PRINCIPAL LEADERSHIP IN IMPROVING STUDENTS' CREATIVITY AND ENTREPRENEURIAL INNOVATION
(Case Study at SMK HKTI 2 Purwareja Klampok Banjarnegara)

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ABSTRACT

This research is motivated by the low creativity and entrepreneurial innovation of vocational high school students which has an impact on the lack of vocational high school graduates who become independent entrepreneurs/open new jobs. This is because entrepreneurship education in schools has so far only touched on the level of introducing norms or values, not yet at the level of internalization and real actions in everyday life. The purpose of this study is to determine, study and analyze the Principal's Leadership in improving Student Creativity and Entrepreneurial Innovation at SMK HKTI 2 Purwareja Klampok. The policy behind this research is the Regulation of the Minister of National Education Number 13 of 2007 concerning the Competency Standards of School/Madrasah Principals. This research uses a descriptive method with a qualitative approach through observation, interview and documentation study techniques. The results of the study: 1) The Principal of SMK carries out the characteristics of transformational leadership, a high entrepreneurial ethos and can collaborate and mobilize school residents. 2) The Principal has implemented a strategy to improve the quality of graduates but it is not yet optimal. 3) There are obstacles for principals in improving student creativity, including learning methods and expertise competencies that are less relevant, teaching factories that are less effective, and lack of partnerships with the business world, industry, and the world of work. 4) There are solutions to improve student creativity and entrepreneurial innovation, namely improving teacher competence in implementing learning, designing curriculum and facilitating facilities and infrastructure according to business and industry standards, organizing teaching factories and collaborating with agencies, and training students to practice entrepreneurship directly and intensively. The conclusion of this study is that the Principal has made efforts to improve Student Creativity and Entrepreneurial Innovation through various programs in the fields of expertise that are held, but the results are not optimal.

Keywords: *Leadership, Principal, Creativity, Innovation, Entrepreneurship*

INTRODUCTION

Talking about education is certainly a very interesting thing, especially for people who are involved in the world of education. Education is the process of moving all components in a planned, systematic and sustainable manner in order to achieve certain goals. Education aims for the process of developing individual potentials in a systematic manner, towards ideal conditions towards optimal and integrated processes. Among one of the educations that aims to develop individual potential is entrepreneurship education, which of course is one of the competencies that must be possessed by the principal, namely personality competency, social competency, managerial competency, supervisory competency and entrepreneurial competency. Entrepreneurship education is expected to be able to raise the spirit of graduates in entrepreneurship, work, be independent and have a creative and innovative spirit in developing economics. This certainly cannot be separated from the role of the principal. The principal has a very urgent role in increasing the creativity and innovation of student entrepreneurship. Because the ideal principal must have special competencies, one of which is entrepreneurship competency. Basically, entrepreneurship education can be implemented in an integrated manner by integrating the core values of entrepreneurship into all subjects with educational activities in schools. However, based on the existing reality, entrepreneurship education in Indonesia still does not receive sufficient attention, both from the world of education and society. Many educators pay little attention to the development of students' entrepreneurial character and behavior. Their orientation, in general, is only to prepare the workforce. Therefore, it is necessary to find a solution, how education can play a role in changing the mindset of students who have entrepreneurial character and behavior. Not only relying on graduating from Vocational High School (SMK) to get a job but preparing students to have the ability to create jobs. So that when graduating from Vocational High School (SMK) students have not yet found a job, then students will not be unemployed, because they have been provided with entrepreneurial knowledge in schools intensively.

Despite the various shortcomings in the practice of entrepreneurship education in Indonesia, when viewed from the national education standards that are the reference for curriculum development, entrepreneurship education is also included in the material taught and mastered and realized by students in everyday life. The problem is, entrepreneurship education in schools so far has only touched on the level of recognition of values or norms, not on the level of recognition of internalization and real actions in everyday life.

METHODOLOGY

The model used in this research is a case study. This research focuses intensively on a particular object that is studied as a case.

