
**PRINCIPAL'S STRATEGY IN DEVELOPING ENTREPRENEURSHIP
IN ELEMENTARY SCHOOLS****Moh. Rofiki¹, Ahmad Zubaidi², Muhammad Khirul Umam³**^{1,2,3} Faculty of Islamic Studies, Universitas Nurul Jadid, Indonesiaauthor correspondence: umankhairul925@gmail.com

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ABSTRACT

Abstract: Education has become the center of transformation in the social, economic, and political fields and has become an integrative force in people's lives. Entrepreneurship must be given as early as possible so that what is a concern in society against graduates from an educational institution, namely unemployment, can be eliminated. Therefore, the principal as a person who has entrepreneurial policies and competencies must be able to develop entrepreneurship well. This research uses a quantitative approach with a case study type. This research was conducted at Madrasah Tsanawiyah Negeri 1 Paiton Probolinggo. The selection of the research location is based on the consideration that the researcher is easy to get information and the location is a madrasa that implements the Information technology class and the adiwiyata program in Paiton. The informants in this study were the principal, teachers and students. Techniques in data collection used participant observation, in-depth interviews and documentation studies. Data analysis used is data reduction, data presentation, and conclusion drawing. The principal's strategy in developing entrepreneurship is done with three strategies, namely formulation strategy, implementation strategy, and evaluation strategy.

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INTRODUCTION

Education is basically an effort made to improve the competence of students through learning in school and outside school. This is in line with the function of national education, which is to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. In addition, education aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Of course, achieving these educational goals requires effort and hard work by all levels of the school, especially the principal as the leader and policy maker at school in organizing education in order to produce quality and character graduates. Where, the quality and quantity of education

carried out at this time will determine the availability of human resources in the future and can be competitive (Lazwardi, 2016); (Rofiki et al., 2021).

Education has become the center of transformation both in the social, economic and political fields and has become an integrative force in people's lives. Of course, this cannot be separated from the process of instilling values that can encourage individual excellence in the midst of national development through education. One of the important things is the cultivation of self-reliance values for the younger generation in the education process so that they do not depend on the environment, especially when they are supposed to return to society after completing the education stage and are better prepared to be involved in the development process (Hasan, 2020).

School is a place where education is organized through the learning process that occurs between teachers and students. In addition, schools also have various dimensions that are related to each other and support each other in which there are teaching and learning activities to improve the quality and development of the potential of students (Minsih et al., 2019). With the existence of quality education, it will have a huge impact on graduates to be able to compete and be quickly accepted in the world of work and not increase unemployment. Unemployment is generally caused by the large number of job seekers who are not proportional to the number of jobs available. According to the Central Statistics Agency, data related to unemployment that occurred in Indonesia as of August 2021 stated that the number of unemployed people had touched 9.1 million people. Meanwhile, in the previous year, namely as of August 2020, it touched 9.7 million people. Of course, this number has decreased by around 670,000 people from the unemployment rate as of August 2020 (Istiqomah & Munir, 2022). More details can be seen in the following comparison chart.

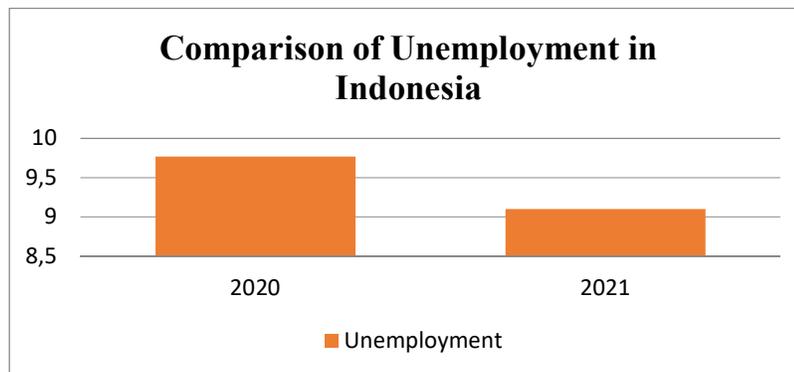


Figure 1: Comparison of Unemployment in 2020 and 2021

Schools as a forum for organizing education must be able to provide quality education. This is of course very dependent on the principal as the leader. The principal has the highest position in the school. Because the principal has an important role and everything in the school. For this reason, principals and teachers must work together and coordination is needed in advancing quality schools. A quality school is not born by itself and is not born because of complete facilities. A quality school must be formed and planned well and implemented well. In its implementation, it also requires cooperation between dimensions, stakeholders, and commitment from the school community (Minsih et al., 2019); (Zamroni et al., 2021); (Diana et al., 2021). Therefore, principals must have expertise/skills, competencies and continue to train themselves, have, and understand their main duties as principals, and also understand the competencies that have been determined which can be actualized from the form of attitudes, behavior or actions, decisions, and policies taken by principals for the sake of school output with character and quality which will be in their hands the future of this nation will be handed over (Kadarsih et al., 2020). The principal's competence that must be possessed by the principal confirms that a school/madrasah principal must have five minimum dimensions of competence, namely: personality, managerial, entrepreneurial, supervisory, and social competencies (Yuliawati & Enas, 2018).

