

Principal's Innovation

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Principal's Innovation and Entrepreneurial Leadership to Establish a Positive Learning Environment

Principal's Innovation and Entrepreneurial Leadership....

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Abstract: A positive learning environment can be achieved if all the school members follow the learning process, supported by the principal. The paper aims to study and analyze the implementation of innovation and entrepreneurial leadership by the principal in creating a learning environment. The research is conducted qualitatively through a case study. The subjects of the research were determined using purposive sampling, while the data were collected through interviews, observation, and documentation study. The data were then analyzed descriptively qualitatively using the Atlas.ti software. The results show that the principal has implemented the entrepreneurial leadership employing two main principles to create a learning environment. First, the principal regulates organizational growth through optimization, communication, motivation, monitoring, controlling, role model, and empowerment. The principal makes some innovation through several steps: vision building, staff development, and restructuring. This kind of leadership can create a comfortable and fun learning environment. As a result, all school members can follow the learning process and create innovative products, as well as making some progress in academic and non-academic achievements. The research findings imply a

recommendation for the program of the school, in that entrepreneurial and innovative leadership of a principal is one of the critical factors in learning.

Keywords: *Principal, entrepreneurial leadership, innovation, learning environment*

Introduction

In the last twenty years, entrepreneurship emerged in public, urged mostly by the principles of leadership management and strategy. The principles are necessary to face the challenges of the world, which become more dynamic and complex (Currie, Humphreys, Ucbasaran, & Mcmanus, 2008). Leadership is an essential part of an educational organization. The principal's ability to apply his competencies will promote the school's progress and development (Sugiyar, 2014). A principal, as a leader and a manager, serves to influence and direct the subordinates to achieve the school's goals. A leader in the millennial era is challenged with the dynamic progress of the condition. A principal with the abilities to adjust and meet the need of the global challenges is a creative and innovative leader. Further, he, with entrepreneurial, managerial, and supervision competencies will foster the millennial generations, allowing them to be independent and to develop their entrepreneurial skills (Depi, Peramesti, & Kusmana, 2018). Entrepreneurial leadership is the transformation of various competencies owned by a principal that is related to the individuals, socials, as well as education and training (Suharsaputra, 2016).

Meredith (2000) stated that the whole achievement of an institution is determined by the attitude and action of an entrepreneur. A leader is said to be successful when he can apply his entrepreneurial skills. Effective changes in a school depend on the ideas and activities performed by the principal, understood, followed, and supported by all school members. A principal directs, develops, and empowers the subordinates under his management. Changes can occur if the subordinates can build their independence and creativity through entrepreneurship. Entrepreneurial leadership is the strategy of changes in managing all the school's activities. It also includes the changes in the climates, condition, structural

modification, as well as the institution of the school (Roesminingsih & Erny, n.d.). According to Wibowo and Saptono (2017) in Hidayat, Dyah, and Ulya (2019) leadership can influence the organization's resources to follow the leader's aspiration. An entrepreneurial leader can motivate, optimize, and provide spaces for creativity and innovation.

The social entrepreneur has become popular. However, it has not been discussed by many in Indonesia because of unrecognizable success (Setyanto & Santoso, 2007). The result of research by Baidi and Suyatno (2018) shows the need to foster the intention of entrepreneurs through entrepreneurial education, self-efficacy, and the necessity of achieving something. Entrepreneurship at school aims to generate creative, innovative, and supportive being (Ariyani, Suyatno, & Zuhaery, 2020). The higher the intention of doing entrepreneurship, the higher the economic improvement in society (Baidi & Suyatno, 2018). Entrepreneurship has increasingly played a significant role in developing the economy (Leibenstein, 1968). A leader with an entrepreneur attitude needs to seek opportunities by initiating a project, gathering and managing the available resources in the school, determining the organization's goals, guiding, as well as leading the subordinates to achieve the goals. Kuratko and Hodgetts dalam Ariyani et al. (2020), an entrepreneur can regulate, manage, and dare to take risks.

