

## School Principal Entrepreneurship Competition in Creation of State Vocational High School Independence in the Province Of Jambi

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**Abstract :** The purpose of this study is to find out why entrepreneurial competence of principals can create school independence, the entrepreneurial competence of principals, school independence, and how entrepreneurial competence of headmaster in creating independence of Vocational High School in the Province of Jambi. This study is used descriptive qualitative approach. Meanwhile, the method of collecting data that writers used is observation techniques, interviews, and documentation. Data analysis is using Miles and Huberman model while the technique of data validity is using data triangulation. Therefore, the results of the study are: First, the headmaster of a state vocational school is able to create the independence of the school because it has a creative prowess, act innovatively, hard work, have high motivation, and have the spirit of entrepreneurship. Secondly, the entrepreneurial competence of the principal manifests in creativity and innovation in school development, such as shoe polish from betel nut wastes, coconut shell charcoal briquettes, Batanghari typical batik printing, crafts bags that come from coconut shell, and beads and key chains. Third, school independence is realized in curriculum development in accordance with school needs and regional excellence. Fourth, the entrepreneurial competence of the principal in creating school independence is by doing innovative and creative in developing schools, negotiating, high motivation in performing the main task and function as principal, never give up to achieve school success and have an entrepreneurial spirit.

**Keywords:** School Principal entrepreneurial competence, school independence

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### I. Introduction

Entrepreneurship is not just always for the business world, but there are four kinds of entrepreneurs, that are a business entrepreneur, government entrepreneur, academic entrepreneur, and social entrepreneur. The Academic entrepreneur is meant to describe academics that teach or manage educational institutions with the pattern and style of entrepreneurs while maintaining the noble goal of education [1].

Vocational education is a secondary education that prepares students to be ready to work in a particular field and students can choose a field of expertise of interest in Vocational High School. The curriculum content in Vocational High School is arranged in accordance with the needs of the existing world of work, so the principal is required to have the competence and work hard to realize the vision, mission and educational goals that have been established. According to the Regulation of the Minister of National Education Number 13 of 2007 on Principal/Madrasa Standards, a principal must have at least five dimensions of competence that are personality, managerial, entrepreneurial, supervision and social competencies [2].

Entrepreneurship competence is the ability of the principal in realizing the aspirations of independent life which is characterized by strong personality and entrepreneurial mentality [3]. Furthermore, the principal as an entrepreneur in the school must be able to act creatively and innovatively in improving the quality of education [4]. The entrepreneurial competence of the school principal itself is clarified by the Regulation of the Minister of National Education Number 13 of 2007 where a principal/madrasa should be able to create useful innovations for school/madrasa development, work hard to achieve school/madrasa success as an effective learner organization, have strong motivation for successful in carrying out the main tasks and functions as school leaders/madrasah, never give up and always looking for the best solution in facing the obstacles faced by school/madrasa, have entrepreneurial instinct in managing activity of production/service of school/madrasa as learning resources for students.

The results of a grand tour conducted by researchers at three schools in the province of Jambi namely State Vocational High School Number 1 Kuala Tungkal, State Senior High School Number 5 Jambi and

Vocational High School 2 Batanghari, many advantages that can be observed from observations and interviews. Some of them are principals innovate in the field of entrepreneurship, such as utilizing the waste of betel nuts and coconut shell waste into goods that are worth selling, making batik by way of printing, utilizing the fast-growing minimarket at this time by doing cooperation with PT Sumber Alfaria Trijaya Tbk so that the establishment of minimarket at school can be used for student practice. Some of the achievements are: runner-up in national textile champions, ranked fourth in national wood-craft, ranked fifth in national graphic design technology in the competition of Vocational High School XXIV students in Malang city, East Java in 2016. Based on the background of problems which have been put forward, then it can be formulated some research questions as follows:

1. Why is the importance of entrepreneurship competence of school principal in creating independence of Vocational High School in the Province of Jambi?
2. How is the entrepreneurship competence of the head of Vocational High School in the Province of Jambi?
3. How is the independence of Vocational High School in the Province of Jambi?
4. How is the school principal's entrepreneurial competence in creating independence of Vocational High School in the Province of Jambi?

## II. Literature Review

The foundation of the policy in the discussion of entrepreneurial competence of this school principal is the Regulation of the Minister of National Education Number 13 of 2007 concerning entrepreneurial competence. In this competence, the principal/madrasa should be able to create useful innovations for school/madrasa development, work hard to achieve school/madrasa success as an effective learner organization, have strong motivation for successful in carrying out the main tasks and functions as school leaders/madrasah, never give up and always looking for the best solution in facing the obstacles faced by school/madrasa, have entrepreneurial instinct in managing activity of production/service of school/madrasa as learning resources for students. One's competence is built on three main elements, i.e knowledge, attitude, and skill [5].