According to E. Ndang Komlara (2022), a case study is developing an in-depth analysis of a single and multiple cases, an in-depth study or study of cases and is commonly used in political science, sociology, evaluation, urban community studies, and other social sciences.

One of the important things to consider in choosing a case study model is the researcher's interest in the depth of the case of the low number of SMLK student graduates who become entrepreneurs after graduating. By using the case study model, it is hoped that researchers can explore data and information intelligently, in detail and in depth.

RESULT AND DISCUSSION

1. Principal's Leadership Style in Improving Students' Creativity and Innovation in Entrepreneurship at SMK HKTI 2 Purwareja Klampok

The Principal of SMLK HKTI 2 Purwareja Klampok is a leader with a transformational style with a high entrepreneurial spirit. The principal empowers and deploys all available resources to achieve the school's goals, namely increasing the creativity and innovation of its graduates' entrepreneurship.

2. Principal's Strategy in Improving Students' Creativity and Innovation in Entrepreneurship at SMK HKTI 2 Purwareja Klampok

a. Environmental analysis

The Principal has conducted environmental analysis from two aspects, both internally and externally, so that the output produced can be absorbed in the world of work. As a result of the environmental management, there are many program innovations along with the development of the needs of the work world, so that schools get various awards and achievements, and can increase students' creativity and entrepreneurial innovation to the maximum.

b. Strategy Implementation (Program, Budget and SOP)

Hungelr (2012:17-19) defines that strategy implementation requires institutions to set goals, make regulations, motivate teachers, and allocate resources so that the strategy that has been set can be carried out properly. Implementation of strategy in school management involves a major effort aimed at changing strategic goals into school management actions. The process of implementing strategic school management includes all leadership activities that include conditions such as motivation, compensation, management rewards and supervision processes. In order for this strategy implementation process to run as expected, there must be an appropriate controlling system. Implementation of strategy in it also includes the deployment of the principal to implement the strategy that has been planned as various actions. Therefore, strategic implementation requires personal discipline, commitment, and high sacrifice from leaders, employees, and staff.

The Principal has developed a program that is integrated with education and entrepreneurial values, compiled and used a budget according to program needs, and established implementation procedures (SOP).

c. Strategy Evaluation and Control

Strategy evaluation is an activity to evaluate, evaluate, and label the feedback of organizational performance. The process through which organizational activities and performance results are monitored and actual performance are compared with desired performance (Hungelr, 2012:19). Thus, strategic evaluation is also one of the strategic management functions that must be applied to educational institutions, because educational institutions also need to be able to achieve educational goals in their institutions.

3. Obstacles faced by the Principal in improving Student Creativity and Entrepreneurial Innovation at SMK HKTI 2 Purwareja Klampok

The 21st century life has unlimited connections so that the challenges faced by teachers have increased. The learning situation will change from face-to-face learning to virtual learning. Bellry (in Lulyatiningsih, 2015: 115), has predicted events that teachers will experience in 2030 including: First, students will need knowledge and skills that teachers have never learned before. Second, virtual tools and networks have opened up unlimited learning areas for students of all ages, anytime and anywhere. Third, policy makers, professional education experts will find ways to eliminate complicated practices that can hinder talented individuals from learning to learn. Fourth, teachers are required to have a comprehensive professional competence. Finally, the world of education pays attention to smart, ambitious students and teachers, so that they can develop their personalities and professions. The development of virtual technology has caused the learning process to change. Uniform learning methods, traditional learning models and learning methods that are not based on information technology are no longer relevant, students' mindsets and learning styles have also changed. Some phenomena that can be observed every day, for example: communication between students and other students, or between students and teachers already use various types of sophisticated communication channels so that they do not have to come face to face. Looking for references does not have to come to the library, academic guidance and learning processes can be carried out through the internet. The role of teachers as learning resources is no longer absolute, students can obtain learning resources from anywhere. The learning process is more sharing style to facilitate students in achieving their learning goals. Teachers who cannot adapt to changes in virtual technology will be further left behind and their careers are threatened. As explained by Andrian & Agustina in Sofyan Sauri (2021: 10), said that in the era before the revolution, the role of teachers was as a source of learning for students. Teachers are the people who know the most about learning

materials. Teachers are the ones who understand every part of the material in the learning resources.