The Ministry of Education and Culture reported that the entrepreneurial and managerial competencies of a principal are low (Kemendikbud, 2019). The innovative skills and creativity of teachers in Indonesia are below the standard. The research by Kemendikbud (2015) mentioned that 1.6 million teachers reached a disappointing score, which is below 60 (Wibowo & Saptono, 2017a). It proves that learning culture is not fully established in the school. According to Balkar (2015), in Wibowo and Saptono (2017), due to inevitable global changes, ¹ teachers are required to be more creative and innovative in the teaching process, allowing them

to create a comfortable learning environment. Unique characteristics of the teachers, the leader's policy, and different school culture, show that the implementation of innovation has to adjust these differences; the organization needs to be adaptive and conducive (Wibowo & Saptono, 2017). Fakhrol and Mohamed (2015), in Izzuan et al. (2017), entrepreneurship education emphasizes the theoretical and philosophical aspects. It does not cover the practical matters. New schools need a leader with entrepreneurship in hands, enabling him to employ his creativity and confidence as well as contributing to society (Roesminingsih & Erny, n.d.). A higher attitude of entrepreneurship of the teachers promotes job satisfaction, allowing them to plan and coordinate new projects to create a positive learning environment (Amorim Neto, Picanço Rodrigues, & Panzer, 2017).

Based on the problems, the research investigates the implementation of the entrepreneurial leadership of the principals in senior high schools. The paper will answer two questions. First, how do the principals implement entrepreneurial leadership to create a learning environment? Second, what is the innovation made by the principals to establish a learning environment?

Literature Review

Entrepreneurial Leadership

Entrepreneurship is a dynamic process to improve the well-being, performed by individuals who dare to take risks, upon the wealth, time, and career, in providing valuable goods or services (Kuratko & Hodgetts, 2004). According to Schumpeter, it does not only includes regular business activities but also covers the phenomena that appear in leadership aspects.

Leadership is successfully employed by a leader with leadership competencies, allowing them to influence other people, arrange some plans, coordinate, as well as conducting experiments to achieve the collective goals (Rohmah, 2015). A principal, as a leader, applies the aspects and strategies of leadership to manage the resources of the school to achieve the school's goals.

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Entrepreneurial competency based on creativity and innovation in the context of an educational organization is a complex process involving the stakeholders. The success of the school is the success of the principal, who has entrepreneurial competency (Syam, Akib, Patonangi, & Guntur, 2018). According to Sudrajat (2010) in Rohmah (2015), a principal with entrepreneurial leadership has several characteristics: has innovative and creative thinking, able to determine the progress of education, able to show high values, develop teamwork, improve the knowledge and technology, build personal intimacy, and dare to face the challenge of the future. The British government issued a policy that encourages a more dynamic leadership, including a transformational dimension with vision and charisma, as well as the entrepreneurial dimension with innovation, risk-taking, and pro-activities (Currie et al., 2008). Katz, A., Green (2011) proposes several components of entrepreneurial leadership. First is innovation; in that, a visionary leader thinks about the organization's future, knows how to compete and develop the organization as well as the products. Second is operation; a leader has to improve the abilities to build the organization's growth and delegate the tasks to the subordinates as well as anticipating unexpected results. The third is inspiration; it is about the employee's or the customer's hopes that encourages the organization to progress and to win the business competition. In education, winning the competition is the school's competitive ability in academic and non-academic achievements, both for the teachers and the students (Haris, 2018). Entrecamp (2016) in Nwachukwu, Chládková, & Žufan (2017) explained that entrepreneurial competency is the ability to transform the concept and opportunity into a particular action in the effort to mobilize the individual, material, or non-material resources. Some researchers mentioned that entrepreneurial leadership is different from other types of leadership (Nwachukwu et al., 2017; Chen MH, 2007)