**Table 1.** Competence View

Experts Point of View	Islam Point of View
Knowledge	Shiddiq (Truthfulness)
Attitude	Amanah (Trustworthiness)
Skill	Fathanah (Wisdom)
	Tabligh (Advocacy)

In short, Cynthia L. Greene defines entrepreneurship as those who own, operate, and take risks in a business [6]. On the other hand, Hebert and Links in Alvaro Cuervo, Domingo Ribeiro and Salvador Roig synthesize between the definition and function of the entrepreneur into twelve points, i.e those taking risks from uncertain circumstances, financial capital providers, innovators, decision-makers, industry leaders, managers and supervisors, coordinator of economic resources, business owners, employees of production factors, contractors, arbitrageurs, and people who allocate resources to alternative uses [7].

Entrepreneurship competence is the ability of the school principal in realizing the aspirations of independent life characterized by strong personality and entrepreneurial mentality [3]. Furthermore, the school principal as an entrepreneur in the school must be able to act creatively and innovatively in improving the quality of education [4]. There are two types of characteristics or dimensions of entrepreneurship. First, the basic quality of entrepreneurship, which includes the quality of thought power, heart power, and physical power. Second, the instrumental quality of entrepreneurship, i.e mastery of science in interdisciplinary [8]. Principals as leaders of educational institutions can advance and establish their schools by establishing school entrepreneurship. This is because it is one of the benefits of the manifestation of entrepreneurial competence. The creation of entrepreneurship in school as according to Alain Fayolle and Heinz Klandt is described as follows [9]:

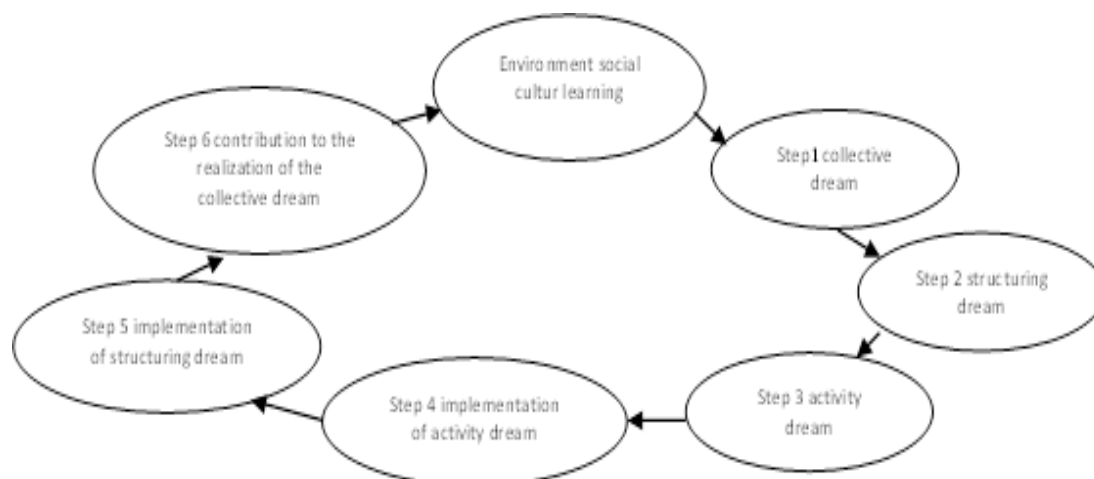


Figure 1. The flow of entrepreneurship establishment

In the development and creation of a business in school, a school principal can apply the concept of window strategy by Philip A. Wickham, [10]:

- 1) Seeing the window (observing new opportunities).
- 2) Locating the window (determine the position in order taking utilize of the best advantage from the opportunity to keep the product in existence).
- 3) Measuring the window (evaluating and recognizing the potential offered to create a new value).
- 4) Opening the window (starting a new business, beginning from making commitments to business units, attracting investors and educators and educational personnel, developing relationships and building new networks).
- 5) Closing the window (stopping competitors from following our tracks, so they do not get sustainable returns).

From the various theories that have been mentioned above, then the entrepreneurial competence of the principal in this study is the ability to find various opportunities in every development of the school to the school of quality and independent. The principal entrepreneurship competence indicators are creative, innovative, have communication ability, have high spirit in carrying out the main task as a school principal, and have entrepreneurship spirit in managing production/service activities as a learning resource for the student.

The independence of the school wants to not rely entirely on the government to decide on the technical issues facing the school, even the school is expected to have full financial and mental independence. Schools are not just sub-ordination/implementers of programs from the government, but they are the front guard to be empowered in decision-making and self-management [11].