Textbooks are the main learning resources used as learning resources for teachers. Therefore, the teacher's knowledge will be the same as the information contained in the book. It is not impossible for teachers to memorize the material contained in textbooks. In the era of the industrial revolution 4.0, teachers are no longer the main source of learning. The role of teachers in the era of the industrial revolution 4.0 has shifted to being guides, directors, discussions, and measuring students' learning progress.

The challenges faced by vocational teachers are not only limited to teaching technology but also technological challenges from the world of work. The development of technology in the world of work is very fast so that when new SMLK teachers start learning new technology, the world of work has changed to other, newer technologies. This condition causes the knowledge taught in SMLK to no longer be relevant to the knowledge needed by the world of work. SMLK must make changes to the curriculum and learning facilities periodically. The new curriculum also requires teachers to teach new knowledge. If teachers are slow to update their skills, they will likely be less appreciated by students because they are seen as old-fashioned, obsolete and technologically illiterate. There are many challenges and problems in learning that require teachers to make changes. The principal's obstacles in increasing creativity and entrepreneurial innovation include:

a. Currently, traditional learning models and learning models that are not based on information technology are no longer relevant, so they have a major impact on vocational schools that require more direct practicums.

b. The skills taught in schools are less relevant to the entrepreneurial skills currently needed by students to open new business fields independently in the digital era.

c. The lack of effectiveness of the central/telchnopark business activities because the expertise program is not dominant in the digital entrepreneurship program, so that students are not motivated to become entrepreneurs after graduating and school graduates are ultimately more interested in working directly in companies/industry than continuing to college or becoming entrepreneurs to create jobs.

d. Lack of partnership with entrepreneurs/UMLKML, so that field work practices are only carried out in companies/industries that are partners and in the end graduates are more interested in working in companies/industries where they do internships. This causes a lack of stimulus for students to become entrepreneurs, even though there are many motivations, potentials, relationships and business opportunities that can be developed and obtained from entrepreneurs/UMLKM

4. Principal's Solution in Improving Student Creativity and Entrepreneurial Innovation at SMK HKTI 2 Purwareja Klampok

The implementation of entrepreneurship education needs to be improved, so that the goals of entrepreneurship education are achieved. One of the goals of entrepreneurship is the emergence of independence. Students who have an independent attitude become students who can do everything including facing the challenges of becoming an entrepreneur (Sutina and Widiarto, 2020:111). "This requires cooperation, both parents, teachers, schools and the community, so that the implementation of entrepreneurship education is realized properly in increasing students' entrepreneurial interests and abilities" (Alifah, 2020:96).

Based on these constraints, it can be concluded that there are several solutions for school principals in efforts to increase students' creativity and entrepreneurial innovation, including:

a. Schools are required to facilitate and improve teacher competence in implementing learning technology, as well as designing the curriculum in such a way that students' practical activities can be fulfilled.

b. Schools must make changes to the curriculum and learning facilities periodically in accordance with changes and demands for the development of science and technology. Curriculum adjustments can be made by looking at changes in the needs of Industry 4.0 (Critical Thinking, Communication, Collaboration, Creativity and Innovation), so that students can be well prepared. This readiness must be done so that students have adequate comprehensive knowledge.

c. Schools must facilitate and manage business centers/telchnoparks creatively and innovatively so that they can inspire and motivate students to develop their entrepreneurial potential and start their businesses early on.

d. Schools establish partnerships with national or international business actors/UMLKM to be used as internship/PKL places, so that students can be motivated and inspired to develop their talents and interests to start businesses and have a high fighting spirit to run their businesses early on.