Educational Innovation

Entrepreneurship is the process of identifying and chasing the opportunity by an individual or an organization. The process is indicated by innovation, risk-taking, and proactive approach. Innovation is creating new and extraordinary things, new services, new organization, and process improvement (Currie, 2000). Creativity and innovation of the learners need to be actualized in the school management through several strategies. The principal and the stakeholders should commit to applying the principles of a learning organization. Besides, they should internalize the learning, measure the organization in each sub-system, communicate the vision and mission, support the cultural transformation processes, empower and motivate the staff, as well as expanding the learning process and knowledge sharing. Besides, the school needs to apply information and technology, build excellent communication, develop individuals', group, and organizational learning, adapt, as well as improving the learning process (Syam et al., 2018). Hopkin (1994) in Macbeath & Mortimore (2005) mentioned that school improvement is the strategy that requires all components of the organization to take part through innovation, allowing them to achieve the goals.

Mulyasa (2004) proposed that a principal needs to analyze the personality, knowledge, understanding of the school vision and mission, ability to make decisions, and the communication abilities of the staff. Further, a principal needs to do several things: making sure that the teachers, staff, and students are aware of the school objectives; providing support, equipment, facilities, and various regulation as well as the atmosphere supporting the activities; understanding the motivation of the teachers, staff, and students; inspiring the subordinates; maintain the balance between teachers, staff, and students and the school interest, as well as the society; comprehending that the essence of leadership is followership; guide, coordinate, control/monitor, as well as assisting the members, allowing them to share appropriate tasks (Wahjosumidjo, 2010). A leader has to be able to arrange and implement the school visions and

missions, encourage the subordinates to complete the tasks with full commitment, make decisions concerning the activities and obstacles faced by the school. The duties of the principal include providing motivation, guidance, as well as assistance for the teachers/staff.

As an innovator, a principal has to be able to create new things to develop the school. Besides, he needs to have the strategies to build a harmonious relationship with the environment, to find new ideas, to integrate all activities, to give examples for all the instructional staff in the school, and to develop innovative learning models (Mulyasa, 2004). Further, Mulyasa (2004) in Vani (2016) mentioned that a principal has several roles. First is constructive, meaning that he guides the staff to develop optimally to accomplish their tasks. Second is creative, which is to find new ideas and ways to achieve the tasks. Third is delegative, meaning that a principal distributes the functions based on the job description, position, and abilities. Fourth is integrative. The principal synergizes the activities to achieve collective goals, effectively, efficiently, and productively. Fifth are rational and objective, which is to consider the logic and objectivity. Sixth is pragmatic: a leader decides the activities and targets based on the condition and the staff's abilities, as well as the school capabilities. Seventh is exemplary; a principal should be a good example and a role model for the subordinates. Eighth is adaptable and flexible in that a principal has to adapt to the new situation, as well as creating an enjoyable working environment while facilitating the staff to adjust the situation to accomplish their tasks. Alma (2016) explained that innovation could take several forms: new product, new organization or management, further reproduction, and new raw materials. Entrepreneurial leadership is necessary to encourage, provide, and support various activities to shape school characteristics (Suharsaputra, 2016). Fulan (1991) in Suharsaputra (2016) mentioned several factors influencing the school improvement: 1) vision building, 2) evolutionary planning, 3) initiative-

taking and empowerment, 4) staff development and resources assistance, 5) restructuring, 6) monitoring.

Learning Environment

The effort to implement a new program is mostly a failure due to the inability of the organization to gather prior information. This way changes only happen temporarily. According to Ikujiro Nonaka, an organization can create new knowledge through behavior and ways of life. Learning organization is characterized by the process of acquiring particular expertise through the way of thinking and performance improvement. David (1993) stated that a learning organization means an organization that can create, gains, as well as transferring knowledge and modifying the behavior to reflect new knowledge and insight. New ideas are used in a creative and innovative learning process to create a learning organization. It has several characteristics: systematic problem solving, experiment using new approaches, learning from the experience and past events, other people's experience, as well as the fast and efficient transfer of knowledge. An organization capable of creating a support system and process, as well as integrating them into the daily structure, is an effective organization (David, 1993). School learning functions as the organizational framework to improve the school's effectiveness (Suharsaputra, 2016). According to Suharsaputra (2016), in establishing and developing a learning organization, the relevant parties, internal and external, need to work hard and support the program; it will help to build the school learning culture. School learning requires all school members to adapt to environmental changes by conducting a learning process that encourages creativity and innovation.

