

Contribution of Principals' Entrepreneurial Behavior to Teacher's Performance

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Abstract: Education will succeed if the teacher's performance is good. The principal is the key to the success of educational success. To support the performance of teachers, the entrepreneurship behavior of the principal is needed. This article describes the results of research aimed at 1) describe the entrepreneurship behavior of elementary school principals to improve teacher performance; (2) show the amount of contribution the Principal entrepreneurship behavior towards the teacher's performance; and (3) shows other factors that affect teacher performance. This research uses a combined approach (mixed methods).. This research uses a mixed approach. All 30 elementary school teachers were used as respondents and research subjects. Meanwhile, the sample as respondents filling out the questionnaire was fifth grade elementary school students totaling 135 children. Data collection techniques used interviews, questionnaires, and document studies. The results of the study show that the application of principals' entrepreneurial behavior to improve teacher performance through work steps: creative, innovative, hard working, good at reading opportunities, and daring to take risks. Principal entrepreneurship leadership behavior influences teacher performance. The contribution of principals' entrepreneurial behavior has an effect on improving teacher performance by 38.8%, while 61.2% is influenced by other factors such as: teacher conditions, salary, transportation, attendance, harmony, school culture, and school environment.

Keywords: *entrepreneurial behavior, teacher performance*

Introduction

Education will succeed if the teacher's performance is good. This is because, the teacher is the spearhead of the success of an education. In Indonesia, teacher performance is a major concern. Not all teachers in Indonesia have performed well. The principal is the key to successful educational success. Efforts to improve teacher performance are very good if it begins with improving the performance of the principal.

Performance is performance. Teacher performance is the performance of a teacher in carrying out his duties. In the Teacher and Lecturer Law Number 14 of 2005 it is stated that the teacher has the task of educating, teaching, guiding, training, directing, evaluating, and evaluating students. As for the Minister of National Education Regulation Number 35 of 2010 concerning Technical Guidelines for Teacher's Functional Position and Credit Numbers, it is stated that the teacher is in charge of planning, implementing, and evaluating learning. Therefore, the assessment of teacher performance is based on the teacher's task in planning, implementing, and evaluating learning which also includes educating, teaching, guiding, training, directing, evaluating, and evaluating students. Teacher performance is influenced by internal and external factors. Teacher internal factors include: psychological and physical conditions, enthusiasm, and will. Meanwhile, external factors that affect teacher performance include: salary, work environment, gift giving, and competency of school principals. Tehseen & Hadi (2015) said that major influential factors such as working conditions, administrative support and student behavior impacting teacher's performance and their retention. Five basic components in performance management assessment, namely: (1) state the goals, sources and funds of the organization, (2) organizational size and individual performance, (3) appreciation of individuals for their performance, (4) organizational

reports of individual capabilities, and (5) analyze the organization and strategic incorporation of models and analysis (Stifler 2006). Based on some opinions about the performance above, then it can be concluded that performance is a person's work in carrying out the tasks given by the boss. Teacher performance is the performance of the teacher in carrying out the task of planning, implementing, and evaluating learning.

Entrepreneurship is a noun from an entrepreneur. An entrepreneur is a person who has strong curiosity and expertise to sell the product or service produced. Personal selling is a "weapon" that must be owned by every entrepreneur to conquer other parties (Machfoedz 2015). Furthermore, Machfoedz put forward the character of an entrepreneur as follows: having trust, being able to control themselves, looking for activities, working based on goals, analyzing opportunities, creative, problem solvers, and objectives (2015). Meanwhile, Ciputra mentioned three main characteristics of an entrepreneur, namely being able to see opportunities, be innovative, and dare to bear risks (Harefa & Siadari 2006). Lambing & Kuehl define, "Entrepreneurship is creation of organization." (Entrepreneurship is the creation of organizations) (2003). Someone can be successful as an entrepreneur because it is influenced by several factors. Several variables have been identified as triggering factors of entrepreneurial factors, i.e. contextual factors and inherent factors. Contextual factors, such as education or taxation systems, are features of the socio-economic environment within which entrepreneurial decisions are taken. Inherent factors, such as age or alertness, instead, are characteristics of the individual (Le'vesque & Minniti 2006). So, briefly it can be defined that entrepreneurship is someone who is creative, innovative, willing to work hard, good at reading opportunities well, and willing to take risks. A school principal whose entrepreneurial behavior is a principal who is leadership-minded, creative and innovative, willing to work hard, has strong curiosity, is good at reading opportunities well, and takes risks in managing schools.

