

The Contribution of Entrepreneurial Competency and Principal's Leadership on the Learning School and Its Implication on Teachers' Innovative Performance

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The Contribution of Entrepreneurial Competency and Principal's Leadership on the Learning School and Its Implication on Teachers' Innovative Performance

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Abstract. The study aimed to examine the influence of entrepreneurial competency and the principal's leadership on the learning school and its implication on the teachers' innovative performance. The study belongs to a quantitative research using a cross-sectional design with ninety teachers of SMA N 2 and 4 Magelang, Central Java, as the samples. The data were collected using a questionnaire employing the Likert scale. The questionnaire was validated using Pearson's product-moment analysis and tested using the Alpha formula. The data were then analyzed using path analysis technique. The analysis concluded several findings. First entrepreneurial competency reached the Beta score of 0.107 or 10.7%, showing that it has no significant influence on learning school. Second, the managerial competency has a positive impact on the learning school, which was as much as 0.644 or 64.4%. Third, entrepreneurial competency reached the Beta score of 0.022 or 2.2%, indicating that it has no significant influence on the teachers' innovative performance. Fourth, similarly, managerial competency reached a score of 0.005 or 0.5%, showing that it does not influence the teachers' innovative performance. Fifth, learning school has a negative influence on the teachers' innovative performance, with a score of -0.355 or -35.5%, showing its significant effect. Sixth, entrepreneurial competency through learning school has a positive influence on the teachers' innovative performance, with a score of 0.059 or 5.9%. And seventh, managerial competency through learning school has a positive effect on the teachers' innovative performance, with a score of 0.233 or 23.3%. This research implies a relative influence of the principal's entrepreneurial and managerial competencies on the development of the learning environment and the teachers' innovative performance at school.

Keywords: *Entrepreneurial Competency, Managerial Competency, Learning School, Innovative Performance*

1. Introduction

Recently, the development of entrepreneurship in education, particularly the entrepreneurial leadership of the principal, has attracted the academics or researchers (Amorim Neto, Picanço Rodrigues, & Panzer, 2017; Chand, 2014). Various factors caused it, one of which was the problems that require the schools to make some improvements through more creative and innovative ways. In Indonesia, the principals are required to have five competencies; those are personal, managerial, entrepreneurial, supervisory, and social competencies. The mapping of the principals' competencies in the national level held by the Institutions for Development and Empowerment of School Principal (LPPKS) and Educational Quality Assurance Institutions (LPMP) resulted in the score of the principals' competencies: 67.3% for personal competency, 47.1% managerial competency, 55.3% entrepreneurial competency, 40.41% supervisory competency, and 64.2% social competency (Kemendikbud, 2019). The results indicated that the managerial and entrepreneurial competencies of the principals were low. Therefore, the government needs to handle the matters, for the principals' quality will affect the school quality.

Studies about the principal's entrepreneurial and managerial competencies have been conducted. For example, Aytac and Ilham (2007) revealed that an individual's managerial skills and experiences influence entrepreneurial competency. Similarly, Baltaci (2017) stated that a manager is an internal factor affecting the organization. The manager's roles contribute to the excellence of the internal resources of the organization. Research by Qolquit et al. (Wibowo, 2013) found that organizational behavior is the result of individual outcomes in the form of performance; thereby, the organizational culture influences the individuals' performance. The research conducted by Dahiru et al. (2017) explained a positive correlation between entrepreneurial leadership,

teachers' empowerment, and school effectiveness. Teachers' empowerment turns out to be the mediator of both mentioned variables. Entrepreneurial leadership refers to the practices in empowering the leaders in overcoming relevant problems based on their responsibilities and roles (Dimovski et al., 2013).

There has been much research on the relation between entrepreneurial orientation and organizational performance (Arief et al., 2013; Jia & Phillips, 2014). According to Baltaci (2017), the problems that occur at school need external supports, although the school has limited the regulations for entrepreneurial activities. The research by Nwachukwu et al. (2017) showed that entrepreneurial competency influences organizational performance. In the same way, Sajilan et al. (2015) stated that entrepreneurial competency improves organizational performance and competitiveness.

Different from the previous studies, the present study aimed to measure the contribution of entrepreneurial and managerial competencies of the principals to the learning school as well as the implication on the teachers' innovative performance. Therefore, the research was necessary, particularly to help the policymakers improve the principals' competencies, as mentioned by Hoy and Miskel (2005), in that a school needs the learning to enhance the capability in overcoming the rapid environmental changes.

