

Principals Leadership in Improving Students Entrepreneurial Competence

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ABSTRACT.

The problem of imbalance between the number of labor force growth and available jobs is a serious concern in the context of education and economic development today. The phenomenon where the number of Vocational High School (SMK) graduates continues to grow but their ability to become entrepreneurs or create new jobs is still minimal highlights the importance of effective entrepreneurship education. Currently, entrepreneurship education in schools tends to only touch the surface, focusing on introducing entrepreneurial values, without giving emphasis on internalizing these values or encouraging real actions in daily life. Based on these problems, this paper will discuss how the principal's leadership and how the principal's leadership strategy in improving student entrepreneurship in SMK. The research process using literature study begins with the identification of the topic or research question to be researched. After that, researchers search for related literature through various sources of information such as libraries, online databases, and electronic journals. With great responsibility, school principals are responsible for the implementation of learning activities that can ultimately improve existing graduates, especially in the field of entrepreneurship. In line with this, some of the strategies that can be carried out by school principals in improving student entrepreneurial competence are by creating innovation, working hard in improving school quality, motivation, never giving up, and having entrepreneurial instincts.

Keywords: Leadership, Entrepreneurship, Principal, Vocational School, Strategy.

INTRODUCTION

The problem of imbalance between the amount of labor growth and available jobs is a serious concern in the context of education and economic development today (Dewi, 2023). The phenomenon where the number of Vocational High School (SMK) graduates continues to grow but their ability to become entrepreneurs or create new jobs is still minimal highlights the importance of effective entrepreneurship education. Currently, entrepreneurship education in schools tends to only scratch the surface, focusing on introducing entrepreneurial values, without placing emphasis on internalizing those values or encouraging real action in daily life.

To overcome this problem, a holistic approach is needed in the development of entrepreneurship education curriculum. Education should not only provide theoretical understanding, but also facilitate practical experiences that can change students' attitudes and behaviors (Arfa, 2023). The first step that can be taken is to integrate entrepreneurship subjects into the curriculum as a whole, not just as an additional subject. In this case, not only learning the theory about entrepreneurship, but also involving students in business simulations, product or service development projects, as well as internships in companies or small businesses.

In addition, the role of teachers in developing students' entrepreneurial spirit is crucial. They should be equipped with knowledge and practical skills in entrepreneurship in order to provide effective guidance to students. Teachers who are experienced in entrepreneurship can serve as strong role models and can motivate students to pursue entrepreneurial careers. Apart from curriculum and teaching, entrepreneurship education should also be integrated with the local business ecosystem. Cooperation between schools and local entrepreneurs and entrepreneurial institutions can provide valuable opportunities for students to learn from practitioners and gain hands-on experience in the business world. Thus, students will be better prepared and motivated to develop their own business ideas and pioneer a career as an entrepreneur. With a comprehensive and collaborative approach between the government, schools, businesses and communities, entrepreneurship education can play an important role in shaping people with entrepreneurial character and behavior. It is not just about

creating new jobs, but also about inspiring young people to be innovative, self-reliant and proactive in facing the economic challenges of the future.

Based on these problems, this paper will discuss how the principal's leadership and how the principal's leadership strategy in improving student entrepreneurship in SMK.

METHODS

The research process using literature studies begins with a descriptive qualitative research type (Surani, 2019). After that, researchers conducted a search for related literature through various information sources such as libraries, online databases, and electronic journals. The next stage was to evaluate and select the most relevant and high-quality literature to be included in the analysis.

Literature analysis involves carefully reading each source of information collected, identifying key findings or ideas, and systematically organizing and re-presenting the information. This process often involves the use of techniques such as synthesizing, comparing and interpreting the data.

RESULTS

Principal Leadership Competencies

Leadership

Leadership or leadership is included in the group of applied sciences or applied sciences of the social sciences because the principles and formulations are useful for improving human welfare. As a first step to studying and understanding everything related to aspects of leadership and its problems, it is necessary to first understand the meaning or understanding of leadership through various perspectives. (Suwanto, 2019).

