To develop self-efficacy, trust is essential. To build trust and facilitate the introduction of new ways of thinking and acting in a "traditional" school culture, Kasturiratne et al. (2012) suggest a mixed approach in which traditional methods work interchangeably with new ones. Building trust and enhancing teacher quality, building a vision and setting direction, together with understanding and developing

people, redesigning organizations and managing teaching and learning programs, leadership quality and practices undertaken by Leithwood et al. (2008) highlighted these as characteristics of successful leaders. Robinson (2010) argues that building relational trust is an essential capability in leadership. Whether cooperating or working alone supported, whether helping each other or supporting competition, makes a difference in building trust. Belief in the teacher's or students' ability and desire to learn or distrusting them also makes a difference. This can be illustrated by how students are encouraged and allowed to use physical space in schools to learn. Principals who provide opportunities and encourage the use of physical space can encourage creativity and cooperation between students (Hornqvist, 2011).

Challenges in leading entrepreneurial schools

As the school is situated in an environment with multiple objectives in policy documents, sustainable reform, and competing interests in learning and teaching policies, the challenge for school principals is to have a clear direction and prioritize and focus on the possibilities of all regulations with attention for students to exploit their full potential for learning, as stated Skogen (2010). Namely creating within the boundaries set by the school authorities, formulating the vision and goals of developing the school in order to improve entrepreneurial attitudes. Another challenge is having the courage to share strength with students and trust in their ability to take responsibility for their own learning, having been trained in that direction. The importance of students gaining power over their own learning is emphasized by Johannisson and Madse'n (1997). To cultivate this open mind for learning and teaching, the important issue is what students get in school (Hornqvist, 2000).

Believed in a permissive culture where teachers and principals believe in a student's will and abilities can unleash students' full learning potential and increase self-efficacy. Being left to find new solutions to "old" problems can result in principals and teachers and students having to trust their judgments and muster up the courage to carry them out, where self-efficacy is essential. Creative people are not always easy to handle, they can come up with the most unthinkable ideas. The challenge for school principals then is to motivate and train teachers to supervise students within the limits set by the national policy document, without limiting their creativity.

- 1) Principal Planning in Innovation and Creativity are important dimensions of entrepreneurship. Creativity is the ability to create something new, which has never existed before. Meanwhile, innovation is the creation of something different from before. Examples of the results of innovation are the honesty canteen, anti-corruption learning, learning ISO-certified school management, school production units as a place for student practice to gain real experience in the world of work.
- 2) Organizing the principal in working hard to improve the quality of graduates, this shows that the principal is expected to be able to work hard with thought, energy and time in doing work. The principal can be a reference that does work hard to achieve the goals set by the school

- 3) Implementation The principal in organizing and planning his duties in improving the quality of graduates also needs to have strong motivation to be successful in carrying out his main duties and functions as school leaders. With the explanation, personally the principal has a strong motivation to do something in the best way, and he is also able to motivate the school community so that they have strong motivation to work hard to develop their school.
- 4) The principal can evaluate every problem that exists and also targets the level of school achievement and has an unyielding attitude in overcoming all weaknesses and problems found, much needed by a principal as a leader in the school. An unyielding attitude can be seen from the courage of a leader in taking risks, enthusiastic in doing all activities, and always confident to advance the school for the better.

3. Method

The research design used in this study was phenomenology, while the strategy used in this study was phenomenology because the research involved social phenomena. Social phenomena is not outside individuals, but in the form (intervention) of individuals. Phenomenology is a research strategy in which the researcher identifies the nature of human experience about a particular phenomenon. Creswell (2012: 20) in this process the researcher tries to describe the symptoms as they manifest themselves in the experience, meaning that the researcher digs up the data that is generated through the experiences of the subject.

Data collection techniques are systematic and standard procedures for obtaining the necessary data. Data collection techniques are carried out by researchers, namely: interviews, observation and documentation Sugiyono (2008). namely through direct questions and answers with informants. In addition, by using document studies, namely viewing and researching school documents. Before all that, the researcher conducted participant observation aimed at completing the required data and to find out the actual condition of the research subject.

Data analysis in this study uses qualitative data analysis methods, there are four activities that occur simultaneously, namely: Data Collection, Data Reduction, Data Display, and Conclusion / Verification Pictures. Checking the validity of research data can be carried out in several steps, following the division of four aspects of the validity or quality of Guba's (1981) qualitative research which is outlined in qualitative terms: credibility, transferability, dependability, and confirmation. Checking the validity of the data, the researcher uses credibility. Credibility is also related to the process of writing research findings, in this case the researcher needs to carry out the following criteria: Members check, extend the research process, ask and answer colleagues, and perform data triangulation.

