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## ENTREPRENEURIAL COMPETENCE: THE PERCEPTIONS OF SCHOOL PRINCIPALS IN SECONDARY EDUCATION AND ITS IMPACT ON ENTREPRENEURSHIP EDUCATION

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### **Abstract:**

This study explores perceptions of school principals in secondary education about entrepreneurial competence, and how these perceptions affect the development of entrepreneurship education in schools. Using a qualitative approach, interviews were conducted with four principals, two high schools and two vocational schools. The results showed that the principals' understanding of entrepreneurial competence concerned developing business units for school income. There were differences between the high school and vocational school principals' perceptions of entrepreneurship education. In vocational schools, the focus was more on developing school production units, while in high schools, the entrepreneurship education was the addition to the local content curriculum through craftsmanship teaching to students. The study found that the schools have limited resources to enhance knowledge to put entrepreneurship education into practice. Entrepreneurship education was viewed as difficult to develop in general schools due to the high school curriculum that focused on academic knowledge, where, there is no subject directly related to entrepreneurship.

### **Abstrak:**

Tujuan penelitian ini adalah untuk mengetahui persepsi kepala sekolah pada jenjang Pendidikan menengah atas dan bagaimana persepsi tersebut berdampak terhadap kurikulum Pendidikan kewirausahaan di sekolah. Penelitian ini menggunakan pendekatan kualitatif. Informan yang diwawancarai adalah 4 kepala sekolah, 2 kepala SMA, dan 2 kepala SMK. Pemilihan kepala sekolah dilakukan berdasarkan jenis sekolah, SMA dan SMK. Hasil penelitian menunjukkan persepsi kepala sekolah tentang kompetensi kewirausahaan adalah tentang pengembangan unit bisnis sebagai sumber pendapatan sekolah. Terdapat perbedaan antara SMA dan SMK tentang pendidikan kewirausahaan. Di jenjang SMK, sekolah lebih fokus pada pengembangan unit produksi dalam pengembangan kewirausahaan sekolah, sedangkan di jenjang SMA, pendidikan kewirausahaan dimasukkan dalam kurikulum muatan lokal dengan mengajarkan mata pelajaran prakarya pada peserta didik. Pendidikan Kewirausahaan juga dirasakan agak sulit untuk dikembangkan di SMA karena karakteristik kurikulum SMA yang dianggap lebih fokus pada pembelajaran yang sifatnya akademik, dan tidak adanya mata pelajaran khusus yang terkait langsung dengan kewirausahaan.

### **Keywords:**

Entrepreneurial Competence, Entrepreneurship Education, Secondary Education

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## INTRODUCTION

The notion of entrepreneurship education has been widely discussed for decades. Although consensus about what entrepreneurship education has not been clearly defined in the literature (Hannon, 2005; Pittaway & Cope, 2007; Rideout & Gray, 2013), studies in this field have emerged, not only in higher education, but also in secondary education (Ememe, Ezeh, & Ekemezie, 2013; Ghasemi, Rastegar, Jahromi, & Marvdashti, 2011; Moberg, 2014; Ruskovaara, Hämäläinen, & Pihkala, 2016a; Seikkula-Leino, Ruskovaara, Ikavalko, & Rytkola, 2010). In Indonesia, schools at all levels have been forced to accommodate entrepreneurship education since the regulation on school principal's competency was issued in 2007 by the Minister of National Education (MONE). The Minister of National Education of Indonesia issued a regulation on the National Standard of School Principal Number 13 of the year 2007 regarding the Standard of Qualifications and Competency of School/ Madrasah Principals. The Regulation determines five dimensions of school principals' competency, namely Personality, Managerial, Entrepreneurial, Supervision, and Social Competency (Ministry of National Education of the Republic of Indonesia, 2007).

The focus in this study is on Entrepreneurial Competence. According to the law, there are five sub-competencies of entrepreneurial competence. They are (1) creating innovations that are useful for the development of schools/ madrasah; (2) working hard to achieve the success of schools/ madrasah as effective learning organizations; (3) having strong competence in carrying out their main duties and functions as leaders in school/madrasah; (4) never giving up and always looking for the best solution in facing obstacles faced by schools/ madrasah; and (5) having an entrepreneurial instinct in managing school/ madrasah's unit production/ service as sources for student learning (Ministry of National Education of the Republic of Indonesia, 2007).