2. Literature Review

Principal's Entrepreneurial Leadership

Entrepreneurial competency is the ability to change the opportunity into an action that moves the resources, such as personal, material, or non-material (Nwachukwu, Chládková and Žufan, 2017). Entrepreneurial leadership is the uniqueness of the leadership of another behavior. According to Kuratko and Hodgetts (2004), it is a process of innovation and creativity through four dimensions; those are individual, organizational, environmental (in cooperation with the government), and education and institution. It is the creation of a valuable object by sacrificing time and financial, psychological, and social risks to gain benefits and personal satisfaction (Winardi, 2005). An entrepreneur tries to get an advantage through new creative and innovative ways, as well as taking the opportunities viewed as problematic by many people. An entrepreneur assumes the chance by actualizing it in the organization through creativity and innovation to gain success and develop the organization (Suharsaputra, 2016).

As a leader, a principal is required to have entrepreneurial competency. According to the Regulation of the Minister of Education No 13 of 2007, the principal's entrepreneurial competency included the creation of useful innovation to develop the school; hard work to reach the success; and strong motivation to perform the primary duties and functions as a leader; unyielding, entrepreneurial characters (Haris, 2018). Arief et al. (2013) stated that a flexible organization characterizes entrepreneurship. The activities are closely related to innovation, pro-activeness, and risk-taking (Arief et al., 2013). Entrepreneurs dedicate their

time and efforts, assuming the fiscal, psychological, and social risks, as well as receiving gains and personal satisfaction (Hisrich, 1990). Unique characteristics, behaviors, and values of the principals indirectly affect the school entrepreneurship (Hughes and Morgan, 2007). Baidi and Suyatno (2018) claimed that entrepreneurship indicated that entrepreneurial education and needs for achievement influence entrepreneurial willingness.

Managerial Competency

A principal is required to have managerial abilities to take the initiative to improve the school's quality (Ismuha, Khairudin and AR, 2016). The principal's managerial competency is the principal's ability to organize and encourage all school's elements (Haris, 2018). According to Nwachukwu et al. (2017), a principal, taking the role of a manager, is responsible for planning, organizing, leading, and controlling the human resources, financial, physical, and information to achieve the goals effectively and efficiently.

The Permendiknas Number 12 of 2007 and Number 28 of 2010 mentioned several managerial competencies of the principal. Those are (1) planning various program for the school; (2) developing the school organization as necessary; (3) leading the school in empowering the resources; (4) managing the changes and developing the school to create an effective learning organization; (5) creating conducive school culture and climate and innovation for the learners; (6) encouraging the teachers and staff for optimum empowerment; (7) managing the facilities and infrastructures; (8) maintaining the relation between the schools and society to find ideas, learning resources, and school funding; (9) fostering the learners, starting from receiving new students, placement, and development of their capacities; (10) developing the curriculum and learning activities following the direction and goals of the school; (11) managing the financial based on accountability, transparency, and efficiency; (12) managing the school administration to support the goal achievement; (13) maintaining good relation between society as parents and users; (14) organizing the special unit of the school to keep the learning activities and learners at school; (15) managing the school information system to support the programs for decision-making; (16) utilizing the advanced information and technology to improve the school learning and management; (17) monitoring, evaluating, and reporting the implementation of the school program using appropriate procedures and the follow-up.

Learning School

Changes in all aspects of life in the globalization era require the school organization to adjust the learning process, allowing it to improve the quality. According to Hoy & Miskel (2001), school is an organization that needs to learn to improve the ability to face the changes. A learning school holds the education that will facilitate the students' development. Learning school is the one that develops, expands, and improves the ability for continuous quality

assurance through strengthening the learning activities individually, in a group, or the organization, increasing the knowledge, developing the creativity, innovation, and openness to changes in the performance to achieve the school goal (Suharsaputra, 2016).

A learning organization is creative and innovative. Besides, it works together with other organizations to maintain quality (Braham & Barbara, 2003). Changes are made creatively and innovatively. Luthans (2002) mentioned that learning organization is indicated by a tension serving to catalyze and motivate the learning, openness, and new ideas and external environment. The organization members are aware of the collective visions as a system, placing the learning culture on the highest value of the learning process. In the effort to actualize a learning culture, professional development is a significant characteristic of the school. Professional development creates individuals' and organizational habits as well as the structure. It supports continuous learning as valuable materials that are internalized in the school culture (Poster, 2005). Learning culture affects teachers' creativity and innovation. It allows people to change. The characteristics of learning school include (1) interactive and negotiating; (2) creative and problem-solving; (3) proactive and responsive; (4) participative and collaborative; (5) flexible and challenging; (5) risk-taking and enterprising; (7) evaluative and reflective; and (8) supportive and developmental (Poster, 2005).