According to Tisnawati and Donni (2018), leadership includes the use of influence, that all relationships can involve leaders, leadership includes the importance of the communication process. The clarity and accuracy of communication affects the behavior and performance of followers. Leadership focuses on the goals achieved. Effective leaders must relate to various individual, group and organizational goals.

The most effective leadership style is leadership that is adjusted to the level. A person's leadership style tends to follow the situation, meaning that a leader in carrying out his leadership is determined by certain situations. What is meant by the situation is the leadership environment including the influence of life values, cultural values of the work situation and the level of maturity of subordinates. By paying attention to the level of subordinate leadership, the leader can determine the leadership style according to the situation needed (Rivai and Murni, 2012).

According to Nassiruddin et al. (2014), all relationships involving leaders utilize this influence in certain situations. The communication process is the main means for leaders to direct and influence others in achieving predetermined goals. Through effective interaction and communication, a leader is able to motivate, guide, and direct team or organization members towards achieving common goals. Thus, leadership is not just a position or power, but rather the ability to positively influence others in order to achieve desired results.

A leader bears physical and spiritual responsibility for the success of the work activities of his subordinates. Therefore, being a leader is not an easy thing, and not everyone will have similarities in carrying out their leadership roles (Rahmawati, 2024). Leaders must be able to direct and coach wisely, ensuring that their team moves in the right direction and achieves common goals.

In addition, leadership also involves the ability to set a good example, motivate, and build strong relationships with team members. These traits form the essence of an effective leader's role in managing and inspiring others towards mutual success.

Leadership is a broad and complex concept that can be translated into a variety of terms and concepts covering a wide range of dimensions. These terms include leadership traits, personal behavior, influence over others, interaction patterns, cooperative relationships between roles, position in an administrative position, as well as persuasive aspects and perceptions of the legitimacy of influence.

This points to the complexity in the definition and implementation of leadership, which involves not only the individual characteristics of the leader but also the social and organizational dynamics that influence the way leadership is applied and perceived in different contexts. This definition underscores that leadership goes beyond mere position or formal authority, but also

includes psychological, social, and cultural elements that play a key role in influencing others and leading them towards a common goal.

Principal Leadership

Principal leadership is a form of leadership that is highly focused on various aspects of curriculum and learning development, staff development, learning supervision, learning programs, teacher and student program evaluation, action research, preparation of organizational resources, and continuous improvement of the quality of learning outcomes and processes.

1. In terms of curriculum development and learning, principals are responsible for ensuring that the curriculum implemented in the school is in line with the prevailing educational standards and relevant to students' needs. They are also involved in the process of developing and adjusting the curriculum to reflect the latest developments in education.
2. Staff development is an important part of principals' leadership. They are responsible for empowering teachers and school staff through training, professional development and coaching in order to improve the quality of teaching and educational services.
3. Learning supervision is the main focus of principals in ensuring that teaching and learning in schools is effective and in line with the set educational goals.
4. The learning program is an initiative directed by the principal to develop educational programs that are innovative and in accordance with the needs of students and the development of education.
5. Teacher and student program evaluation is an integral part of the principal's duties to monitor and improve educational performance in the school.
6. Action research is a method used by school principals to develop and implement improvements in the education process based on evidence and systematically conducted research.
7. Organizational resource preparation involves the efficient management and allocation of school resources to support education and learning activities.
8. Continuous improvement in the quality of learning outcomes and processes is a commitment made by school principals to achieve high standards of educational excellence and have a positive impact on students and all school members.

Thus, the principal's leadership does not only manage administrative aspects, but also aims to develop and improve the overall quality of education in order to achieve optimal academic achievement and personal development for the entire school community.

Principal's Leadership Strategy in Improving Student Entrepreneurship in Vocational Schools

The principal's leadership strategy is a way to overcome all obstacles or challenges by utilizing all school resources. Leadership is an important factor that must be possessed by the principal. Leaders in carrying out their leadership influence and direct and mobilize all group members to empower the resources of the organization they lead to achieve organizational goals. In research conducted by Sriwahyuni, Kristiawan, and Wachidi (2019) found that the strategy of the principal of SMK Negeri 2 Bukittinggi in implementing national education standards is different according to each standard. In implementing content standards, a curriculum development team was formed to collaborate with the business world in developing the curriculum. In implementing process standards, *Information and Technology* (IT) based learning is implemented.