The Institute for Development and Empowerment of School Principals, LPPKS (2017) argues that the term "entrepreneurship" in the regulation refers to "strengthening the soul, values and spirit of entrepreneurship for the benefit of education," (33). They believe that in educational contexts, entrepreneurial competence is strongly related to the development of entrepreneurship education in schools. According to the United Nations Educational, Scientific and Cultural Organization, UNESCO (2008), entrepreneurship education is about providing experiences that gives students the ability and vision of how to access and change opportunities available to them. It also states that entrepreneurship education is about how to improve students' abilities to anticipate and respond to changes that occur in society. This is in line with what Ememe, Ezeh, & Ekemezie (2013) suggest that entrepreneurship education is about preparing "pupils to be responsible, enterprising individuals who can take risks, managing results, and learning from the outcome" (p.244). Hence, the relationship

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between school principals' entrepreneurial competence and its implementation through the development of entrepreneurship education requires further investigation. Especially, since each school has its own values and characteristics that influence what entrepreneurship education means for that school. Ruskovaara, Hämäläinen, & Pihkala (2016a) propose that a critical question is what schools should do regarding entrepreneurship education to prepare students with entrepreneurial competencies.

This study investigates how school principals in secondary education perceived the policy of entrepreneurial competence and how these perceptions affected the development of entrepreneurship education at the school level, both in general and vocational high schools. According to Ruskovaara, Hämäläinen, & Pihkala (2016a), even though the concept of entrepreneurship education emerged decades ago, how the concept is translated into learning outcomes is important to consider, both for research and practice. Rahardjo, (2014) states that the development of entrepreneurship education at school level, requires a principal with high commitment and high desire for achievement. Hence, this study explores the principals' perceptions only, since there are also some arguments in the field that the idea of entrepreneurship education is more appropriate for vocational school than general school.

## RESEARCH METHOD

To undertake this investigation, a qualitative study was undertaken. Qualitative research seeks to explore how people understand and make meaning of their world in a particular context (Merriam & Grenier, 2019). This study investigates the meaning of principals' entrepreneurial competency from the principals' point of view, and how they applied it in their schools. Four principals were involved in this study, two from general schools and two from vocational schools. Table 1 presents the profile of the principals.

**Table 1.** Profile of School Principals

No	F/M	Type School	Working Years in Education
1	Female	General public School	> 20 years
2	Male	General Public School (boarding)	5 - 10 years
3	Male	Vocational School	> 20 years
4	Male	Vocational School	> 20 years

The main data collection method was interview. The interview was used as it offers the possibility of exploring the participants' understandings in a meaningful way (Byrne, 2000). The focus of this research is on principals' entrepreneurial competence. The intent is not that this research is generalisable but rather that it provides insights into the perceptions of four principals concerning entrepreneurial competence.

The interview began by asking the principals about their understanding of entrepreneurial competence. Following the responses, the next questions explore how they, as school principals, apply the competence into practice in developing entrepreneurship education in their schools. Member checks were used for data

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validation to make sure an accurate interpretation of the data was obtained. Although the primary data collection is interview, observation was also done to see the Production Unit in vocational schools and handicraft products made by students in public schools.

## RESULTS AND DISCUSSION

There are two key themes in this study, (1) the meaning of entrepreneurial competence for school principals; and (2) the development of entrepreneurship education at the school level.

### The Meaning of Entrepreneurial Competence

The interview began by asking the school principals about their understanding of entrepreneurial competencies. Following the response, this study asked about how they translate this entrepreneurial competency into their school curriculum and school program. The followings are some quotations from the school principals when they were asked about the meaning of entrepreneurial competence from their point of view.