Ossario et al. identify some activities that can be done independently by the school. The first thing is budget allocation. The second is the appointment and dismissal of teachers and other school staff. Third is curriculum development. Fourth, the procurement of books and other educational materials. Fifth, improvement of school infrastructure. Last, monitoring and evaluation of teacher performance and the outcomes of student learning [12]. Referring to the mapping of school stakeholder involvement as a form of school self-reliance in managing a school can be categorized into five independent continuum [12], modified from Decentralized Decision-Making in School. The Theory and Evidence on School-Based Management are:

Table 2 . Theory and Evidence on School-Based Management

<i>Sequence</i>	<i>Description</i>
Weak	The system is decentralized to a government, where schools have no autonomy
Moderate	Autonomy is limited to the certain matters, especially on planning and learning
Quite Strong	There is a school committee whose role is only as an advisor
Strong	There is substantial resource oversight
Very Strong	Parental involvement in school development

According to Barrera-Ossario, Felipe, et.al. in his Decentralized Decision-Making in School. The Theory and Evidence on School-Based Management states that Indonesia is a country that has moderate school independence [12]. School principals in charge of independent schools should be able to create an enabling environment for the creativity and innovation of their staff and employees since independence school can be created when supported not only by the role of the leader but also by the role of the school staff.

The meaning of school independence in this study is a school that has their own freedom and independence in making the planning and decisions related to the implementation of education. The indicators are that in operations not much depend on others, developing curriculum programs that appropriate school needs, proactive in solving the problems and have high entrepreneurial spirit.

### **III. Methodology**

The purpose of this study is to analyze the entrepreneurial competence of the school principal in creating school independence. Qualitative research according to John W. Creswell is a research approach that begins with assumptions, theoretical lens, and the study of research problems that examines how individuals or groups interpret social or humanitarian issues [13]. This research was conducted in the eastern part of Jambi province namely State Vocational High School Number 1 Kuala Tungkal, State Vocational High School Number 5 located in the Province of Central Jambi and State Vocational High School Number 2 Batanghari in the Province of Southern Jambi. The study consists of school principals, teachers, and students. These three categories of informants were chosen because they were the main actor of the school principal's entrepreneurial competence in creating an independent school. Samples were taken by purposive sampling technique. Data collected from interviews, documentation, and observations were analyzed using qualitative descriptive analysis. Steps to analyze the research data are data reduction, data presentation, and conclusion. After that, checked the validity of data, and finally made the conclusions, recommendations, and implications.

### **IV. Results and Discussion**

#### **1. The Need for Entrepreneurial Competence of Principal in Creating Independence of Vocational High School in The Province of Jambi**

One of the dimensions of the principal's competence is entrepreneurship. The meaning of entrepreneurial competence is in the meaning for the educational purposes that are social rather than for commercial purposes. According to the Regulation of the Minister of National Education Number 13 of 2007 on Principal/Madrasa Standards, a principal must have at least five dimensions of competence: personality, managerial, entrepreneurial, supervision and social competence.

The entrepreneurial competence of the head of the State Vocational High School Number 1 Kuala Tungkal is characterized by firstly, possessing creative and innovative (read Surah Yasin every Friday), creating polish from betel nuts, briquettes from coconut shell charcoal, coconut shell crafts become (bag, beads, and key chains), accessories of batik headband from KualaTungkal, and shredded meat made of fish. Secondly, having the ability to negotiate (doing cooperation with the agency to provide assistance in developing entrepreneurship). Third, able to see business opportunities (establishing a canteen and business center providing various student needs including providing photocopy). Fourth, having a strong motivation for success (school principal present at the beginning of time and go back home at the end of time, facilitating a computer-based national test conducted by two sessions). Fifth, having an entrepreneurial spirit in managing production/service as a source of students (establishing canteen, business center, school entrepreneur that produces various kinds of regional superiority).

The importance of entrepreneurial competence of principals in creating school independence in the field of planning and making decisions in the implementation of learning. This will make the school are skilled in developing the curriculum according to regional needs, making educational planning and schools can take decisions in the implementation of learning without having much depended on the agency.

The entrepreneurship competence of headmaster of State Vocational High School Number 2 Batanghari has been running optimally which is marked by the ability of school principal to manage school entrepreneurship as a source of learning side and able to earn income by the production of batik printing that can produce approximately as much as 100 meters per day and many schools in Batanghari who ordered their school batik uniform to Vocational High School Number2 Batanghari, so that with the entrepreneurial competence of school principal of Vocational High School Number 2 Batanghari able to create school independence in terms of planning and learning.

It is very necessary entrepreneurial competence of the school principal in creating school independence from the side of planning and learning, because with the entrepreneurship spirit owned by the school principal will be able to create creativity, innovation, high spirit, never give up, have the ability to negotiate, and able to manage school entrepreneurship as a source of learning students. Thus, it can realize the independence of schools in terms of planning and learning are visible from the ability to make RPS and develop curriculum in accordance with regional needs.