Learning organization is established by teachers who learn continuously to apply the results of the learning in the teaching and learning process in the classroom or an organization. Research by Borg and Shapiro (1996) in (Lage & Platt, 2015) found that an educational administrator needs to ensure the suitability of a particular teaching style and the students' learning style,

allowing creating exciting learning. The instructors' ability to innovate is limited by time (Lage & Platt, 2015). An instructor needs to share his experience with the students through group discussion as well as collaborative and cooperative learning. Besides, he should control the independent learning (Lage & Platt, 2015). Based on the research by ACER (Australian Council for Educational Research), the priority of school improvement is the quality, which is carried out through the learning process. It includes classroom management, learning process, an affirmation of the mission and the goals, professional development, school physical environment and learning facilities, utilization of technology, partnership/participation, and simplification of procedures and administration (McGaw, Piper, Banks, & Evans, 1992).

Methodology

Research Goal

The paper aims to study and analyze the implementation of innovation and entrepreneurial leadership by the principal in creating a learning environment.

Sample and Data Collection

The research is a qualitative type using a case study approach in SMA Negeri 2 and SMA Negeri 4 Magelang. The subjects include the principals, teachers, staff, and the students, all of which are determined using the purposive sampling technique. Meanwhile, the data were obtained through an interview, observation, and documentation. The data validity was tested using triangulation, which is the respondents, procedures, and time. The demography of the research subjects is presented in table 1

Table 1. Demography of the Research Subject

Demography	Number	Percentage (%)
Gender		
Male	10	43,47%
Female	13	56,52%
Age (year)		

10-20	4	17,39%
21-30	3	13,04%
31-40	0	0%
41-50	3	13,04%
51-60	13	56,52%
Education		
SMA	4	17,39%
D3	1	4,34%
S1	12	52,17%
S2	6	26,08%
Teaching experience (year)		
No experience	4	17,39%
0-10	4	17,39%
11-20	4	17,39%
21-30	4	17,39%
31-40	7	30,43%

Table 1 shows that the majority of the subjects are female (56.62%), and most of the subjects aged 51-60 years old (56.52%). Meanwhile, most of the teachers have a bachelor's degree (52.17%) and a master's degree (26.08%).

Analyzing of Data

The analysis is descriptive qualitative with Atlas.ti software. It employs three components: data reduction, data presentation, and conclusion/verification (Sugiyono, 2015). The data were processed using Atlas.ti software through several steps: creating the hermeneutic unit (HU), inputting the data by creating several primary documents (PD), drawing the network illustration, finding the data using a query tool, writing a memo and comment on each data analysis, and writing the output (Ekasatya & Afriansyah, 2016).

Findings

The data are presented based on the issues that resulted from the data analysis with the help of Atlas.ti software. Several themes characterize each of them. Relevant quotations of the interviews support each theme. Besides, the issues are presented based on the orders of the interview.

A principal's entrepreneurial leadership in establishing a positive learning environment

In implementing the entrepreneurial leadership, the principals manage the organizational growth in several ways: optimization, communication, motivation, monitoring, controlling, role model, and empowerment. Below are the findings supported by the quotations from the interview.

Optimization

The principal is willing to create a positive learning environment. One of the respondents supports it, "the emphasis is on games because many schools visit us. It is to achieve the status of independent adiwiyata (environmentally cultured) school". The program is to provide a comfortable learning atmosphere. Similarly, another respondent stated, "to achieve the school's goals, and other teachers need to apply various strategies."