According to the principal of the public high school, entrepreneurial competency means "how a principal can manage and develop the resources they have in school, and how he or she can develop the spirit of students' entrepreneurship." This principal also adds that entrepreneurial competence is about how school principal "can explore what can be done to produce something profitable for schools".

Another school principal from a private high school explains that entrepreneurial competence is about

The interview reveals that for these two principals, entrepreneurial competency is perceived as the ability of the principals to create and develop entrepreneurship program in school. This entrepreneurship program includes establishing an enterprise unit that is profitable, as well as organising enterprise activities to develop students' entrepreneurial skills.

### The Development of Entrepreneurship Education

This study also explores the idea of Entrepreneurship Education since the participants in this study mentioned several times the notion of 'entrepreneurial spirit' during the interview. The results reveal that the type of school (general school and vocational school) influences the development of entrepreneurship education at school level. In general schools, entrepreneurship education is related to the teaching of craftsmanship to students, while in vocational schools, they seem to have more organised programs through their Production Unit, which is compulsory for vocational education in Indonesia. Production Unit is also known as a teaching factory (TEFA), a factory within a school. It is a production facility that operates based on procedures and actual working standards to produce products according to real industrial conditions and not profit oriented (President of the Republic of Indonesia, 2015). The development of entrepreneurship education is done through their Production Unit, as a teaching factory. According to Direktorat Pembinaan SMK (2020), a teaching factory should also involve local government, provincial and district level, as well as parents and local community in



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planning and implementation, including regulation.

In SMK for example, there is a bakery shop as a production unit. The school principal explains that he has to build a partnership with local market to provide basic ingredients for bakery. The bakery shop trains students how to make varieties of bread to be sold to community. Since the bakery products do not last long, the Production Unit should plan how many breads they should make a day and how to sell it. The management of this Production Unit seems to be more organised because it is a part of the vocational curriculum and influence the achievement of learning outcomes.

### ***Craftsmanship for Entrepreneurship Education in General High School (SMA)***

According to the principal of the general high school, there is no subject that is related directly to entrepreneurship. The principal mentioned that the only subjects related to entrepreneurship are economics and accountancy. She explained:

“What we can do on entrepreneurship education is extremely limited. We are preoccupied with teaching and learning activities ... the tightness of the curriculum makes it difficult for us to develop this entrepreneurship education.” This principal suggests that to include entrepreneurship education in the school curriculum there is a need to add a subject in a local content curriculum. Local content curriculum is explained in the regulation issued by Minister of Education and Culture No. 79 year 2014. It states:

“Local content is a study or subject in an educational unit that contains materials and learning processes about the local potential and uniqueness that are intended to shape learners' understanding of excellence and wisdom in their area of residence” (Minister of Education and Culture, 2014).

Based on this regulation, this school principal decided to teach craftsmanship as a subject for local content curriculum. She claims that teaching craftsmanship allows the school to develop students' entrepreneurial spirit using the school environment as a resource. The craftsmanship products could then be sold inside and outside the school. However, she admits that they often find difficulties to find craft teachers who are able to work at the school for years, since the craft teachers are usually non-permanent teachers. These teachers generally do not last long because they are looking for permanent work elsewhere.

A principal of a private boarding high school explains how the school that he leads has a boarding system in which students are allowed to do fund raising activities such as selling cakes and other similar activities. These activities are organised by the student council, known as OSIS. Like the previous general high school, the school also teaches craftsmanship to the students as an entrepreneurship subject.

All the responses show that entrepreneurship education in school aims to build students' ability to sell products. Students are expected to organise entrepreneurial activities, in terms of designing or selling products for sale. High school's entrepreneurship education is developed through local content curriculum by teaching craftsmanship. Different responses were found at vocational schools, which will be explained below.

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### ***Production Unit in Vocational School***

For vocational schools, entrepreneurship education curriculum is based on the learning outcomes to be achieved by students according to their major area of study. Entrepreneurship education in vocational school focuses on how the students' products are recognized by the local community. By having the products recognized, it is expected the local community will be interested in buying or using them.