The author also uses the Atlas.ti Application to provide convenience in understanding, reviewing, and analyzing research results. This Atlas.ti application is also expected to provide convenience for readers to see the results of research related to the leadership of the principal in increasing creativity and innovation of student entrepreneurship, because in this Atlas.ti application, the charts related to the results of the research are clearly depicted. Namely, its relation to the leadership style of the principal in increasing creativity and innovation of student entrepreneurship, then its relation to the principal's strategy in increasing creativity and innovation of student entrepreneurship, and the obstacles faced by the principal in increasing creativity and innovation of student entrepreneurship, as well as the principal's solution in increasing creativity and innovation of student entrepreneurship. The following is a comprehensive discussion of the relevance of research on Principal Leadership in
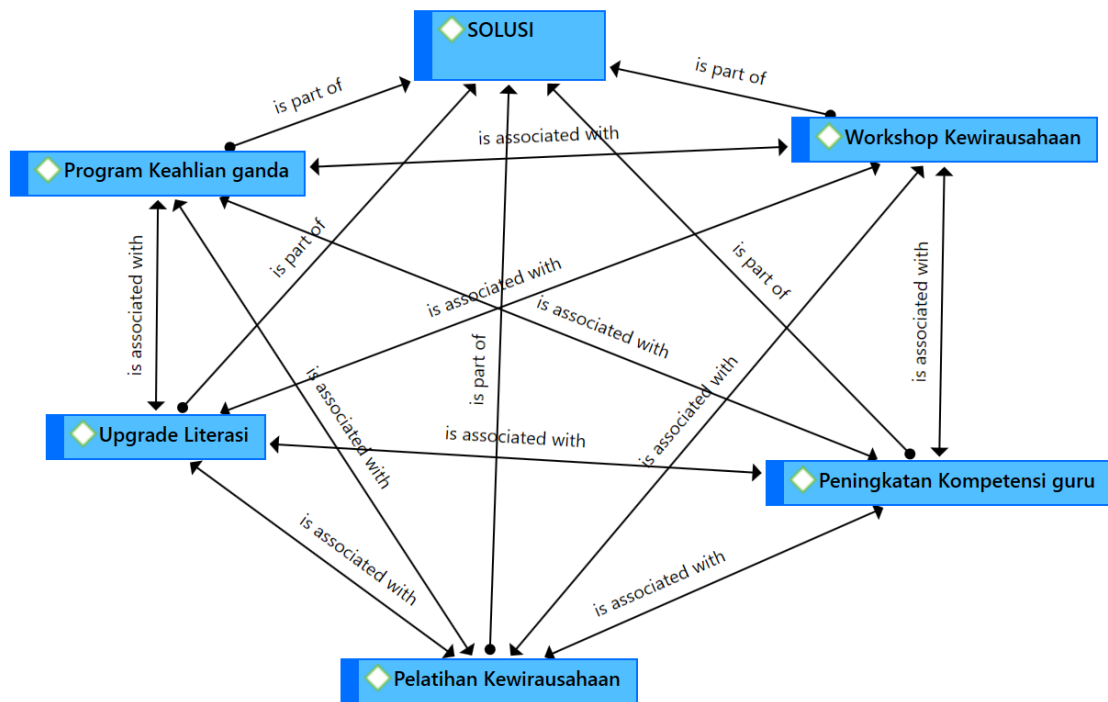
Increasing Creativity and Innovation of Student Entrepreneurship at SMK HKTI 2 Purwareja Klampok Banjarnegara, Central Java.
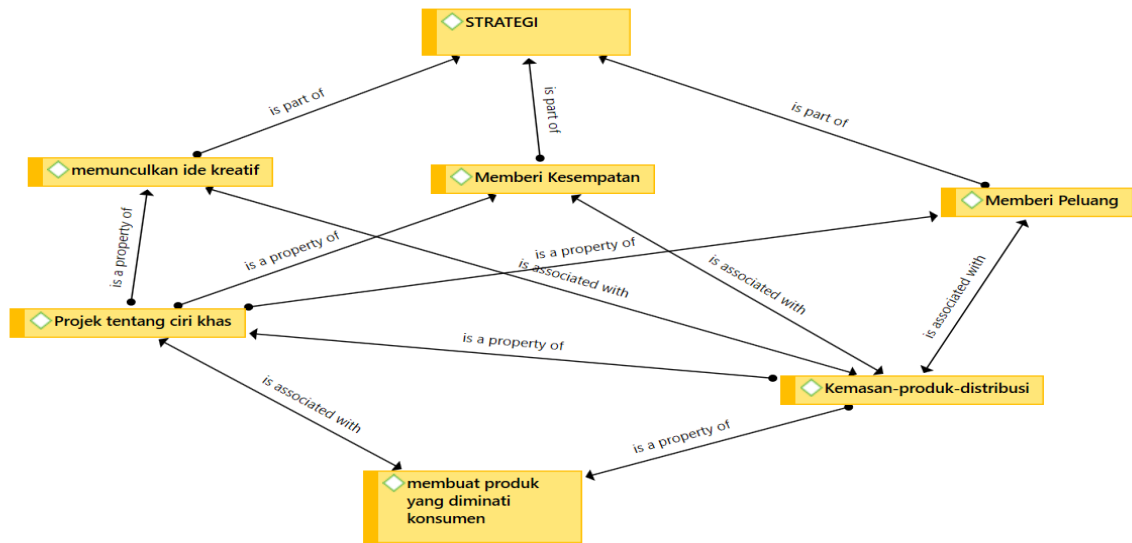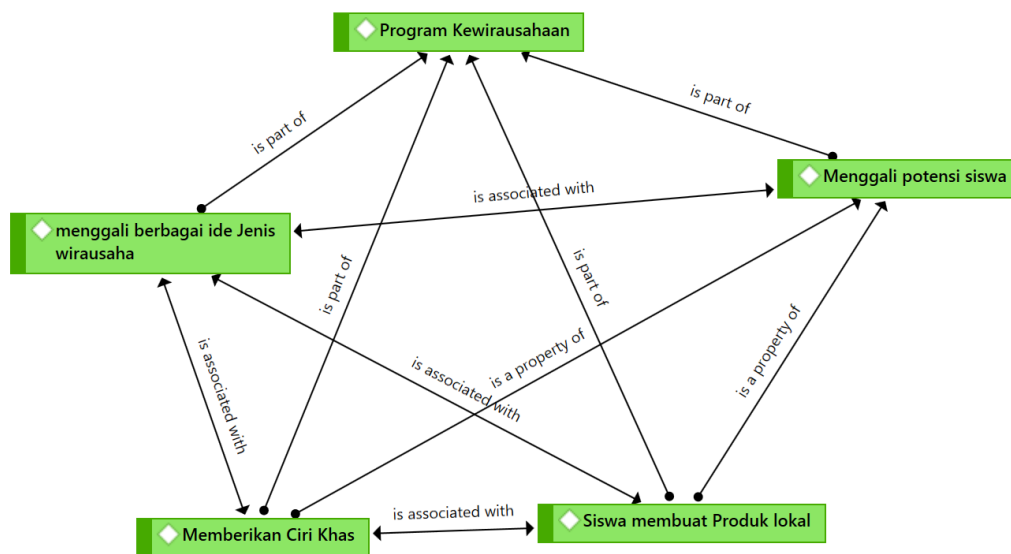