Principal entrepreneurial competence is needed to create school independence in making the planning and decisions related to the implementation of education because in the entrepreneurial competence of the principal there are indicators that are able to create the independence of the school.

First, innovation and creativity of the principal in terms of learning and development of entrepreneurial products by developing curriculum based on local excellence. Second, have the ability to communicate well in cooperation with the business and industry. Third, the high spirit in implementing the duties and functions so that not much depend on the other party. Fourth, having an entrepreneurial spirit in managing school entrepreneurship, such as business center and school canteen as a learning resource for students and also increase school income to fulfill the needs of schools and for teachers' welfare.

## **2. Entrepreneurship School Principal Competence of Vocational High School in Jambi Province**

Entrepreneurship in the field of education is seen from its characteristics such as innovative, hard-working, strong motivation, never give up, creative to find the best solution, and have entrepreneurial instincts. All these characteristics are beneficial to the principal in creating school independence, achieving school success, and carrying out the main tasks and functions.

From the observations, interviews and documentation that researchers do in all of State Vocational High School in the Province of Jambi can be concluded that the principal has entrepreneurial competence optimally. This is indicated by several indicators. First, the principal has acted innovatively and creatively in school development, such as conducting regular evaluation meetings at the end of each month, reading Srah Yasin every Friday morning before entering the classroom to foster the religious character of the children, taking advantage of local excellence to be a product of value selling, and innovating batik with batik cap to batik printing. Second, principals work hard to achieve school success. This is marked by high work discipline that is present at the beginning of time and go home at the end of time, cooperate with the business and industry, develop entrepreneurship schools by seeking capital assistance to the director general of primary and secondary education, and fulfill the needs of the laboratory for the implementation of computer-based national exams.

Third, having high spirit in carrying out the main task as principal, this is marked by the supervision conducted by the principal in the implementation of the learning process, planning school activities and holding workshops or training in improving teacher competencies, such as curriculum workshops and teacher performance appraisals. Fourth, having entrepreneurial instincts in managing production /service activities as a learning resource for students. This is marked by the production units and business units of schools, such as business centers and school canteen managed by students and teachers whose outcomes for additional business capital and teacher welfare are estimated about five percent can help finance the school. School is also able to negotiate to cooperate with the business and industry, such as Alfamart, Ayunda Batik Cirebon, Muebel Ananda Muara bulian.

## **3. Independence of Vocational High School in Jambi Province**

Based on the observations, interviews, and documentation that researchers do at State Vocational High School in Jambi province, it can be concluded that the school has the independence in making the planning and decisions related to the implementation of education. This is indicated by several indicators. First, the school is not much dependent on the other party in terms of making plans and decisions about the implementation of learning. Second, developing curriculum according to school needs and regional excellence. Third, the school is proactive in solving problems that exist in schools, such as problems about school land disputes and capital problems in entrepreneurship development. Fourth, having an entrepreneurial spirit in developing schools.

## **4. School Principal entrepreneurial competence in creating independence of Vocational High School in Jambi Province**

From the results of observations and interviews that the writers do, it can be concluded that the school principal of State Vocational High School in Jambi province has entrepreneurial competence in creating school independence. It can be proven from first, innovation and creativity in the field of learning and in the field of developing school entrepreneurship as a source of student learning and to add school income. Therefore, it can provide the welfare of teachers, such as holiday allowances and for the cost of comparative studies. Secondly, the principal has the skills in negotiating to cooperate with the industrial world. Third, the principal also has a high spirit in carrying out the main task and function. Fourth, the principal is also unyielding in solving school problems. Fifth, the principal is able to apply the entrepreneurial spirit in managing the educational institutions so as to realize the independence of schools in making the planning and decisions related to the implementation of education. School independence is evident from the school's ability to develop curriculum according to school needs and regional excellence, proactively solve school problems, have a high entrepreneurial spirit and be able to apply these entrepreneurial values in managing educational institutions.

## V. Conclusion

First, the entrepreneurial competence of the principal is necessary to create the independence of the school. This is due to in the entrepreneurial competence there are indicators that create school independence, which has the ability to create, act innovative, hard work, have high motivation and have an entrepreneurial spirit. Secondly, the school principal's entrepreneurial competence is manifested in creativity and innovation in school development, working hard to achieve school success, having high spirits in carrying out the principal tasks and functions of principals, possessing entrepreneurial instincts in managing production/service activities as a learning resource for students and for increase the estimated school income by about five percent. Third, school independence is realized in curriculum development in accordance with the needs of schools and integrated with regional excellence, not much dependent on others, proactive in solving problems and having an entrepreneurial spirit. Fourth, the entrepreneurial competence of the principal in creating school independence is by doing innovative and creative in developing schools, negotiating, high motivation in carrying out the principal tasks and functions of the school principal, unyielding to achieve school success and have an entrepreneurial spirit in managing educational institutions.

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