One of the vocational school principals explains that as a vocational school, the existence of a production unit is a must. He says: "... as a vocational school, it is expected that the school has a production unit for economic and entrepreneurship development, where students will not only learn about practical knowledge, but also learn to generate income". He believes that one major challenge faced by vocational school is how the goods produced by the students do not become waste because they are not known and used by community. Production Unit is currently known as a teaching factory for vocational school. Teaching factory is defined as:

*"a production facility that is operated based on actual working procedures and standards to produce products in accordance with the real conditions of the industry and is not profit-oriented"* (Direktorat Pembinaan SMK, 2020).

Teaching factory is a learning concept for a vocational school that is based on production and service. It refers to standards and procedures applicable in the industry and carried out in an atmosphere like what happens in industry. Even though the concept of a teaching factory is not intended for profit, vocational schools require special effort about how to market the schools' product. Study conducted by (Hadriah & Yapti, 2019) also addressed this issue of marketing. They conducted a study about the management of a Production Unit at one vocational school in South Sulawesi. They found that the Production Unit was well organised; however, the customers for the product were very limited. Promotional activities to market the school's products were also found to be less organised.

One of the principals explains that his school established partnerships with local convenience stores to facilitate students' learning about marketing. He believes that besides learning about production, students also need to learn how to market their products. He also says that if the subject is not business-related, it will be difficult to develop students' entrepreneurship skills. He states: "If it is not related to business, it will be difficult because the learning will only be theoretical based, so abstract".

### ***The Differences Between General and Vocational School on Entrepreneurship Education***

This study found there were differences in implementing entrepreneurship education in high school and vocational school. When we asked how the concept of entrepreneurship were applied in high schools and vocational schools, the school principals believe that to implement entrepreneurship education in vocational schools was easier than that in general high schools. It is due to the different characteristics of the curriculum. In general schools, the curriculum focuses more on academic knowledge,

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while in vocational schools the emphasis is on practical skills. The school principal from a vocational school argues that the learning outcomes between high schools (SMA) and vocational schools (SMK) are different. He states:

*"In vocational school, the students' competency is based on their performance that requires practical skills. Students really have to work in real situation. In high school, the focus is more on theoretical knowledge. The students learn concepts, ... abstract... without practical knowledge. Here in vocational school, practical knowledge is very important".*

According to a principal from a general school, entrepreneurship education seems to be more suitable to vocational school. She explains:

*Vocational schools are indeed identic with business. As far as I know, they have production units for each department, while we, in general school, we emphasis on learning in the classroom, nothing is specific to entrepreneurship.*

She also states that students in vocational schools have already been taught to be an entrepreneur during their study. She believes that this makes it different from general high schools. The same argument was also put forward by the other principal from a general school. He suggests adding certain subjects related to business in the high school curriculum arguing that not all students in general high schools want go to college or other types of higher education. Therefore, entrepreneurial skills are also important for them.

This study found that in general, the principals' understandings of entrepreneurial competency is how they can make money through school programs and activities. These school programs can take many forms and involve all school members, teachers, students, and other staff. The enterprise programs can be managed by the students only, teachers alone, or as a collaboration between them. The principal's main task is to initiate a program where students could enhance their entrepreneurship skills, even though the focus is still on craftsmanship and how they sell it, especially in general school. The results also showed that the type of school, in this case public and private high schools, and vocational schools, have influenced how entrepreneurial competency can be translated and implemented at the school level. This study revealed that the school principals did have a strong willingness and commitment to develop entrepreneurship education in their school. However, the expected outcome or impacts of entrepreneurship education for their students has not clearly been defined.

This study demonstrated that both entrepreneurial competence and entrepreneurship education is perceived as a "business" competence. All principals involved in this study perceived entrepreneurial competence as the ability to design and develop school programs that can generate income. Following this understanding, the development of entrepreneurship education also focuses on teaching students about business opportunity, both in general and vocational schools.

In general schools, entrepreneurial competency is found to be more challenging at the implementation level. Developing a business unit is difficult for a general school since these schools have no specific subject related to business. In the classroom, all school

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principals from general schools use the Local Content Curriculum as a stepping off point for an entrepreneurship subject. However, since the principals' perception of entrepreneurial competence concerns business, the focus is solely on how students can produce handicrafts for sale. Such perceptions eventually place pressure on school principals. Schools try to develop their entrepreneurship education by including a "business subject" through the local content curriculum.