Figure 1. Principal's Strategy in Increasing Creativity and Entrepreneurial Innovation of Students at SMK HKTI 2 Purwareja Klampok
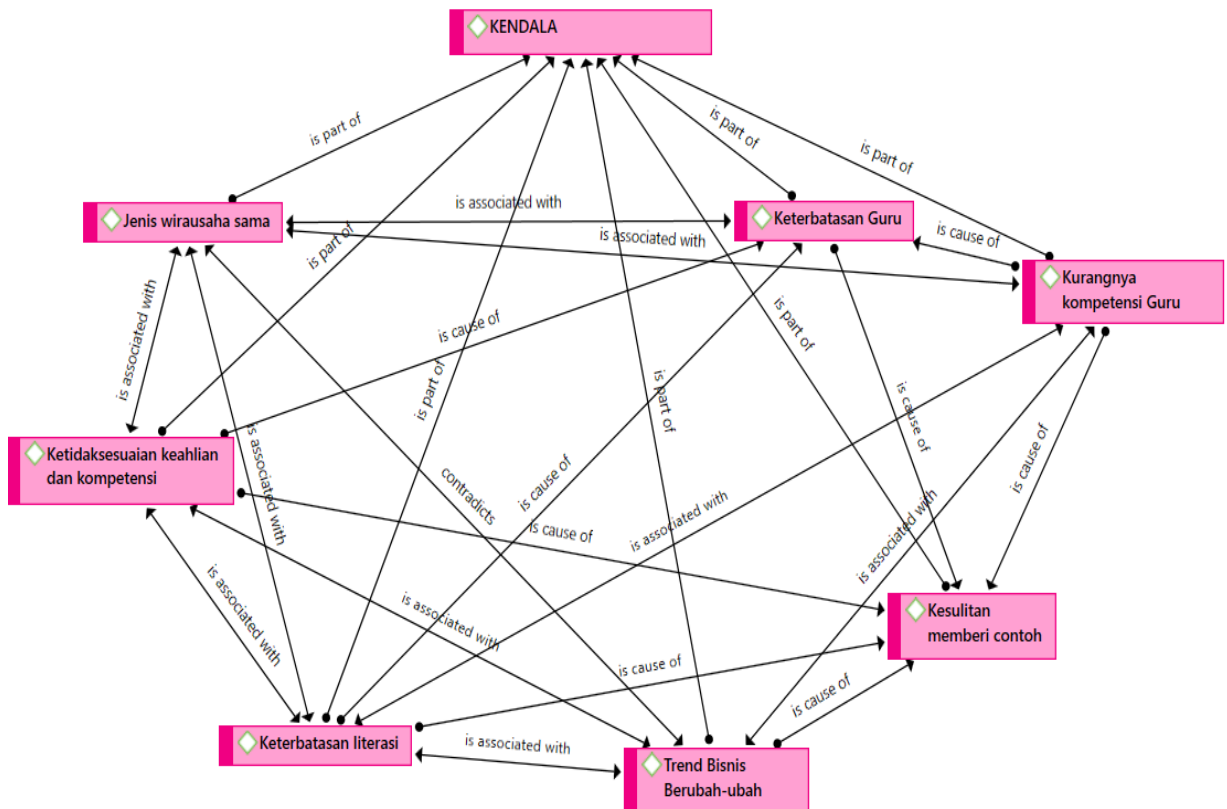
Figure 2 Obstacles of the Principal in Increasing Creativity and Innovation in Entrepreneurship of Students at SMK HKTI 2 Purwareja Klampok
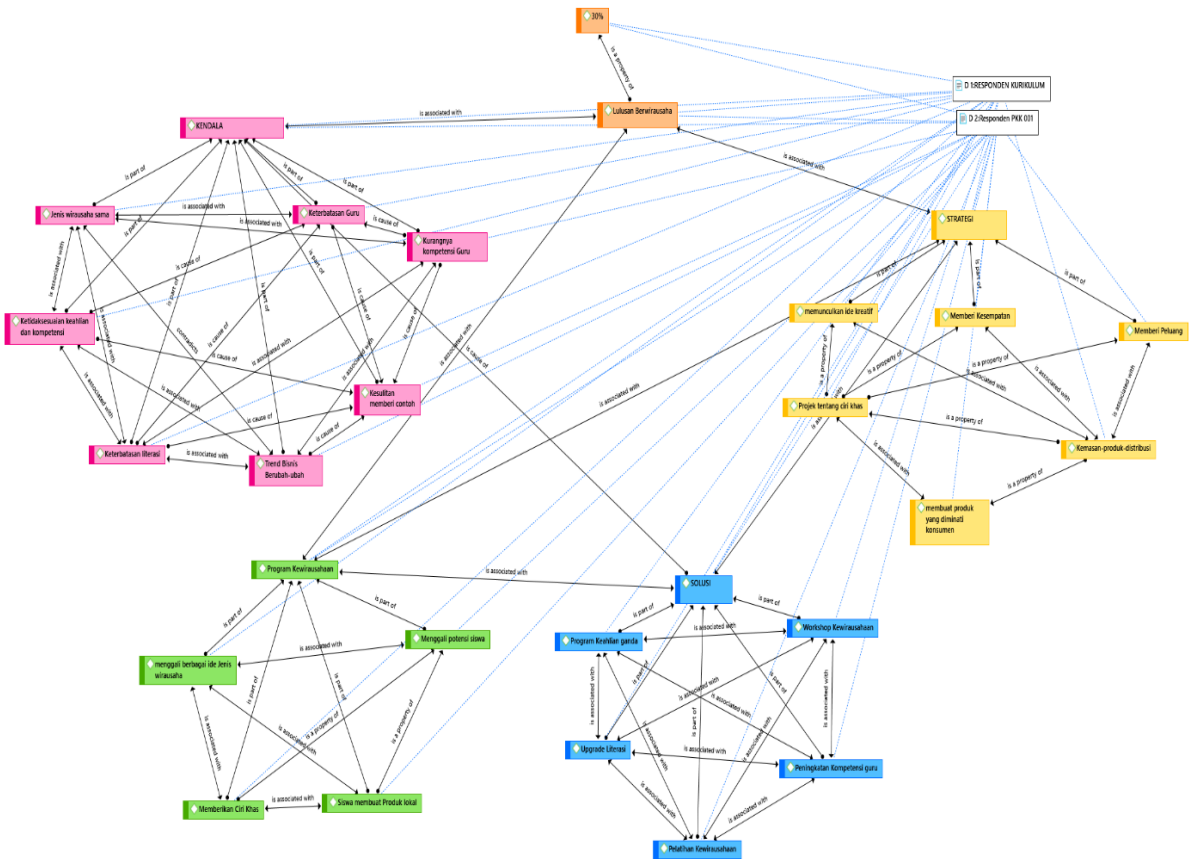
Figure 3 Principal's Solutions in Increasing Creativity and Entrepreneurial Innovation of Students at SMK HKTI 2 Purwareja Klampok