Teachers' Innovative Performance

1 Teachers are professional staff having the duties to educate, to teach, to guide, to direct, to train, to assess, and to evaluate the learners (Laws Number 20/2003, article 39 paragraph 2). Performance needs to be developed through new rules and ways, allowing teachers to create innovation (Suharsaputra, 2016). Research conducted by Wibowo & Saptono (2017) mentioned that intrapreneurship and school culture influence the innovative performance Darling-Hammond and Goodwin in Widodo (2014) stated that the teachers' performance is characterized by the implementation of new things in the duties.

The teachers' focus is to improve the education quality through innovation and creativity. Schweizer and Sophie (2004) proposed that innovative performance is the result of interaction among individuals and social factors with particular characteristics, as well as the need to implement new ideas to gain social recognition. The features of innovative performance include self-confidence, perseverance, assertiveness, pro-activeness, extroversion, and competitiveness.

The research by Cantillon et al. in Paulista et al. (2018) found that entrepreneurial leadership provides the space to optimize the potentials and to motivate the subordinates to work creatively and innovatively. The principal, serving as the school manager and leader, takes the role to encourage, inspire, and support the teachers to work creatively. Mahmud and Palopo (2019) proposed that a principal with an

entrepreneurship spirit can encourage the teachers to create innovation. Sahnun (2016) found that school culture influences teachers' innovative performance. Besides, entrepreneurial leadership gives the members freedom of creativity and innovation (Chen, 2007; Coglisier & Brigham, 2004; Collins; 2004; Eyal & Kark, 2004). According to Kuratko & Hodgetts (2004), a leader with entrepreneurial competency will be able to organize the resources to dare to take the risk to achieve the goals. The research design was presented in figure 1.

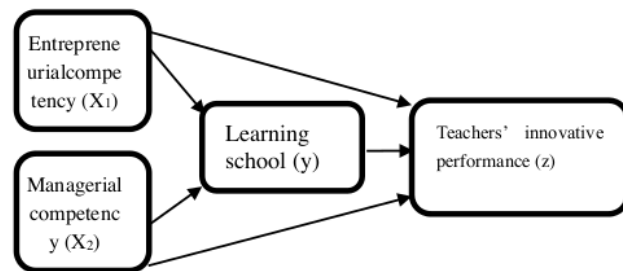


Figure 1. The relation between Variable X_1 , X_2 , Y , and Z

Hypothesis

The study aimed to examine and analyze the influence of entrepreneurial and managerial competency on the learning school and the implication on the teachers' innovative performance. Therefore, hypotheses can be formulated as follows:

- H1 Principal's entrepreneurial competency influences the learning school
- H2 Principal's managerial competency influences the learning school.
- H3 Entrepreneurial competency influences the teachers' innovative performance.
- H4 Managerial competency influences the teachers' innovative performance.
- H5 Learning school influences the teachers' innovative performance
- H6 Entrepreneurial competency influences teachers' innovative performance through the learning school
- H7 Managerial competency influences teachers' innovative performance through the learning school

3. Research Methods

The research was a quantitative study using the ex post facto approach. It was conducted to test the hypotheses mentioned above. The samples included ninety teachers that consisted of 41 teachers from SMA Negeri 2 Magelang and 49 from SMA Negeri 4 Magelang. They were selected using a quota sampling method. The research used four variables. The independent variables were the principal's entrepreneurial competency (X_1) and the principal's managerial competency (X_2); the intervening variable was the learning school (Y), and the dependent variable was teachers' innovative performance (Z).

The instrument used was a questionnaire employing the Likert scale. It comprised four categories: entrepreneurial competency, managerial competency, learning school, and teachers' innovative performance. Before the instrument was distributed, it was validated using the Pearson Product Moment formula, and the reliability was tested using Alpha's formula. After the validation, twenty-four items of the first questionnaire were considered valid and one invalid; eighteen items of the second questionnaire, twenty-five of the third, and twenty-four of the fourth were valid. The data were analyzed using path analysis technique. Hypothesis testing took several steps. The first was path prerequisite test model I, which included multi-co-linearity, auto-correlation, linearity, and path coefficient model I. The second was path prerequisite test model II that consisted of normality, autocorrelation, linearity, and path coefficient model 2.

