



### Entrepreneurial Instinct of Principal to Manage Production Activities in Christian Pandhega Jaya High School

Yongky Defridus Haekase<sup>✉</sup>, Fakhruddin Fakhruddin, Arief Yulianto

Universitas Negeri Semarang, Semarang, Indonesia

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#### Abstract

The purpose of this study is to analyze the dimensions of the principals' entrepreneurial instincts in planning, organizing, implementing, and supervising school production/ service activities as a source of learning for students in Pandhega Jaya Christian High School. This research uses a qualitative approach with a case study design. The purpose of this study is to analyze the principals' entrepreneurial instincts in planning, organizing, implementing, and monitoring school production/ service activities as a source of learning for students. The research sample consisted of school principals, teachers, and students. Data collection techniques using in-depth interviews, observation, and documentation. The results showed that the principal already had an entrepreneurial instinct in managing school production/ service activities. In the case of planning, it is carried out by planning a work program of production activities together with the management team, budget planning, raw materials and tools, sources of business capital and preparing supporting facilities. In terms of organizing done by arranging human resources, infrastructure, implementation of production activities carried out in accordance with the plan that is as a source of learning for students. Supervision is carried out jointly by employees, principals and teachers to ensure that implementation is in accordance with planning. With good management of school production/ service activities, the principal has prepared learning resources for students, equipping graduates to work in the business world as well as an alternative school income in terms of funding.

<sup>✉</sup> Correspondence address:

Jalan Kelud Utara III, Semarang, Indonesia.

E-mail: [yongkyhaekase@gmail.com](mailto:yongkyhaekase@gmail.com)

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## INTRODUCTION

Education is one of the main pillars of nation-building. Education is also seen as a form of investment in the future of a nation so that the management of education must be directed to educate the nation's life. The principal as the leader in an educational institution/ school holds full responsibility for managing the school in the steps of creating and improving quality and quality education. Quality education will be able to produce outputs that can contribute to national development. principals are functional teachers who are given the task to lead a school where teaching and learning processes are held or where interactions between the teacher giving the lesson and the student receiving the lesson, (Wahjosumidjo, 2005).

Government Regulation Number 19 the Year 2017 Article 54 regulates the Principal's Workload in full to carry out its duties and functions as a managerial, entrepreneurial developer, and academic supervision. To be able to carry out their duties and functions, school principals must be supported by 5 competencies as listed in Permendiknas Number 13 in 2007, concerning the competency standards of principals namely managerial competence, supervision, entrepreneurship, personality, and social. By having entrepreneurial competence the principal can carry out their duties and functions in terms of entrepreneurship development.

Entrepreneurship is an attitude, soul, and ability to create something new that is useful for himself and others. In this case, the character of entrepreneurship is not only owned by entrepreneurs but must be owned by everyone who is the principal of the school. In the case of the development of school entrepreneurship, the principal must be supported by entrepreneurial instincts. in line with the opinion above (Iswadi, 2016) argues that the principal must have and be able to develop all aspects of competencies that are well owned, especially entrepreneurial competencies.

Ministry of Nasional Education (2017) explains that the principal's entrepreneurial

instinct is the principal's ability to create or manage and develop production activities that serve as a source of learning for students. Department of Nasional Education (2007) explains that school production/ service activities are a process of business activities carried out by schools/ madrasas on an ongoing, academic and business nature by empowering school/ madrasah citizens and the environment in the form of production/ service business units that are professionally managed. Production and service activities in schools provide learning opportunities for students because the conditions of student learning approach real situations that occur in the business world so that students can have creativity and innovation, self-confidence and foster a culture of quality and entrepreneurial qualities. The results of research conducted by (Sriwahyuni, Kristiawan, & Wachidi, 2019) to increase the number of graduates who are ready to work by preparing graduates to be able to become entrepreneurs. Schools must hone the entrepreneurial spirit of students by providing a container in the form of a production unit. School production and service activities can also increase school financial resources. in line with the above opinion (Sukmawaty, 2016) explains that the use of appropriate management models of school production/ service activities can be a source of learning for students as well as an alternative source in terms of school funding.

Based on the phenomena that occur at Pandhega Jaya Christian High School, located in the middle kupang district, shows that the principal has the ability to manage the potential that exists in the school to conduct production activities. With the support of the potential and concept of boarding school, it is very helpful for school principals in carrying out school production and service activities. In this case the production activities are usually carried out at the Vocational School, but researchers found that the Pandhega Jaya Christian High School which is a school with the concept of boarding provides production activities. The production activities carried out are also different from the production activities in the initial research.

Production activities held at Kr. Pandhega Jaya is implemented with the idea to utilize the resources of the school for mutual progress. Research conducted by Sari et al. (2012) management of school production units can be categorized well if aspects of planning, organizing, implementing, and monitoring as a whole are done well.