In addition, a form of independence values instilled by many countries is to develop the entrepreneurship sector for its people. Entrepreneurship is considered as one of the ways out in overcoming the problems of unemployment and limited employment, as well as poverty faced by almost all countries, especially developing countries (Hasan, 2020). Learners who receive entrepreneurship education tend to have an interest in entrepreneurship. Entrepreneurship education can foster students' interest in entrepreneurship, but it is also influenced by other factors, such as student characteristics and family background (Suhartini et al., 2022).

Research related to entrepreneurship has been carried out by many previous researchers. Most state that principals have a very large share in the implementation of entrepreneurship in schools. However, in previous studies no one has discussed the principal's strategy in developing entrepreneurship. Departing from this problem, the researcher is interested in conducting more in-depth research related to the focus of the research.

This study aims to analyze the strategies carried out by principals in developing entrepreneurship as part of the skills that must be possessed by principals as leaders in schools. In addition, this research is useful for providing knowledge about the strategies used by school principals in developing entrepreneurship in educational institutions.

RESEARCH METHOD

This research uses a qualitative approach with a case study type. This approach was chosen because it is to get an intensive in-depth analysis. The place or object of research is Madrasah Tsanawiyah Negeri 1 Probolinggo which is located in Karanganyar Village, Paiton Probolinggo. The selection of this object is based on several considerations, namely: it is the only State Madrasah Tsanawiyah that develops Information technology class and adiwiyata program in Paiton and easy to get research data. Data collection techniques were carried out with participant observation, in-depth interviews and documentation. The research subjects who were used as informants in obtaining data in this study used purposive sampling technique with the consideration that the researcher already had an overview of the people who would be used as informants in this study. The informants in this study were principals and teachers. The source of funds for this research is the source of funds that have been allocated for OBE-based Community Service Program research facilitated by LP3M Nurul Jadid University. The data analysis technique used in this research uses qualitative analysis which consists of data reduction, data presentation, and conclusion drawing.

RESULT AND DISCUSSION

Strategy is an action that is always increasing and continuous and is carried out based on the perspective of what the community expects in the future. Principals in implementing strategies related to entrepreneurship must prepare strategies based on or using the principles of strategic management. More details can be seen in the following picture.



Figure 2. Principal's Strategy in Developing Entrepreneurship

From the figure above, the principal's strategy in developing entrepreneurship consists of three strategies with the following explanation:

1. Formulation: this strategy is used to formulate or create a program related to entrepreneurship development. This formulation must of course be based on appropriate regulations and enforced in the school.
2. Implementation: the next strategy is to implement what has been compiled and formulated in the formulation so that the implementation of entrepreneurship development can run with the expectations and plans that have been made.
3. Evaluation: the last strategy is evaluation, this strategy must be implemented because with this evaluation it can see the implementation that has been carried out by the principal according to whether or not and whether or not it is successful or according to the formulation that has been made.

Based on the results of observations and interviews conducted to several informants in the study related to the principal's strategy in entrepreneurship development, as follows:

The principal's formulation strategy in entrepreneurship development is carried out by making or creating a policy on entrepreneurship. The policy usually has a lot to do with financing and educational assessment. This is in accordance with what the principal said.

"In considering and deciding on a policy, especially in matters of entrepreneurship, I am very concerned. The policies I make must be guided by educational standards, one of which is related to financing and assessment. Because this is very decisive in the program that we make. So that in the implementation of the program we make a schedule, report results, and evaluate these activities" (Mudakkir, 2022).

In addition, in formulating an entrepreneurial strategy, it must lead to students as the object of entrepreneurship, as stated by one of the teachers of Madrasah Tsanawiyah Negeri 1 Probolinggo. "The principal in making entrepreneurship policies that prioritize students. Students are given training and assistance to make their own products in order to form the independent character of students" (Hasanah, 2022).

In the implementation of the entrepreneurship program carried out by the principal first socialize to students related to entrepreneurship. This is as the result of an interview with the principal.

"In doing entrepreneurship we must first socialize with students related to entrepreneurship. This is certainly to provide understanding and understanding related to entrepreneurship. If you already know, you will be interested and enthusiastic to join the entrepreneurship program that has been planned or arranged by the school " (Mudakkir, 2022).