Based on observations and interviews with one of the elementary school principals, it was stated that teacher performance appraisals were carried out routinely and seriously every semester. Therefore, increasing the quality and quantity of students each year is very meaningful. In addition to the intensive performance appraisal, the improvement in the quality and quantity of schools is also influenced by the entrepreneurship behavior of the school principal.

Furthermore, the formulation of the research problem is as follows. (1) How is the Principal's entrepreneurship behavior to improve teacher performance? (2) Does the Principal's entrepreneurship behavior have a positive effect on teacher performance? (3) What other factors influence the efforts to improve teacher performance?

Research Methods

This research uses a mixed approach. The combined method according to Hanson (Hesse 2010) includes the collection, analysis, and integration of quantitative and qualitative data in a single or gradual study. The combined method also has the use of two or more qualitative methods in one research or using several quantitative methods in one study (Brannen 1992). Mixed methods are using two or more methods taken from two different approaches, namely quantitative and qualitative approaches (or vice versa) (Sarwono 2013: 5). The combined approach in this study is a combination of quantitative regression with descriptive qualitative. Quantitative regression to reveal data about the magnitude of the contribution of principals' entrepreneurial behavior and other factors to teacher performance. Whereas, qualitative be used to describe the process of entrepreneurship behavior of principals in improving teacher performance.

The study was conducted at the Integrated Islamic Elementary School. The sample of this study used saturated samples. That is, the existing population is used as a sample. A total of 30 teachers were used as respondents and research subjects. Meanwhile, the sample as respondents filling out the questionnaire were students in grades V and VI in elementary school totaling 135 children.

Data collection techniques are used questionnaires, interviews and document studies. Questionnaires are used to investigate the behavior of entrepreneurship in school influences on teacher competence. Interviews are used to find out the methods used by principals in implementing entrepreneurial leadership. Study documents are used to identify the achievements that have been obtained while implementing entrepreneurial leadership

Results and Discussion

Application of Principal's Entrepreneurship Behavior in Improving the Performance of Primary School Teachers

Entrepreneurial behavior began to be applied since the school opened. One of the breakthroughs to support the application of entrepreneurial behavior is by accepting young teachers and employees. They range in age from 20-40 years. Meanwhile, the reason for appointing young teachers and employees is to be able to be invited to / directed to implement indicators of entrepreneurial behavior, namely: leadership, innovative, hard working, good at reading opportunities, and daring to take risks.

Based on the results of interviews with principals stated that the application of entrepreneurial behavior through aspects:

- Creative: doing different ways of managing schools, making new ways of managing schools based on existing methods, creating new ways of managing schools that were not there before.
- Innovative: developing a method / model in improving the quality of graduates, introducing new ways of developing results to school residents, trying to develop something from what already exists.
- Work hard: often work outside working hours, always show attitude in work, try to be able to achieve the targeted goals, and use their free time for productive things.
- Good at reading opportunities: looking for opportunities by planning the agenda of activities that will be good and recording activities that have been carried out, utilizing offers from third parties by selecting according to needs, and using opportunities well by including in the race.
- Dare to bear the risk: not afraid to face failure but failure is analyzed as a guideline for success, not despair if something is desired is not done but just disappointed, ready to face the risks of his actions, and not feel harmed if the business does not show results.

Effect of Principal's Entrepreneurship Behavior on Teacher's Performance

The results of interviews with 30 teachers in an elementary school in Indonesia stated that:

- Creative: the principal's creative attitude greatly influences the performance of teachers and employees. From 30 teachers said that YES was very influential. The principal's creative attitude influences the creative attitude of the teacher and students. Don't blame students not being creative blame teachers and school principals who aren't able to make

their students creative. Outcome of students' creative attitudes can improve the economy of society. In accordance with the opinion that the only legitimate means to fight economic recession is functional education that ends up in entrepreneurship (Ugwu & Suleiman 2017).

- Innovative: out of 30 teachers, 28 teachers stated that the school principal was creative and innovative because he loved creating and developing new / different ways of managing schools, especially in learning. The headmaster directs his teacher so that all learning is product based. Meanwhile, those stating that the principal was not yet maximally using new methods were as many as 2 teachers. The reason is that the principal has not provided adequate facilities and infrastructure for student practice. Actually, to make innovative learning can be done with collaboration between one teacher with another or with the principal. In this way it can also overcome the completeness of facilities and infrastructure. Said by Meirink, Imants, Meijer, & Verloop (2010) that the organization of teachers into departments is not sufficient in itself to ensure that these teachers will collaborate on instructional and pedagogical topics leading to innovative teacher learning.
- Hard work: out of 30 teachers stated that the principal always worked hard, by always participating in productive activities carried out by the teachers, for example memorizing the Koran, coaching and guiding to take part in the competition, giving examples to teachers about product-based learning.
- Good at reading opportunities: from 30 teachers stated that principals always take advantage of existing opportunities for school progress and design strategies to be carried out for the following years.
- Dare to bear the risk: all teachers say that the headmaster will never give up if he faces failure by always trying again in the year of his death.