A different principal perspective was found in the vocational schools. For vocational school (SMK), the entrepreneurial competence is considered to be in accordance with vocational curriculum. Business units can be developed through production units that are obligatory for vocational school. This production unit also serves as a place for students to do practicum, based on their respective majors. A Study conducted by Wibowo (2011) confirms that learning factors are the strongest element influencing students' willingness to become an entrepreneur after graduation from vocational school. These learning factors consist of industrial work practices, entrepreneurship subjects, and training at school. This production unit also presents challenges for vocational school principals, particularly to make the production unit as productive as possible, that also provides income to support school programs.

A narrow understanding of entrepreneurship that focuses on business only tends to ignore other aspects of entrepreneurial competence. The Minister of National Education (2007) stated that entrepreneurship education consists of innovation for school development, working hard to achieve school success, having strong motivation to carry out their tasks and functions, and never giving up in facing obstacles faced by schools. LPPKS (2017) as one of the organizing institutions for training and empowerment of school principals has also emphasized that entrepreneurship in education is more about strengthening the soul, values and spirit of entrepreneurship for the benefit of education. Wijayanti, Bafadal, and Burhanuddin (2015) propose that entrepreneurial leadership is more than just creating and managing a business unit. The entrepreneurial spirit is built to strengthen the religious values of students, because the spirit of entrepreneurship is about building and developing the character of students. Aspects of non-cognitive skills seem to be left out of this perspective due to a narrow conceptual definition. All school principals agree that entrepreneurship education is only suitable for programs relating to business. Otherwise, entrepreneurship education becomes difficult to implement. Even for vocational schools, where the principals seem to have a clearer idea about entrepreneurship education, difficulties are experienced when the major being offered is not directly related to business such as office management, economic, and accountancy.

The principal of the general school also argued that curriculum in general schools is too tight. This study found that the tightness of the existing curriculum makes it difficult for general schools to allocate special time for entrepreneurship education. There is no subject that leads to entrepreneurship. Hence, the most feasible alternative is to include craftsmanship skills in the local content curriculum, so entrepreneurship education is represented. This limits opportunities for students to develop their



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potential. Fernandes (2018) writes, “entrepreneurship is related to the mind-set, ways of thinking and doing, the desire to do better, the ability to test their own assumptions, and efforts to find innovative solutions”.

### Implications

Reflecting on the findings from this study, the expected outcomes of entrepreneurship education seem to vary depending on school principals' understandings and school type (general or vocational school). These findings have implications for how entrepreneurship education could be taught in schools whether it should be embedded or isolated within all school subjects. According to Hannon (2005), there are some key principle differences concerning entrepreneurship. One can see entrepreneurship as a focused application of enterprise where he or she could lead to being entrepreneurial. The second one, entrepreneurship is seen as capability to be entrepreneurial which probably fluctuate over time depending on influencing factor. At last, one can learn to be entrepreneurial, but not everyone wants to use their capabilities in an entrepreneurial context, but rather uses them across varying contexts.

In this study, teaching craftsmanship to introduce entrepreneurial skills to students is done in general schools because craftsmanship is considered to be the most possible subject that represents entrepreneurship education. This finding concurs with research conducted by Seikkula-Leino, Ruskovaara, Ikavalko, & Rytkola (2010) who found that a challenge related to entrepreneurship education in practice is that it is not part of normal school work. That is, the link between entrepreneurship education and the existing curricula is found to be limited. These scholars conclude that there is a lack of understanding of teachers in the area of entrepreneurship education. This situation has impacted the way entrepreneurship education is taught in classrooms.