4. Findings

Prerequisite Test

To ensure the accuracy, consistency, and non-biased parameters, it is necessary to conduct path prerequisite model I and II.

Normality Test

The path normality test Model I resulted in the significance score of each variable: entrepreneurial competency $0.069 > 0.05$; managerial competency $0.242 > 0.05$; learning school $0.072 > 0.05$; and teachers' innovative performance $0.136 > 0.05$. The normality test Model II produced exactly similar results with the Model I. **If the sig value is above 0.05, the data are normally distributed, while if it is below 0.05, the data are not normally distributed.** Therefore, it can be concluded that the variables of the present study were normally distributed.

Multi-co-linearity Test

The calculation of path prerequisite test Model I proved that the correlation among independent variables was low (the correlation between entrepreneurial and managerial competencies was 0.326). Hence, there was no multi-co-linearity between the independent variables used in the regression model. Similar results were produced in the path prerequisite test Model II. The correlation between entrepreneurial competency and managerial competency was 0.326. Further, entrepreneurial competency and learning school were 0.317; managerial competence and learning school was 0.679; entrepreneurial competency and teachers' innovative performance was -0.088; managerial competence and teachers' innovative performance was -0.299, and learning school and teachers' innovative performance -0.345. Therefore, multicollinearity did not occur among the independent variables of the present study.

Autocorrelation test

Autocorrelation did not occur if $-2 \leq DW \leq 2$. The calculation using the path prerequisite model I resulted in the

Durbin Watson score as much as 1.895. It means that autocorrelation did not occur in the multiple regression models. In Model II, the Durbin Watson score was 1.623. Similarly, there was no autocorrelation in the multiple regression models.

Linearity Test

Normal P-P Plot of Regression Standardized Residual

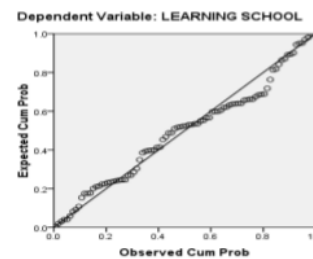


Figure 2. Linearity Test

Figure 2 concluded that if the line was formed from the bottom left corner upward the upper right corner, the linearity is fulfilled. It means that the regression model has fulfilled all the requirements. In other words, the regression model of the path analysis was appropriate.

Path Coefficient

Model 1

- The coefficients can be found through the significance value. The significance value of variable X1 was 0.198, and X2 0.000. Therefore, it can be concluded that in the regression model I, variable X1 did not significantly influence Y, while X2 influenced it because the score was below 0.05.
- The R-square value of the Model Summary model was 0.471. It shows the contribution of X1 and X2 to Y, which was 47.1%. The e1 can be calculated using the formula $\sqrt{1-0.461} = 0.734$. Therefore, the diagram for the structure model I was as follows.

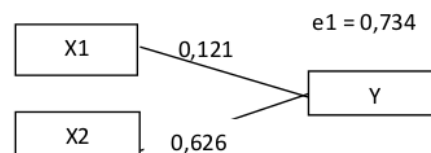


Figure 3. Path Coefficient Model I

Model 2

- The coefficients can be found through the significance value of the three variables, which were 0.012, 0.836, and 0.973 for variable Y, X1, and X2, respectively. The significance value of Y was below 0.05, meaning that the regression model 2 significantly influenced Z. Meanwhile, both X1 and X2 were above 0.05. Therefore, the variables did not affect substantially variable Z.

2. The R-square value of the Model Summary table was 0.119. It shows the contribution of X1, X2, and Y to Z was 11.9%. The e2 was calculated using the formula $e2 = \sqrt{(1 - 0,119)} = 0,938$.

Hypothesis Testing

1. The analysis of X₁ influence on Y

The hypothesis can be tested by calculating the t-value, considering that there is a linear relation between X₁ and Y. $t_{count} > t_{table}$, H₀ is rejected, and H₁ accepted. Conversely, if $t_{count} < t_{table}$, H₀ is accepted, and H₁ is rejected. In the present study, the t_{table} was 1.987.