The results of Kuratko, Hornsby & Covin (2014) research stated that five main dimensions are important for creating an entrepreneurial / innovative environment to entrepreneurial behavior, yaitu: (1) top management support, (2) work discretion/autonomy, (3) rewards/reinforcement, (4) time availability, and (5) organizational boundaries. Another opinion said that entrepreneurship education is essential part in the promotion of innovation and improvement of the quality of education (ZHOU 2016).

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- **Work hard:** out of 30 teachers stated that the principal always worked hard, by always participating in productive activities carried out by the teachers, for example memorizing the Koran, coaching and mentoring to take part in the competition, giving examples of product-based learning, and working hard to innovate to make learning Media. Mohd et al. (2015) that the attitude of working hard is positively related to the orientation of innovation in entrepreneurial learning..
- **Good at reading opportunities:** from 30 teachers stated that principals always take advantage of existing opportunities for school progress and design strategies to be carried out for the following years. Kim, et al (2018) explain that the ability to read opportunities is how to find and take advantage of creative opportunities that create new values and benefits and are the ultimate goal of entrepreneurship education.
- **Dare to bear the risk:** all teachers say that the headmaster will never give up if he faces failure by always trying again in the year of his death. Suharyono (2017) states that courage bears risks accompanied by established calculations which are characteristics of superior entrepreneurs.

Furthermore, the results of interviews with 30 teachers can be concluded that the principal's entrepreneurial leadership behavior has an effect on improving teacher performance. This can be demonstrated from the results of the presence of teachers who get 96% of teachers always present (not absent) and disciplined in class.

The results of data analysis from scale 4 questionnaire which shows the positive influence of entrepreneurial leadership behavior on teacher performance as follows.

Table 1. Anova Table Contribution of Principal School Entrepreneurship Behavior to Teacher Performance

		ANOVA ^b				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2868.484	1	2868.484	84.178	.000 ^a
	Residual	4532.153	133	34.076		
	Total	7400.637	134			

a. Predictors: (Constant), Principal's Entrepreneurship Behavior

b. Dependent Variable: Teacher Performance

In table 1. it can be seen that the Fcount is 84,178 while the Ftable value is 3.90 with a significance of 0,000 meaning Ho is rejected and Ha is accepted, meaning the Principal Entrepreneurship Behavior variable (X) has a significant effect on the performance of elementary school teachers (Y), so as to strengthen the contribution of principals' behavior to teacher performance. The level of relationship between the Principal's Entrepreneurship Leadership

Behavior variable (X1) on Teacher Performance (Y) is indicated by the R value (correlation) of 0.623. can be seen in table 2. below.

Table 2. The level of the relationship between the Principal School Entrepreneurship Leadership Behavior variable (X1) towards Teacher Performance (Y)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.623 ^a	.388	.383	5.837	.388	84.178	1	133	.000

a. Predictors: (Constant), Principal's Entrepreneurship Behavior

b. Dependent Variable Teacher Performance

Coefficients in table 2. shows the influence on the positive high / strong level between the Principal Entrepreneurship Behavior variable (X) on the Teacher Performance variable (Y). The amount of contribution given by the Principal Entrepreneurship Behavior variable (X) on Teacher Performance (Y) is shown by the coefficient of determination (r²), namely $r^2 \times 100\% = 0.6232 \times 100\% = 38.8\%$. The results of this study mean that the Principal Entrepreneurship Behavior variable (X) can only contribute 38.8% to the Teacher Performance variable (Y), while the remaining 61.2% is influenced by other factors not examined.

Regression equation model to estimate the level of Teacher Performance (Y) which is influenced by the Principal Entrepreneurship Behavior variable (X) can be seen in table 3. below.