Nevertheless, teachers should have adequate time to optimize their roles during the learning process. It is revealed by one of the respondents, "You can just imagine, sometimes you are tired of 8-hours teaching, so you need to use your time efficiently during the learning process." Another respondent confirms the statement: "the school has optimized the roles and functions of the teachers as an educator, reaching a national level achievement. The school has optimized the administrative services to the learners (kind yet quick service)"

Communication

The principal builds excellent communication with all school members to create a learning environment. Some of the respondents provide evidence for this, such as "Yes, we communicate with the homeroom teachers, guidance and counseling teachers; we work as the students' second parents in the classroom." Another affirmed, "We always communicate with the teachers personally and formally. We talk to students in the morning during the off-hours. We enter the class and talk to them about their future." In building the communication, a respondent answered, "It is frequent, not only at the beginning of the class." The school also communicates with the students' parents about the learning process, "In the last meeting with the school

committee, one of the parents informed the school about the children's condition after entering the school. Indeed, we hold a forum for students each year." From the evidence, it is clear that the principal maintains good communication with all school members.

Motivation

The principal motivates the school members to gain their achievement as well as improving their competency: "The principal encouraged me to join the competition of high-achieving administrative head. Even if I don't have much knowledge, she never stops motivating me". The principal lets the teachers make some learning innovation, "The principal supports us to create fun learning." Other respondents confirmed the statement, "the principal asked us to develop our talent, and we should go beyond our limit." "They didn't know that I love writing; the principal supports me when he knows I passed the selection." Responding to failure, the principal does not discourage subordinates. Instead, he motivates them: "Although I failed, she told me not to give up." Another respondent mentioned that the principal motivated all school members, "Bu Ning (the principal) always motivates the teachers and staff to develop. Every morning, she holds a briefing, and we pray together."

Monitoring

The principal monitors the school members in achieving the school goals. "Bu Ning (the principal) will observe the class directly. That way, we do not have to go and see her share our ideas. Instead, she goes around for us. She always controls the development of the school. We are always reminded of it." Besides, the principal also monitors the school programs: "coordination meeting is held to monitor the programs. We have the vice-principal and the laboratory attendant. I accompanied her during the event at the homestay."

Controlling

School events are the indicator of an organizational togetherness. In the school context, the principal monitors the process to establish a positive learning environment by conducting

several meetings with the vice head and the homeroom teachers. "We often meet, and the homeroom teachers frequently gather to have discussions." The monitoring includes financial matters, "the principal has good control of it." Another respondent mentioned, "...for example on an annual celebration (August 17), I was once the head of the committee. She kept asking me about the progress of the event about the students. In actualizing the *Adiwiyata* program, the principal is more active," She controls the surroundings, the cleanliness, and the implementation of the learning process."

Role model

The principal can provide an example to establish a learning environment. One of the respondents mentioned, "The principal made a food innovation. He motivated the students to create a portion of new yet cheap food. Through the example, the school members can feel the need to develop and create things that are more new. Similarly, another respondent stated," he always gives examples first, motivating and visiting us. He always goes around to observe the school, coming earlier to school. He always gives examples, such as leaving school on time."

Empowerment

The principal empowers all the school members to create a learning environment. One of the respondents said, "The teachers can facilitate the students to achieve higher. The principal wants the teachers to be the agents of changes." Another supports it, "it is. She empowers the teachers. The encouragement is not only academic but also non-academic, such as developing the students' characters." There was a moment when the principal wanted to renovate the mosque, but the school has limited funds. One of the respondents mentioned that the principal encourages the school members to find the solution:" The principal always reminds us to develop the school by empowering all members; we could collect Rp300millions. For another program that costs up to Rp1.2 billion, the principal urged us to save a little amount of money every morning instead of proposing to external parties."

The principal's innovation in creating a learning environment

In terms of innovation, the principal is a visionary who can develop the organization and can actualize innovation.