The SPSS calculation showed that the t_{count} was 1.297 < t_{table}, which was 1.991. Therefore, H₀ was accepted, and H₁ was rejected. It means that there is no linear correlation between X₁ and Y. Thus, variable X₁ did not influence Y. The

Beta coefficient value (in Standardized Coefficients Beta column) was 0.107 or 10.7%, indicating that it is not significant (0.198 > 0.05).

2. The analysis of X₂ influence on Y

The hypothesis can be tested by calculating the t-value, considering that there is a linear relation between X₁ and Y. $t_{count} > t_{table}$, H₀ is rejected, and H₁ accepted. Conversely, if $t_{count} < t_{table}$, H₀ is accepted, and H₁ is rejected. In the present study, the t_{table} was 1.987.

The calculation using SPSS showed the t_{count} was 17.807, higher than t_{table}, which was 1.987. Therefore, H₀ was rejected, and H₁ was accepted. It proved a linear correlation between X₂ and Y, meaning that X₂ influenced Y. The Beta coefficient score was 0.644 or 64.4%, meaning that the influence was significant (0.000 < 0.05).

Table 1 Coefficient of the Influence of Entrepreneurial and Managerial Competencies on Learning School

Model		Coefficients									
		Unstand. Coef.		Stand. Coef.	T	sig.	Correlations			Collinearity Statistics	
		B	SStd. Error	Beta			zero-order	PPartial	P Part	T Tolerance	VIF
1	(Constant)	649	187		.479	001					
	Entre Comp.	140	108	107	.297	198	317	138	101	894	.119
	Managerial Comp.	540	069	644	.807	000	679	642	609	894	.119

a. Dependent Variable: Learning School

3. The analysis of X₁ influence on Z

The hypothesis can be tested by calculating the t-value, considering that there is a linear relation between X₁ and Y. $t_{count} > t_{table}$, H₀ is rejected, and H₁ accepted. Conversely, if $t_{count} < t_{table}$, H₀ is accepted, and H₁ is rejected. In the present study, the t_{table} was 1.987.

The SPSS calculation showed that the t_{count} was 1.0208, below the t_{table}, which was 1.992. Therefore, H₀ was accepted, and H₁ was rejected. It means that there is no linear correlation between X₁ and Z. Thus, variable X₁ did not influence Z. The Beta coefficient value (in Standardized Coefficients Beta column) was 0.022 or 2.2%, indicating that it is not significant (0.836 > 0.05).

4. The analysis of X₂ influence on Z

The hypothesis can be tested by calculating the t-value, considering that there is a linear relation between X₁ and Y. $t_{count} > t_{table}$, H₀ is rejected, and H₁ accepted. Conversely, if $t_{count} < t_{table}$, H₀ is accepted, and H₁ is rejected. In the present study, the t_{table} was 1.987.

The SPSS calculation showed that the t_{count} was 10.034, higher than the t_{table}, which was 1.992. Therefore, H₀ was accepted, and H₁ was rejected. It means that there is no linear correlation between X₂ and Z. Thus, variable X₂ did not influence Z. The Beta coefficient value (in Standardized Coefficients Beta column) was 0.005 or 0.5%, indicating that it is not significant (0.973 > 0.05).

5. The analysis of Y influence on Z

The hypothesis can be tested by calculating the t-value, considering that there is a linear relation between Z and Y. $t_{count} > t_{table}$, H₀ is rejected, and H₁ accepted. Conversely, if $t_{count} < t_{table}$, H₀ is accepted, and H₁ is rejected. In the present study, the t_{table} was 1.987.

The SPSS calculation showed that the t_{count} was 12552, higher than the t_{table}, which was 1.992. Therefore, H₀ was rejected, and H₁ was accepted. It proved a linear correlation between Y and Z. Therefore, variable Y influenced Z. The Beta coefficient value (in Standardized Coefficients Beta column) was -0.355 or -35.5%, indicating that it is significant (0.012 < 0.05). Below is the table for the t-test

Table 2. Coefficient of the Influence of Entrepreneurial Competency, Managerial Competency, and Learning School on Teachers' Innovative Performance

Model	Unstandardized Coefficients		Stand. Coef.	T	Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1(Constant)	2.340	.302		7.753	.000					
Entre Comp.	.034	.165	.022	.208	.836	-.088	.022	.021	.877	1.140
Managerial Comp.	.005	.137	.005	.034	.973	-.229	.004	.003	.526	1.902
Learning.School	-.415	.163	-.355	-2.552	.012	-.345	-.265	-.258	.529	1.890