4. Results and Discussion

The results of this study are described in accordance with research questions

1. Planning an activity carried out to achieve objectives, that planning contains the elements: 1) a number of activities previously determined, 2) the existence of a process, and 3) the results to be achieved. Planning in quality management is an initial process based on the objective of improving quality. The development of school programs is based on the design proposed by the heads of their respective fields of expertise that are tailored to the curriculum and industry needs. Programs provided to students are based on a curriculum and are developed in accordance with industry needs and regional conditions. In the process of implementing education, cooperation with internal and external members of the school, such as industry. Planning requires support from both social and budgetary resources as well as human resources. The planning sub system itself is integrated into the quality management system on an ongoing basis. The results obtained through analyzing the situation and identifying problems by collecting data and documents to find out what kind of problems are in order to achieve school goals by coordinating with the principal, curriculum representatives, teachers, and all staff by looking at external and internal school factors. Determining the priority scale is important to determine planning for the implementation of activities, done by determining the priority scale of the strengths, weaknesses, opportunities and threats of the implementation of activities. Determine program objectives by implementing the management function, namely POAC; In the planning stage, it begins with the formation of a work group and an internship supervisor, then prepares and makes the necessary administration, socialization information to students about the internship implementation plan, mapping industries that can accept students, then submitting an application for apprenticeship, collecting data on students who have received an internship, and have received parental consent, and then distribution of apprenticeship equipment such as journals and others, after that debriefing activities before placement.

2. Organizing as a process of organizing an organizational structure in accordance with the objectives, sources and environment. Organizing is a process in which work activities are arranged and carried out to power sources to achieve the goals of an organization. The results obtained are that the principle of organizing has referred to the concept of organization in education where there is an organizational structure that is each involved, namely the principal and the teacher, then forming the organizational structure. Furthermore, the results of interviews with the field of expertise showed that the organizing committee was formed by the head of the school, the head of the school, field assistants from the teacher at the school, then field supervisors from the du / di. While the results of interviews with teachers found that organizing internships in SMK is in the form of the head to the companion students who will take part in the internship which will be carried out by SMK students

3. Implementation is an action or implementation of a plan that has been prepared carefully and in detail, implementation is usually done after the planning is deemed ready. In simple terms, implementation can mean implementation. The results obtained were that creating a

more efficient collaboration was seen in accordance with the conditions of the school, if appropriate, cooperation would be carried out. Developing the abilities and skills of staff, for teachers who are involved in assisting students in internship, it involves experienced teachers, the development of student skills greatly affects the results of student evaluations, if student skills develop then student implementation can be said to be good or successful. Fostering a sense of belonging and liking work because we can work well together and can help each other or develop skills, students like it when doing internship because it can increase student knowledge or experience that is not obtained in the school environment.

4. Evaluation is a systemic process to determine the level of success of a program. Evaluation is an activity that is carried out to find out whether the predetermined objectives can be achieved, whether the program implementation is in accordance with the plan, and or what impact occurs after the program is implemented.

Based on the results obtained, it is found that there is an evaluation for students who have implemented internship. How to evaluate students who carry out internship is by presenting, question-and-answer, and examinations of the results of the student internship that have been carried out. The benefits of internship for students are adding experience and knowledge that cannot be obtained in the school environment. The obstacles experienced are usually if students are less active, then the experience gained in the industry is not optimal. Furthermore, the interview with the teacher found that there was an evaluation that would be carried out from the teacher to find out what students had obtained from the internship. How to evaluate it by holding presentations in class and then holding written examinations for students. Presentations and exams to measure the knowledge of students obtained after carrying out internship. The benefits of internship for students are to provide work experience so that after students graduate from work, students are ready to work. The obstacles experienced by students are usually when students are less active, the experience of the students is not optimal.

Based on the results of research through interviews with school principals and the data that has been obtained by researchers, it can be concluded that in the last 3 years more graduates have immediately worked instead of entrepreneurship or continuing education. The following are the results of research data which provide an explanation that more students work directly than entrepreneurship. This shows that at the high school level, vocational schools provide many great opportunities for work. Because, what they have done for 3 years in school is more practice than in theory, such as in public schools

Name of School	Students Graduated in Angaktan 2016-2017			
	Work	College	Entrepreneurial	Not yet working
SMK Kridawisata	70	5	4	2
Name of School	Students Graduated Angaktan 2018-2019			
	Working	College	Business	Not working yet
SMK Kridawisata	85	8	3	1
SMK Kridawisata	85	8	3	1