Vision Building

In establishing a learning environment, the principal functions as a visionary: "The principal is a visionary, but not all people in the society are involved because it is still in an ongoing process. However, the visions and mission are delivered by the vice-principal, and the teachers were asked to give their aspirations. But none of them gave any." Similarly, another respondent claimed that the principal could see new things: "Bu Ning [the principal] is a visionary, she knows what to do if she has something to achieve, such as by involving other institutions in particular programs like study tour or homestay."

Staff-Development

The principal developed an organization to create a learning environment. Based on the interview with the respondents, one of them said, "The school is developing the human resources. We take the students to visit other schools once a year." The principal wants them to learn by observing other schools. The organizational development is not only for the teachers but also for the students: "the principal is committed to improve and develop the school. It is to develop the students' talents and creativity through extracurricular activities. The learners grow and develop based on their interests and potentials. Character development is also included," It is to help the students to respect the elderly, to know how to behave in the bathroom, to act politely, or to walk. The principal developed an excellence program using a credit system, which is appropriate for the zonation system. Different grades of the students influence their capacities in learning. Consequently, the outcome is different from the students of the previous years. To this, we are free to develop our ideas." Further, a student stated, "If we have a solution

for a problem, we report it to the principal. If it is approved, we will implement it. Learners can express their opinions and develop their creativity."

Restructuring

A school with a learning culture provides opportunities for all school members to learn continuously to achieve the school goal. The principal has made some policies to create a learning environment. It is said that "the number of accepted students in the university is increasing. We add the learning hours before the class begins." The school prioritizes the learning process to be the main activity to achieve the goal. Teachers need innovation in teaching," I developed a learning media. The students create a short movie about the historical investigation. It can be about a building, figure, house, and event. If it is a building, it has to be historical, such as a monument. It can also be about an experience." A respondent mentioned, "I ask students to master the skills of the 21st century, such as communication."

The observation results show that the teaching method applied by teachers is a superbrain technique. For example, in biology subjects, the students learn to make *nata de coco* in the form of *nata de prima*. Not only in learning, but the school also makes some innovations in other fields to achieve the vision and mission of the school, such as character innovation. One of the respondents said, "Students are invited to visit a military academy to increase their discipline so that they can come early to school." Innovations also cover the policies, facilities, and infrastructure," Because of limited areas, I have to enlarge the school building by adding the floors. All school members, even cleaning service, take part in the master plan. For example, they share their ideas of where to place a washstand and a pantry." Similarly, another respondent claimed, "we need innovation not only from the principal but also from each member of the school." Therefore, it can be concluded that the principal has made policies that cover all aspects to create a learning environment.

Discussion and Conclusion

Leadership becomes significant in a school as an educational organization. A school is said to be good and qualified if all school members can create a comfortable learning environment (Ananda, 2018). In a traditional organization, leadership focuses on power in resolving a conflict or in controlling the employees. However, in a learning environment or a learning school, the problems are faced collaboratively. It is oriented to empower the personnel that can inspire their commitment (Suharsaputra, 2016). According to Sudrajat (2010), a principal having an entrepreneurial spirit will be able to read the global orientation in the educational field and to encourage the team to work. An effective change of the school depends on the ideas and activities initiated by the principal, who will help the school members to understand, follow, and support them (Meredith, 2000) From the data, it is known that the principal has implemented the entrepreneurial leadership in establishing a positive learning environment by initiating various innovation in the school.

Similarly, the Permendiknas Number 19 of 2007, in (Suharsaputra, 2016), mentioned that a principal's leadership has several roles. A principal should engage the teachers and the school committee in the decision-making. Besides, communication with school members is necessary to gain supports from parents, learners, and society. Further, maintaining and improving the motivation for the teachers and staff help to create a productive environment. Also, a principal should give an example and keep the good name of the institution.