Dependent Variable: Teachers' Innovative Performance

6. The analysis of X_1 influence on Z through Y

X_1 directly influenced Z, with a score of 0.022. Meanwhile, the indirect influence of X_1 through Y on Z was by multiplying the X_1 beta score on Y with the Y beta score on Z (0.107×0.355). The result was 0.037. This way, the total influence is obtained by adding the direct and indirect influence ($0.022 + 0.037$), which resulted in 0.059. Therefore, the total influence score was 0.022, while the indirect was 0.059. It means that the indirect influence was more significant than the direct one. In other words, X_1 indirectly influenced Z.

7. The analysis of X_2 influence on Z through Y

X_2 directly influenced Z, with a score of 0.005. Meanwhile, the indirect influence of X_2 through Y on Z can be calculated by multiplying the X_2 beta score on Y with the Y beta score on Z (0.644×0.355). The result was 0.228. This way, the total influence is obtained by adding the direct and indirect influence ($0.005 + 0.228$), which resulted in 0.233. Therefore, the total influence score was 0.005, while the indirect was 0.233. It means that the indirect influence was more significant than the direct one. In other words, X_1 indirectly influenced Z.

4. Discussion and Conclusion

The research aimed to test the seven hypotheses proposed. The analysis results showed that three hypotheses were rejected, and four others were accepted.

1. The entrepreneurial competency reached the Beta score of 0.107 or 10.7%, showing the insignificant influence on the learning school
2. The managerial competency positively influenced learning school, with a score of 0.644 or 64.4%.
3. The entrepreneurial competency reached the Beta score of 0.022 or 2.2%, meaning that it did not show a significant influence on the teachers' innovative performance.

4. The managerial competency reached the Beta score of 0.005 or 0.5%, meaning that it did not show a significant influence on the teachers' innovative performance.

5. Learning school has a negative influence on the teachers' innovative performance, with a score of -0.355 or -35.5%, showing a significant influence.

6. Through learning school, the entrepreneurial competency has a positive on teachers' innovative performance, as much as 0.059 or 5.9%.

7. Through learning school, the entrepreneurial competency has a positive influence on the teachers' innovative performance, as much as 0.233 or 23.3%.

First, entrepreneurial competency has a negative influence on learning school, with a Beta coefficient value of 0.107 or 10.7%. It was different from the previous study, stating that it influenced the learning environment (Nwachukwu et al., 2017; Suharsaputra, 2016). Nwachukwu et al. (2017) mentioned that entrepreneurial competency is the ability to change ideas into action. Suryatni and Suparman (2003) also stated that entrepreneurship is an innovation process that includes vision, changes of ideas, and ability related to chances. Research conducted by Senny et al. (2012) found that poor leadership causes employees to move from the organization, to have low working motivation, to develop an unhealthy working circle, and develop higher stress. Creativity and innovation can exist in an individual or a group, but they need supports (Suharsaputra, 2016). Changes need the synergy of all school members. A change identified by a person has different damage. Learning school is an organization that requires all members to achieve school goals. Macbeath and Mortimore (2005) mentioned changes needs to be built in the process. However, an organization that involves too many nonmembers tends to find difficulties in making changes. According to Suharsaputra (2016), entrepreneurial leadership is the transformer of all competencies owned by a school principal. The hypothesis test concluded that a principal having only entrepreneurial competency does not

have any effect on the learning school because it needs synchronous energy to optimize the roles and duties of each organization member.

Second, managerial competency has a positive influence on the learning school with the Beta coefficient score of 0.644 or 64%. The finding supports previous studies, mentioning that good managerial competency helps to create a comfortable and conducive learning environment. Nwachukwu et al. (2017) noted that the principal, as a manager, is involved in planning, organizing, leading, and controlling the human resources, finance, and information, achieving the school goals. To create some changes, a principal does not necessarily maintain the status quo because there are teachers, staff, and students. The principal serves to provide comprehensive roles and functions to the school members. He should be able to ensure the optimum implementation of the school potentials (Kunandar, 2007). Ismuha, Khairudin (2016) showed that the development program for the teachers' performance could be conducted by dividing the duties in accordance with each ability through lesson study among teachers. Hoy and Miskel (2001) propose that the school needs to learn to overcome rapid environmental changes. Learning school is a school organization with the prominent role of organizing the learning. The organization's attitude to changes determines the school's success in anticipating the unexpected occurrence. A school improvement program is necessary to facilitate changes and innovation (Suharsaputra, 2016). Walid et al. (2013) clarified that managerial competency significantly influenced the working climate and teachers' performance. Changes need to be structured and habitualized so that the organization members perform the learning process as part of their roles and functions. The research about an effective school has proven the importance of school culture, with leadership as the cultural elements (Earley & Weindling, 2004). Similarly, Haris (2018) claimed that the principal's managerial competency would contribute to the implementation of the management. The present study proved that the competency could shape the learning school as a culture in the effort to increase the educational quality.