Table 3. Teacher Performance Level (Y) which is influenced by the Principal's

Model		Coefficients ^a							
		Unstandardized Coefficients		Standardized Coefficients		t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta				Lower Bound	Upper Bound
1	(Constant)	38.435	7.484			5.135	.000	23.631	53.239
	Principal's Entrepreneurship Behavior	.717	.078	.623		9.175	.000	.563	.872

a. Dependent Variable: Teacher Performance

Entrepreneurship Behavior variable (X)

In the next analysis, which is to determine a simple linear regression equation can be seen from table 3. The above coefficients can be seen that, the significance obtained from the results of t test is $0,000 < 0,05$ so there is an influence between Principal Entrepreneurship Behavior (X) on Student Learning Achievement (Y) with the regression equation as follows:

$$Y = \alpha + \beta X$$

$$Y = 38,435 + 0,717 X$$

Information :

Y = Teacher Performance

X = Principal's Entrepreneurship Behavior

α = Constant value (magnitude of the level of learning achievement when $X = 0$)

β = regression coefficient number which means that every increase in Principal Entrepreneurship Behavior is 1%, the level of teacher performance will increase by 0.717

By using the regression equation above, it can be concluded that when the Principal's Entrepreneurship Behavior is in fixed competence or $X = 0$, then the teacher's performance level is 38.435, with the regression equation $Y = 38.435 + 0.717 (0)$. When the Principal's Entrepreneurship Behavior rises 1%, the teacher's performance level also rises by 1% with the regression equation $Y = 38.435 + 0.717 (1) = 39.152$. Furthermore, if the Principal's Entrepreneurship Behavior increases by 1%, the teacher's performance increases by 0.717, and vice versa if the Principal's Entrepreneurship Behavior decreases by 1%, the teacher's performance level will also decrease. Thus it can be understood that the principal's entrepreneurial behavior has a strong influence so that the better the entrepreneurship behavior of the principal will be the better the teacher's performance will be.

The results of this study are corroborated by the results of Agus Wibowo and Ari Saptono's research entitled "Intrapreneurship Leadership, School Culture and Teacher Innovation Performance" that there is a significant relationship between intrapreneurial leadership and school culture on the performance of innovation in elementary school teachers in East Jakarta where the coefficient test results multiple correlation ($R_y. 12$) = 0.885 and F count (Change F) = 266,395, and p-value = $0,000 < 0.05$. The coefficient of determination (R square) = 0.784, which means that intrapreneurial leadership (X1) and school culture (X2) together affect 78.4% of innovation performance (Y). Other relevant research conducted by Zahra and Covin (1995) states that corporate entrepreneurship has a positive impact on financial measures of company performance.

Factors that Influence Teacher Performance

The percentage of the influence of the principal's behavioral factors is 38.8%, the remaining 61.2% is influenced by other factors. Based on the results of the interview stated that other factors that influence the performance of the teacher are: the condition of the teacher, salary, transportation, attendance, harmony, school culture, and school environment.

The conditions of the teacher referred to above are physical and psychological conditions. Physical conditions are related to strength and health, while psychological conditions are related to the mental and personality of the teacher. Salaries and incentives also affect performance. Salaries that are in accordance with the standard or more can motivate the teacher on duty so that it affects the performance. Transfers of attendance also motivate teachers to be on time to attend school and avoid being absent. Harmony refers to a good and pleasant work climate. Harmony is built on the relationships between school citizens who respect each other, show friendliness, harmony, and need each other. If the work climate of the school is good / pleasant, then it can be ascertained the teacher's performance is good/increasing.

Conclusions

Based on the results of the above research, temporary conclusions can be written as follows.

- Principal entrepreneurship behavior to improve teacher performance is carried out through aspects: creative, innovative, willing to work hard, good at reading opportunities, and willing to take risks. From the results of interviews with the principal it was stated that the principal had 90% of the actions that were described from the aspects mentioned above.
- The behavior of entrepreneurship influences teacher performance. The magnitude of the influence of entrepreneurial behavior on the teacher performance is 38.8%. Meanwhile, 61.2% is another factor. The results of the determination of a simple linear regression equation can be concluded that the principal's entrepreneurial behavior has a strong influence so that the better the principal's entrepreneurial behavior will be the better the teacher's performance. The results of interviews with teachers stated that teacher performance refers to the behavior of the principal in carrying out their duties.
- Factors that influence teacher performance in addition to the principal's entrepreneurial behavior are: salary, attendance, office allowances and other benefits, harmony, school culture, and school environment. The percentage of the influence of other factors has not been analyzed with statistics so that it has not been described in this report.

Acknowledgments

Thank you to Eleven March University for providing financial support through the Maintenance Research Group (MRG) scientific publications to attend this international seminar.

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