From the discussion, it is known that the principal of SMA Negeri 2 and SMA Negeri 4 Magelang has implemented entrepreneurial leadership in seven ways. First is optimization, which refers to the maximum efforts of the principal to perform his roles and functions as a high achieving teacher. Besides, the principal optimizes the administrative services for the students. According to Holly and Southworth (1989), in Poster (2005), one of the characters of a learning school is the responsiveness towards the demands influencing the students and the

school organization. Widodo (2014) mentioned that the ³ process of understanding and implementation of an innovative learning model is less optimal. The results show that involving the teachers to facilitate the teaching process can improve the students' learning outcome (Nemes & Sharali, 2015).

Second is communication. The principal communicates with the teachers, homeroom teachers, guidance and counseling teachers, students, and the committee, to achieve the school goal. The communication is both formal and personal. Intensive interaction is built with the committee to know the school progress. Good communication helps the school members understand the condition of the school, encouraging them to contribute more to the school. Budiyo (Umar, 2017) mentioned that communication among the members of an organization needs to be developed by the principal, teachers, and others. Umar (2017) proposed that the principal communicates with the foundation to improve the teacher's and staff's performance. Everett M. Rogers (Priansa, 2018) explained that communication is a process of delivering ideas from the speaker to the hearer to change the hearer's behavior. The principal needs to communicate his innovation with the teachers; thereby, they see the need for a change (Duke et.al., 2013) in (Suharsaputra, 2016). Further, Mulyasa (2004) explains that a principal needs to master communication skills. Similarly, Fisher (1974) in (Peter g. Northouse, 2010) mentioned that positive communication refers to a successful leader able to communicate his ideas verbally, to provide information, to seek others' opinions, to think of new ideas, and to act firmly yet flexibly.

The third is motivation, in that the principal motivates the school members to achieve higher. Indeed, the principal keeps encouraging the subordinates in case of failure. The daily motivation contributes to the talent development of the school members. Higher motivation will help teachers to develop their creativity, allowing them to actualize their abilities and energy to succeed (Rukmana, 2019). The research shows that a ⁷ principal's leadership, teachers'

motivation, and school culture, influence the teachers' performance (Hendriady De Keizer, 2017). Elton Mayo stated that motivation recognizes social needs and brings a sense of significance and usefulness (Declaudi & Purwana ES., 2016). According to Bass (1985), in (Brzozowski & Ferster, 2016), a leader able to motivate and inspire the surrounding people can give meaning and challenge to the jobs done by the subordinates. Mulyasa (2004) suggested a principal understands the motivation needed by teachers, staff, and students.

Fourth is monitoring—the principal monitors all school members to create a comfortable and enjoyable learning environment. For example, it is found that the principal observed the students every morning without prior confirmation. This way, mistakes can be corrected immediately. Monitoring includes the examination of the information system, resources, and the program output, of which the problems occur is solved (Fullan, 1991). The research revealed that coordination meetings among the vice principals are a common sight, where they monitor the ongoing program, such as the homestay program mentioned earlier. The principal assisted the discussion in ensuring the completeness of the program.

The fifth is controlling. The results show that the principal has controlled school quality improvement. It is carried out in financial, activities, and facilitation. The principal makes sure that the school members can learn to reflect on their weaknesses for better conditions. Besides, the principal asked the students about the school's program, ensuring that it is suitable for all components of the school. As a leader and a manager, the principal performs his managerial functions (Mulyasa, 2004). According to Wahjosumidjo (2010), the principal should make sure that the organization members receive a reasonable portion of tasks. Controlling is useful to minimize the mistakes within an organization. The educational programs of a school cannot be separated from the principal's control, contributing to the achievement of school learning.

Sixth is the role model. One of the innovations made by the principal is in culinary. The principal brought the sample of his innovation to encourage other school members to do the

same. It is to give an excellent example to others. The principal's leadership is a strategic aspect to improve the resources of the school (Brzozowski & Ferster, 2016). Further, a leader serves as a role model to show his participation in an organization (Brzozowski & Ferster, 2016). Following Mulyasa (2004), a principal becomes the inspiration for the subordinates. One of the characteristics of a leader in the personality (Peter g. Northouse, 2010).