The purpose of this study was to determine the principal's entrepreneurial instincts in planning, organizing, implementing, and overseeing school production/ service activities as a source of learning for school residents. By having an organization planning, implementing, and supervision school production/service activities, the school can create an atmosphere of student learning approaching the atmosphere in the business world as well as alternative sources of school funding.

## METHOD

This study uses qualitative research with a case study research design to obtain an in-depth picture and analyze the entrepreneurial instincts of the Principal of Pandhega Jaya Christian High School in Central Kupang District in managing school production/ service activities ranging from planning, organizing, implementing to monitoring. This research was conducted at Pandhega Jaya Christian High School, Kupang Tengah District from June to July 2019. The research subjects consisted of the principal of Teachers and Students. Data collection techniques were carried out by conducting interviews, observation, and documentation. The Source of data comes from primary and secondary data. Primary data were obtained directly from 5 respondents consisting of the principal, 2 teachers, and 2 students while secondary data were obtained from other sources such as records of production activities, photos of a production implementation, school planning activities/ service documents. The validity technique uses source and method triangulation. Data analysis techniques using data reduction, data display and data verification.

## RESULT AND DISCUSSION

Entrepreneurial instincts are needed by principals because through entrepreneurial instincts, principals can create and manage production/ service activities as a source of learning for students, by building nuances of learning in production activities such as nuances in the business world. The implementation of production activities in Pandhega Jaya Christian High School is divided into several stages starting from planning, organizing, implementing, and monitoring.

Planning of production activities in Pandhega Jaya Christian High School, the principal considers several factors including the atmosphere of learning in the production activities, products to be produced, resources owned (human, raw materials, and tools), the infrastructure supporting production activities, business capital, marketing, and work strategies.

The first step taken by the headmaster of Pandhega Jaya Christian High School before making a plan is to inform the ideas or ideas of the school community. The principal also conducts meetings with teachers and staff to discuss ideas and ideas to be made in the production/ service activities of the school. The results of discussions with teachers and staff are presented to the foundation. After obtaining approval from the Foundation, the principal together with the teacher and staff formed a Production Activity Management Team named (CLIK) consisting of teachers, staff, and students adjusted to their transition.

The process of planning the production activities is carried out by the principal together with the Production Activity Management Team by setting goals and planning of production activities. The purpose of this production activity is to make products using materials and tools available at school that serve as learning resources for students by creating student learning conditions approaching the real situation that happens in the business world. Planning production activities by making work programs that will be carried out. With the implementation of production/ service activities

in schools, students can have creativity and innovation, self-confidence and foster a culture of quality and entrepreneurial traits and the results of production activities can be an alternative for schools in terms of funding. After the headmaster and the team set goals, the next step was to determine the type of product, the type of product that would be produced, namely a chair table from used tires and brick. This type of product was chosen because the principal saw the availability of raw materials in the form of used tires from school cars and motorbikes as well as the availability of printing machines which had been used to make brickwork supplied in the construction of several school buildings.

Human resources used in managing production activities consist of the principal as the person in charge of production activities, employees as supervisors, teachers as mentors/trainers, and students as work members as well as learners in production activities. The headmaster also prepares raw materials, which are used tires from school cars and motorbikes to make tables and chairs, as well as cement and sand to make bricks. In batoka production activities there are permanent workers, who are alumni of the school. Supporting infrastructure was also prepared by the school principal, such as saws, knives, nails, hamar, carpets, sponges, glue, paint, boards, shovels, water, transport cars, and production sites. The place of production is in the school environment. Business capital in this production activity comes from the Foundation.

Learning planning in this production activity is carried out by creating an atmosphere of production activities resembling a learning atmosphere so that the teacher as a mentor or trainer educates students to skillfully make products, organize products, market, and record products as well as the benefits of the product. Marketing is not only done by students but all school residents, with a profit of 10% of the products sold will be given to school residents who can market. The work strategy used in this production activity is work done with the nuances of learning where the teacher trains while coordinating students in making products,

marketing and recording products and the benefits of the product by paying attention to quality and customer satisfaction.

Based on the data above the headmaster has done good planning, starting with socializing ideas/ ideas (with the potential that the school has) to school residents and foundations, forming a Production Activity Management Team and planning a work program. In line with the above opinion Sari et al., (2017) entrepreneurship based learning the developed local potential is stated to be effective in increasing knowledge and skills, entrepreneurial interest, and producing commercially valued products.

Planning and using appropriate learning models is proven to be effective in increasing entrepreneurial competence (business planning, organizational structure, marketing and promotion, bookkeeping and finance) for students with an increase in learning outcomes (Priyanti, Khumaedi, & Indani, 2017). Good production unit planning consists of planning work programs, planning personnel involved, planning of budgets and sources of capital, and planning of facilities and infrastructure. Thus in terms of planning the principal has done well by designing production activities as a place to learn students by creating nuances of learning resembling nuances in the business world while making planning work programs in production activities with the management team, budget planning, raw materials, and tools, resources venture capital and prepare supporting facilities (Hadriah, munandar, & Faridah, 2019).