Furthermore, the implementation of the program is carried out socialization to students, this of course aims to provide prior understanding to students and the purpose of this entrepreneurship teaches a sense of independence to students. This is as stated by one of the teachers.

"This entrepreneurship program is not solely the will of the principal, but there are already demands from the government that the school must implement entrepreneurship. First socialized, we usually make a socialization program at the end of the learning year, one of which has been determined at school is that at the end of each year students must make 1 product for one person as a final project then the product is promoted. Indirectly, we have introduced this entrepreneurship program to other students." (Hasanah, 2022).

In addition, assistance is also provided to students to be able to produce something of value so that students have an entrepreneurial spirit and can be practiced by students. as the results of an interview with one of the teachers.

"How to foster students in this entrepreneurship program is as usual in teaching and learning activities but students will be further fostered in the afternoon specifically for entrepreneurship. Students must have an entrepreneurial spirit, to foster this we will provide stimulants to students by giving assignments to make products that have selling value so that they will automatically be motivated to continue making new products." (Halim, 2022)

After implementation, the next strategy is evaluation. Evaluation is carried out to see the implementation of the entrepreneurship program that has been made according to or running smoothly. Of course, in this evaluation does not use test instruments but uses non-tests, namely by looking at the work of students who can be used as the result of the entrepreneurship. Furthermore, with the results of entrepreneurship produced by students can be found marketing to sell entrepreneurship products. This is certainly in line and in line with what was conveyed by the principal related to marketing the results of entrepreneurship. "the existence of products from entrepreneurship produced by students later we try to find marketing in selling the results of the handwork so as to get income and and can increase the confidence of students in producing products that have selling value" (Mudakkir, 2022).

The strategies carried out by school principals in developing entrepreneurship have basically been carried out systematically and see the benefits that will be provided in entrepreneurship education. Where the purpose of entrepreneurship education at the basic education level has a goal in shaping humans as a whole, namely having the understanding and skills to become an entrepreneur. So important is entrepreneurship education for graduates of educational institutions, it is important for school principals to continue to hone their skills in supporting the achievement of entrepreneurship. In addition, with the entrepreneurial competencies possessed by the principal, it will be easy to develop the school more effectively and independently. Of course, through these competencies a principal will be able to do several things, namely: a) Creating innovations that are useful for school development, b) Working hard to achieve school success as an effective learning organization, c) Having a strong motivation to succeed in carrying out the main tasks and functions as a school leader, d) Never giving up and always looking for the best solution in facing the obstacles faced by schools as a source of learning for students (Oktavia, 2014); (Rofiki et al., 2022). Adanya pendidikan kewirausahaan di sekolah perlu dilakukan secara cepat dan berkesinambungan secara matang serta melibatkan seluruh unsur sekolah, terutama kepala sekolah sebagai top manager lembaga pendidikan agar apa yang menjadi tujuan pendidikan tercapai dengan baik, mengingat kepala sekolah kompetensi yang wajib dimiliki salah satunya adalah kewirausahaan (Istiqomah & Munir, 2022).

Therefore, the cultivation of entrepreneurship needs to be done as early as possible by focusing on the characteristics and core values that it has, namely independent, creative and action-oriented leadership and hard work. Furthermore, the value contained in entrepreneurship that has been prepared and implemented by the principal through strategies in developing entrepreneurship can be seen and observed from the nature and behavior of these students. In addition, the purpose of entrepreneurship should be able to provide both theoretical and practical provision of students through three dimensions, namely technical production skills, managerial skills, and personality development skills embedded in the entrepreneurial mindset and spirit of student independence. So that three important aspects of entrepreneurship can be achieved, namely creative opportunities, renewal of creativity, and calculation of the risks taken (Sari, 2021).

CONCLUSION AND SUGGESTION

Entrepreneurship is very important to do quickly and early on in the education system. Entrepreneurship will have a very real impact on the responsibility and independence of students. Principal as a top manager must be able to achieve the objectives of the entrepreneurship, because one of the competencies that must be owned by the principal one of them is entrepreneurship. The principal's strategy in developing entrepreneurship in schools is to carry out three strategies consisting of formulation strategies, implementation strategies and evaluation strategies. Of the three strategies undertaken by the principal will have an impact in growing and developing the potential of entrepreneurship contained in the students. The success of entrepreneurship can be seen from the products produced by students as well as changes in behavior or attitudes of students in carrying out learning at school.

It is necessary to conduct further research related to entrepreneurship in elementary schools with the use of informants or a larger research sample so that what has not been covered in this study can be refined again from the results of subsequent studies. Principals as people who have the authority and responsibility in the implementation of entrepreneurship are required to be able to develop entrepreneurship through strategies that are carried out to support the achievement of entrepreneurship in schools.

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