Seventh is empowerment. The results show that the principal encourages the teachers to improve their competencies through self-development programs, such as workshops, training, and study tour. Highly facilitated programs help teachers improve their achievement. Teachers also participate in planning and implementing the changes in the school. In developing the school, the principal invites the teachers to give suggestions, gaining their full support for quality improvement. For example, the school needs to renovate the mosque, which costs Rp1.2 billion, while the school can save only RP300 million. The principal decided the matter agreed by all school members. Teachers' empowerment is an effort to help teacher accomplish their tasks and find an alternative solution for the problem professionally (Encyclopedia, 2019). Bangun (2010) mentioned that empowerment and work motivation have significant relation with teachers' professional performance.

Similarly, Kurniawati (2019) revealed that the principal empowers the resources of the school by sending them to a workshop and urging the teachers to graduate from at least a Bachelor's degree. The efforts can be one of the considerations of the school in establishing the policies relevant to the school's quality improvement (Suharsaputra, 2016). Empowering the teachers through innovation can contribute to the school's success. It can be carried out by developing the curriculum, improving the school standards, and changing the students. A less capable teacher will give low learning outcomes, low students' performance, and less active students, leading to a decrease in the school's performance (Reio & Ghosh, 2009).

Innovations can be carried out in several steps. The first is vision building. It is the future planning for the school. Based on the research, the principal has outlined the school vision together with the school members, empowering them to give suggestions. Further, the school involves the stakeholders in big events. Vision is necessary to maintain the school members' enthusiasm (Suharsaputra, 2016). According to Miles (1987), in Fullan & Stiegelbaver (1991), vision is a process illustrating the plans and strategies to achieve the views through the school's performance. An entrepreneurial leader functions as the innovator, pioneer of paradigm, and visionary to improve the performance (W, McCartney, F, & Parker, 2005). Kirkpatrick and Locke (1991) in W et al. (2005) explain that the leader's characteristics help to acquire the necessary skills, to formulate the organizational visions, to make adequate plans to reach the visions, as well as taking steps required to apply the visions. In strategic management, vision is related to creativity, leadership, and entrepreneurship (W et al., 2005). The principal with entrepreneurial leadership has the vision to achieve the school goals.

Second is staff development. Previously, staff development is for the teachers and staff. However, the present study proves that development is for all school members. It aims to improve the teachers' and staff's competencies, allowing them to facilitate the students to gain their achievement. Based on the data, it is known that the principal assigned the teachers and staff to join a study tour to other schools. Besides, the school provides adequate facilities for the students' extracurricular activities. The teachers develop their competencies by joining VCT training and help other teachers who find difficulty in the matter. They also initiate to write and produce a book. The principal creates an excellent program called SKS, which aims to overcome the zonation system. The system is intended to balance the students' abilities in terms of mastery and achievement. Abdullah, Huq, & Ismail (2008) added a variable in their research, which was the moderator in education, especially to improve the teachers' professionalism. The principal's leadership influences teachers' quality and professionalism. The maximum

improvement of the school can be achieved if the school can emphasize more on the collaboration between teachers, the training for service excellence, and continuous monitoring of the classroom activities.

The third is restructuring. The results show that the teachers are innovative, proven by the use of technology-based learning media, such as Google classroom and superbrain. The school provides opportunities for the staff to participate in the organizing committee for the annual working meeting. The opportunity initiates the staff's involvement because the teachers previously organized the event. It shows that restructuring gives the school members opportunities to learn continuously. The courage to take the risk of failure indicates a principal as having entrepreneurial leadership. It is in line with the one conducted by (Kurniati, 2012) revealing that the principal of SMK Negeri 1 Percut Sei Tuan made some changes to the school by restructuring the school components, such as restructuring the organization, the teaching and learning process, facilities and infrastructure, and the perspective of the environment. The school develops an individual's working culture based on the jobs assigned to them.

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