Entrepreneurial competence

Entrepreneurship is the attitude and behavior possessed by an entrepreneur who tends to be innovative, anticipatory, initiative, risk-taking, and profit-oriented (Isa, 2011). Entrepreneurial activities can be carried out individually or in groups. For an entrepreneur, there is always an urge to seek and take advantage of business opportunities that have the potential to provide profits. They tend to continuously look for innovations and new ways to develop their business, and are willing to face the risks that may arise in the process of doing business. The basic principle of entrepreneurship is to dare to take steps to develop a business idea into reality, by utilizing the opportunities that exist around it.

Here are some competencies that must be possessed in order to be a good entrepreneur.

1. Managerial Skills

Managerial skills are an important foundation for an entrepreneur. An entrepreneur must be able to carry out the functions of planning, organizing, mobilizing, and supervising so that the

business he runs can achieve the desired goals. These skills include market analysis and development, management of human resources, materials, finances, facilities, and all company resources necessary for business success. There are two main pathways to developing managerial skills:

2. Conceptual Skills

The ability to formulate business goals, policies and strategies is a key foundation to success as an entrepreneur. Achieving this ability is not easy. It requires extra dedication in learning from various sources and continuously exploring one's own and others' experiences in the entrepreneurial world.

These conceptual skills enable an entrepreneur to have a long-term vision and a solid strategic plan. With this ability, an entrepreneur can identify opportunities, face challenges, and develop strategies to optimize their business performance. Continuous learning and adapting to the developments around them are key to honing these conceptual skills so that they can be applied effectively in managing and developing a business.

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3. Decision Making Skill

As an entrepreneur, we are often faced with conditions of uncertainty where various problems can arise (Hayati et al., 2019). In situations like this, an entrepreneur is required to be able to analyze the situation, formulate problems, and look for various alternative solutions. Choosing the best alternative from the many options available is not easy.

To make the right decision, an entrepreneur must be able to manage information well as a basis for decision making (Rosmalasari, 2022). This ability allows the entrepreneur to assess the risks and potential outcomes of each available option. Decision-making skills can be learned through various means, both through formal and informal education.

Formal education can be obtained through a structured curriculum in educational institutions, while informal education can be obtained through training, simulation, and sharing experiences with fellow entrepreneurs or mentors. Through this process, an entrepreneur can develop the intuition and analytical skills needed to make smart and effective decisions in managing his or her business.

4. Time Management Skill

Psychological experts state that one of the causes of stress is a person's inability to manage time and work (Briliant, 2021). The inability to manage time can lead to work piling up or not getting done, which in turn can cause insecurity and anxiety.

An entrepreneur must continue to learn and develop time management skills. This ability is very important because it can help smooth the implementation of work and plans that have been outlined.

Improving Entrepreneurial Competencies

Improving entrepreneurial competence in the context of education is important and strategic. Entrepreneurial competence itself refers to a person's ability in the areas of knowledge, skills, and work attitudes that support entrepreneurial practices in accordance with established standards, as described in Law No. 13/2003 on Manpower. In the context of a school or madrasah, improving entrepreneurial competence involves several important aspects.

1. Creating innovations that are useful for school/madrasah development
2. Work hard to achieve the success of the school/madrasah as an effective learning organization.
3. Have a strong motivation to succeed in carrying out their main duties and functions as

- school/madrasah leaders.
4. Never give up and always look for the best solution in dealing with obstacles faced by schools/madrasas.
 5. Have entrepreneurial instincts in managing school/school production/service activities as a learning resource for students.

CONCLUSION

Principal leadership has a great influence on the development of entrepreneurship in vocational students. With great responsibility, principals are responsible for the implementation of learning activities that can ultimately improve existing graduates, especially in the field of entrepreneurship. In line with this, some of the strategies that can be carried out by principals in improving student entrepreneurial competence are by creating innovation, working hard in improving school quality, motivation, never giving up, and having entrepreneurial instincts.

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