5. Conclusions and Implications

5.1 Conclusion

This study discusses entrepreneurship of school principals in improving the quality of graduates at SMK Kridawisata. This research uses qualitative methods to obtain in-depth information about the entrepreneurship of school principals in vocational high schools. The data analysis technique in this study was used to answer four research questions, including several components of the analysis, namely: data reduction, and drawing conclusions. This study identifies the entrepreneurial competence of school principals, namely:

- 1) Planning in the initial activities of the activity process, namely planning the objectives of planning as a reference for working on a planning system to achieve predetermined organizational goals in order to produce quality graduates, analyze situations and identify problems. Funding a defined plan so that it can be completed appropriately, determining the priority scale of what should be done first to achieve school goals, determining program objectives, and preparing school operational plans that have been made, one of which is a program *fast track* that can better review the quality of graduates .
- 2) Organizing is developing effective behavioral relationships between personnel, so that organizational goals must be understood by teachers as well as students to clearly distribute work, determine procedures, and delegate authority to all teachers and students. Through collaboration with industry, it is very helpful in running the organization by being able to employ students in industrial insures who are competent in their fields so that they can develop students' talents and interests to achieve the expected quality of graduates.
- i. Implementation is an activity carried out to carry out all plans to create more efficient cooperation, develop abilities and skills, foster a sense of belonging and enjoyment of work, cultivate a work environment that increases motivation and work performance, and makes the organization develop dynamically. Through this implementation there is a relationship between schools and industries called internships or industrial work practices, students are expected to have a sense of love for what they do, feel comfortable with what they are living so that they will be able to develop better potential for educators.
- 3) Evaluation is a process of collecting data to determine the extent to which educational goals have been achieved. The evaluation process is not just to measure the extent to which objectives have been achieved, but is used to make decisions, determine standards to be used as a basis for control, measure implementation or results that have been achieved, compare implementation or standard results, take corrective actions and, review and re-analyze plans .
- 4) It is interesting to note that in many studies on entrepreneurship in schools, the principal is rarely mentioned. If so, it is in the margin (subordinate clause). Are they insignificant or have they abandoned pedagogical leadership to leave teachers and students alone in the classroom? In fostering entrepreneurial attitudes, the analysis of school culture in relation to

identifying possibilities and transforming them into practical and purposeful activities is very important to visualize areas that need improvement.

Letting students identify the possibilities will not be a big problem. The next step, supporting students to turn their ideas into practical and purposeful activities and taking responsibility for the progress of their work can be even more challenging. Principals who share the belief that change is necessary in modern society and are sustainable work that never ends, are well equipped to lead the adoption of an entrepreneurial attitude, by setting clear visions and goals and communicated in a collaborative way (Leithwood, 2011; Leithwood et al. al., 2008). Otherwise, there is a risk that people work in many different directions where some may conflict. An important factor for leading towards an entrepreneurial attitude is to identify possibilities rather than emphasize problems. The importance of establishing a collaborative environment for sharing goals and building relationships was also emphasized by Day et al. (2010). In the choice between safety and taking risk, too many actors tend to choose safety, which hardly stimulates entrepreneurial attitudes. Our final conclusion is that the challenge is about building trust and a broad distribution of strength among staff along with the courage to think outside the "box" and challenge existing teaching and learning.

5.2 Theoretical implications

This paper has made a theoretical contribution to knowledge in the entrepreneurial studies of principals in improving graduate quality. Principal's entrepreneurial competence which is a special competency that must be possessed by a principal who can make a contribution in the school which will be applied to teachers and students with the world of work or industry that collaborates with schools which in turn will produce good quality graduates who are also competent in their fields.

Practical and policy implications

This paper has made practical and policy contributions in the context of vocational secondary schools in Indonesia. From a practical contribution perspective, the findings of this paper show that principals must have entrepreneurial competencies based on innovation and creativity, have strong motivation, work hard, and never give up in planning, organizing, implementing, and evaluating schools in improving quality graduates

Planning school principals in improving the quality of graduates with various implementations in improving student abilities, especially in the field of relationship and, opening up opportunities for students to get additional income through working with industries that have collaborated with schools must be further improved so that every aspect of development can be achieved so that they have strong enough abilities so that later they can open up business opportunities after being reviewed so far more graduates are working rather than entrepreneurship and continuing their studies, and also the planned programs can be well realized in because, there are still programs that have not been implemented, for example laundry services that

have been opened to the public, house cleaning services that have been enjoyed in general.

In connection with this, it is hoped that the principal can apply entrepreneurial principles well. Through pegorgsnisaian which includes cooperation between the industrial world, implementation carried out on the industrial side through industrial pre-work which data provides and also fosters the ability and a sense of love for work so that students can improve every aspect of their abilities so that they can continue to be competent in their fields.

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