Third, entrepreneurial competency did not have a positive influence on the teachers' innovative performance, with the Beta coefficient score of 0.022 or 2.2%. The hypothesis failed to prove the findings of the previous studies, where headmaster with good entrepreneurial competency can motivate teachers to be more innovative. Indeed, creativity and innovation are the foundation to implement entrepreneurial competency (Syam et al., 2018). The principal's leadership model is not a coincidence. Instead, there is a soft dimension influencing individuals' performance (Said, 2018). The teachers' creativity and innovation are not limited to the classroom activities but also the organization through leadership roles that supports the democratic values of the school organization (Suharsaputra, 2016). Entrepreneurship is the individual's characteristics that can be transformed within an organization. It contributes to the innovation created by the organization. However, the

present study showed that the principal's entrepreneurial competency did not have a positive influence on the teachers' innovative performance. It can affect the performance of the school provides the transformational facilities.

Fourth, managerial competency did not have a positive influence on the teachers' innovative performance, with the Beta coefficient score as much as 0.005 or 0.5%. The competency is the principal's ability to empower the teachers through cooperation and involvement of all parties in various activities supporting the school program (Mulyasa, 2006). Internal and external factors influence innovative teachers' performance. The latter is related to the environment where a teacher works. It can be at school or in society (Suharsaputra, 2016). Therefore, teachers' innovative performance will be a success if the environment supports the teachers to develop. The present study found that the managerial competency did not significantly influence the teachers' performance because the principal focused on the achievement of the school goal, instead of on the teachers' improvement. If the principal only encourages the teachers to improve in the learning activities, the managerial competency does not affect the teachers' performance. Instead, the teachers' performance is influenced by the professional development process. Training or lectures are not enough. Teachers need to learn continuously.

Fifth, learning school has a positive influence on the teachers' innovative performance, with the Beta coefficient score of -0.355 or -35.5%. The present study strengthens the previous findings in that a conducive learning environment can develop the teachers' innovation. Luthans (2002) explained that learning organization is characterized by the tension that appears as the catalysis and motivator to learn. It encourages openness to new ideas and the external environment. Besides, it places learning culture as the highest value. The results by Wibowo and Saptono (2017) also confirmed that school culture influences the innovative performance. Learning culture is considered significant to avoid reification of structure and culture. This way, the school will develop into a high-performance organization (Syam et al., 2018). Sahnun (2016) also stated similar ideas that support the present finding: learning school has a positive influence on the teachers' innovative performance.

Sixth, A research by Paulista et al. (2018), entrepreneurial leadership provided spaces for the principal to optimize the potentials and to motivate the subordinates to work creatively and innovatively. In the same way, Mulyasa (2012) claimed the entrepreneurial leadership implemented at school to support changes, innovation, and progress comes from the principal with an entrepreneurial spirit. It gives the freedom to the school members to develop their creativity (Chen, 2007). Wibowo and Saptono (2017) found that intrapreneurial leadership and school culture influenced the teachers' innovative performance. It proves that the competency needs to be applied in the school organization.

Seventh, managerial competency, through learning school, has an indirect yet significant influence on the teachers' innovative performance, with a score of 0.233. Tilar

explained that the teachers' performance would be at its best if it is supported by two aspects: the principal's leadership and the school culture. Pidarta (2004) explained the teachers' performance would improve with the existence of the principal's leadership, organizational culture, and high motivation. The principal serves to motivate and encourage the teachers to work creatively and innovatively. Sahnani (2016) also agreed that school culture influences the teachers' performance. Based on the analysis, it is clear that the principal's managerial competency influenced the learning school. In other words, with learning school as the medium, the principal's competency indirectly influenced the teachers' innovative performance.

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