Organizing in Production/ Services activities at Pandhega Jaya Christian High School is divided by the principal into several sections including 1) Organizing Human Resources in school production/ service activities involving school residents with form a management team called (CLIK), consisting of school principals, teachers, employees, and students. the principal as the person in charge, the teacher as a mentor/ trainer, students (some act as chairpersons, treasurers, secretaries, and members while employees act as supervisors in production activities. 2) Organizing learning in

school production/ service activities aims to link learning activities with activities production so students get knowledge and skills while schools get alternative funding from the results of production activities. 3) Organizing infrastructure facilities in the activities of school production/ services by making schedules for the use of infrastructure so that it does not interfere with the learning process at school.

Based on the explanation above the school principal has organized well, starting with organizing human resources, infrastructure, and learning. This organization aims to regulate human resources, infrastructure, and learning so that production activities as a source of learning for students.

The production/ service activities are carried out at Pandhega Jaya Christian High School. Carrying out production activities tailored to planning. This school uses the concept of boarding. So that its implementation of production/service activities is divided into 2 parts, namely when the implementation of entrepreneurship learning at school or outside school hours (15.00-17.30). Production activities carried out When learning entrepreneurship, where teachers and students design products and make prototypes, record product profits, and learn marketing theory. Production activities outside school hours are carried out by making products based on designs or prototypes that already exist or are ordered by consumers. The implementation of production activities is carried out by meeting established targets and orders from consumers. The teacher and students also report the results of the implementation to the school principal in the form of a report.

Based on the data above the principal has carried out production/ service activities well. The production activities are carried out in 2 time periods, namely during entrepreneurship learning and outside school hours. The atmosphere in the production activities is made the same as the atmosphere of learning so that there is an interaction between the teacher and students, not between the boss and the worker to produce outputs that have an interest in

entrepreneurship. In line with the research above (Atmaja & Margunani, 2016) found that entrepreneurial activities carried out by students and affect student interest in entrepreneurship. This production activity serves as a learning resource for students to train themselves in entrepreneurship, as well as an alternative school in terms of funding.

In line with the above opinion, (Darjanto, 2012) the implementation of UP/ J in SMK Umar Fatah Rembang has been able to run according to plan, that is, aside from being a place for students to learn to practice with an industrial feel, it can also generate useful funds for the school community, both for teachers, employees, students, and schools as institutions. The Production Unit needs to be supported by adequate facilities and infrastructure for production activities (Swityastuti & Sutrisno, 2014). The factors supporting the implementation of UP/ J as a learning tool are a pretty good manager, adequate facilities, availability of funds, direct participation from school residents (Rusnani, 2012). The experience possessed by students through production/service activities at school can increase student interest in entrepreneurship. In line with the above opinion Aditya et al., (2009) the better praker in experience gained by students, the higher their interest in entrepreneurship. The implementation of production units at school as a source of student learning can contribute to student interest in entrepreneurship (Yazel Aze & Widiastuti, 2018).

Supervision of production activities carried out by school employees. It has been determined at all times when production activities are carried out, to prevent deviations in school production/ service activities while ensuring that the production activities run well and function as a source of learning for students. The principal also conducts direct monitoring of the implementation of production activities. while the teacher also helps oversee the manufacture of products so that quality and customer satisfaction is guaranteed. The results of supervision will be reported to the principal

regularly by the staff and used as a joint evaluation material.

Based on the above data, supervision is carried out jointly by staff, teachers, and school principals, but this supervision is the full responsibility of the designated school staff. This supervision aims to ensure that the implementation of production activities as planned, namely as a source of learning for students as well as an alternative school income in terms of funding. Supervision is a management effort to track a strategy as it is implemented, detect problems or changes in its basic assumptions, and make necessary adjustments Pearce and Robinson (2009). The results of the supervision of production/ service activities at Pandhega Jaya Christian High School will be presented in the form of periodic reports. In line with the above opinion, (Irawan & Suhardi, 2018) explain that the supervision of service production activities must be carried out and made in the form of activity reports that are prepared regularly, namely annual reports, and annually. In line with the above opinion (Syafi'i & Hargiyarto, 2017). Good supervision is carried out by the head of the production unit of the personnel involved in the activities of the production unit by always being present every day to conduct supervision.

## CONCLUSION

Based on the results of the study, the principal has an entrepreneurial instinct in creating production/ service activities as a source of learning for students at Pandhega Jaya Christian High School. In the case of planning, it is carried out by planning a work program of production activities together with the management team, budget planning, raw materials and tools, sources of business capital and preparing supporting facilities. In terms of organizing done by arranging human resources, infrastructure, implementation of production activities carried out in accordance with the plan that is as a source of learning for students. Supervision is carried out jointly by employees, principals, and teachers to ensure that

implementation is in accordance with planning. With good management of school production/ service activities, the principal has prepared learning resources for students, equipping graduates to work in the business world as well as an alternative school income in terms of funding.

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