Figure 4 Entrepreneurship Program of SMK HKTI 2 Purwareja Klampok

Figure 5 Relationship between strategies, constraints, solutions and the Principal's entrepreneurial program in improving the Creativity and Innovation of Entrepreneurship of Students at SMK HKTI 2 Purwareja Klampok

CONCLUSION

The principal has tried to improve students' creativity and entrepreneurial innovation through various expertise programs that are held, but the results have not been optimal. The principal implements a transformational leadership style, so that the principal has a high entrepreneurial spirit and can collaborate and mobilize school residents to create an entrepreneurial culture in and outside the school. The principal has integrated entrepreneurship education into the syllabus and Lesson Implementation Plan (RPP), as well as into local communities. The implementation of entrepreneurship strategies and programs in schools has been integrated with very high entrepreneurial education and values. In its implementation, these values have been prepared and embedded in a Lesson Implementation Plan (RPP) and syllabus. As in basic training, there are entrepreneurial values, namely orientation across eight classes and daring to take risks.

There are several obstacles for school principals in efforts to improve students' creativity and entrepreneurial innovation, including the current learning model and

skills training are less relevant to learning technology and work world technology, so that the management of technology-based learning factories is still low.

There are solutions for school principals in increasing creativity and innovation in student entrepreneurship, including SMLK being required to increase teacher competence in implementing learning technology, designing curriculum and facilitating infrastructure according to world entrepreneurial standards, organizing entrepreneurship-based teaching factories and establishing cooperation with partner agencies, including Small and Medium Enterprises (UMLKML).

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