Moberg (2014) described two approaches used to entrepreneurship education. Drawing from the work of Hannon (2005), Moberg investigated how Education for Entrepreneurship (cognitive skills), and Education through Entrepreneurship (non-cognitive skills) has affected students' outcome at lower secondary level in Denmark. He found the approach of Education for Entrepreneurship has positive influence on students' entrepreneurial intentions but negative influence on their school engagement. While the opposite results were found for Education through Entrepreneurship. Since the two approaches lead to different results, he suggests considering which types of outcomes are expected. If the goal is to increase students' intention to be a career as self-employed, then education for entrepreneurship, content-oriented approach, is more suitable. However, if the goal is to foster non-cognitive skills such as creativity, being proactive with a high level of school engagement, then Education through Entrepreneurship should be the choice, where entrepreneurial teaching methods should be embedded in all subjects.

LPPKS (2017) emphasizes that the school is a social unit. It requires entrepreneurship skills for organisation purposes. The school also needs innovation to develop as an effective learning organisation. The spirit to keep fighting and hard work are critical in dealing with social changes occurring outside of schools. In addition,

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regulations on principals' competency state that school production units should not be for the sake of financial resources only, but rather as a source of learning that provides experiences for students to develop their entrepreneurial skills and character. Therefore, support for teachers to enhance their knowledge and skills in teaching entrepreneurship education is important. It has been suggested by Ruskovaara, Hämäläinen, and Pihkala (2016b) that the implementation of entrepreneurship education is strongly affected by supports given to head teachers such as resources, time, expert assistance and connection to the external environment, outside the school. This support becomes more important as entrepreneurship education has not been part of everyday activities in school (Seikkula-Leino, Ruskovaara, Ikavalko, & Rytkola, 2010). In the context of this study, the practice of entrepreneurship education as part of school activities can be found in vocational schools, but not in general schools.

This study views schools as social business units. As a social business unit, the school is a very strategic place for developing entrepreneurial competencies. The school principal is one of the key factors to promote this. Production units and other school business units are a small part of the school itself. Entrepreneurship education is about how to prepare students to be responsible, dare to take risks, and know how to respond to changes in society (UNESCO, 2008). It is strongly recommended that research is conducted that links principals' entrepreneurial competence and expected student outcomes to make entrepreneurship more visible and practical in school curriculum, especially in general schools.

Training and mentoring for school principals of general schools is required to translate the idea of entrepreneurship education at school level (Ruskovaara, Hämäläinen, & Pihkala, 2016b). This is especially critical since school principals multitask when managing school activities. Limited understanding of what entrepreneurship is in the context of public education that has affected its implementation for entrepreneurship programs and curriculum at school level.

## **CONCLUSION**

This study shows that entrepreneurial competence was perceived by principals as the ability to manage and develop business units in schools. This business unit can come from the work of students, or from external partnerships whose purpose is to generate financial benefits for schools. This perception ultimately impacts the efforts made by school principals in developing entrepreneurship in schools, and how to develop entrepreneurship education for students.

There are differences between high schools and vocational schools in implementing the concept of entrepreneurship in schools. Competency and entrepreneurial spirit are considered more relevant for SMKs (Vocational Schools) because of their characteristics as vocational education units. As for the high school level, the concept of entrepreneurship is felt rather difficult to implement because of the characteristics of the high school curriculum that focuses more on academics and not on skills like vocational schools.

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Challenges faced by general and vocational schools also differ. There is a disconnect encountered by general school principals in implementing the concept of entrepreneurship in their school curriculum. While vocational school principals require support to build partnerships with relevant stakeholders. This is critically important so the Production Unit can function both as a learning centre for students and as a source for school income. The school principals of vocational school also require training on how to manage a production unit as a real business. It will help schools to sell their products to the community. This study suggests training for school principals which is strongly recommended to response the discourse on entrepreneurship education to strengthen their capacity in translate entrepreneurship education into practice their schools. Different types of school should also be considered in conducting training for school principals in this regard.

Further research that focuses on how teachers teach entrepreneurship to their students and the expected agreed outcomes would further understanding in the field. Studies on principal's entrepreneurial competency exploring lower level, early childhood and primary education would also be of interest. Further research in the field will enrich discussion on how entrepreneurship could be taught at all levels and would respond to existing debate in the field.

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