

# Principal's Entrepreneurial Leadership In Developing Entrepreneurship At 4 Magelang High School

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**Abstract** : Entrepreneurship is one of the important competencies that must be possessed by students in order to have global competitiveness. However, entrepreneurship development has not gained enough attention. Many educators lack attention to the students' entrepreneurs' growth and behavior. School orientation is just focused on technical knowledge and ability. In order to create students who have competitiveness and entrepreneurship, the principal as an education leader has a very important role. This research aims to reveal the principal's entrepreneurial leadership in developing entrepreneurship in 4 Magelang High School viewed from the teachers' perspective. This research used descriptive qualitative approach. The data sources were taken by purposive sampling through in-depth interviews with teachers. The data analysis was carried out in a qualitative descriptive manner with the process of data reduction, data presentation, and data verification. The data validity was done in triangulation using source triangulation. The results showed that the principal's entrepreneurial leadership was implemented through three main principles. First, the principal is committed to hard work and smart all the time and feels that her entrepreneur success is important. Second, the principal is creative and innovative, also has confidence in developing a good relationship with customers, education staff, parents, community, and the business world. Third, the principal is able to responsibly accept the challenge of success and failure. The research findings recommend the need for a principal to be provided with entrepreneurial competencies because with these competencies the principal can make breakthroughs in developing the school.

**Index Terms:** Entrepreneurial leadership, developing enterprises, 4 Magelang High School, teachers' perspective

## 1 INTRODUCTION

The current globalization is expanding, deepening, and accelerating life aspects interrelation such as culture, crime, and the environment throughout the world. According to David, global changes in all aspects of life are shaped by economic and technological forces [1]. An advanced economy and good economic growth are caused by innovation in terms of product, service, and process. The economy developed because of the efforts to revitalize entrepreneurs. Entrepreneurship is a symbol of tenacity and achievement. His entrepreneurial spirit encourages them to innovate [2]. Innovations differ from one another, depending on each organization to create value so that it increases competitiveness and life sustainability [3]. Fast and many changes in this global era cause confusion in all aspect of life, including educational organizations. In this condition, such a situation makes it unproductive because it is considered a threat and obstacle to the organization development. Vision is important in leadership. Southworth explain that principals are motivated to work hard because of their leadership [4]. The existence of new technological developments, competition and opportunities that arise, the faster the changes that require leaders to walk between excitement and fear. According to Bolman and Deal in Leaders who effectively foster culture and support cultural themes, values and thoughts that can be followed [4]. Therefore, it is needed leadership that sees all of that as an opportunity and uses it to get added value through various new creative and innovative ways. Competition of graduates is not only limited to local, but international.

Teacher development and development, both individually and in groups, is a demand for school principals in preparing students who have competitiveness. Entrepreneurial people take advantage of opportunities to acquire added value [5]. A leader has to be entrepreneurial as well. The results of the national principals competency mapping organized by the The Institution of Development and Empowerment of Principals of Indonesia (LPPKS) and the Education Quality Assurance Agency (LPMP) showed the development of personality competencies (67.3%), managerial (47.1%), entrepreneurship (55, 3%), supervision (40.41%), and social (64.2%) [6]. This shows that the entrepreneurial competency of the principals is still low. Leader characteristics are 1) drive, which includes achievement motivation, ambition, energy, tenacity, and initiative, 2) leadership motivation, 3) honesty and integrity, 4) self-confidence, 5) cognitive ability, and 6) knowledge of the business. Principals who have entrepreneurial spirit have a vision to develop new products, services, or organizations, solve problems, take risks and have strategic initiatives [5]. Lepnum & Bergh traits associated with entrepreneurial leadership skills include: 1) looking for opportunities, 2) achieving goals, 3) thinking independently, 4) taking risks, 5) innovating [7]. Entrepreneurship is important to support daily activities, both personally and socially, in order to be able to capture opportunities [8]. Time to time, entrepreneurship provides a role for economic development [9]. Entrepreneurship is a process of creating new businesses and organizations. Entrepreneurship is a dynamic process of economic activities, planned by considering the strengths and weaknesses as well as opportunities and obstacles in an effort to prosper [10]. The results of a research by the Indonesian Institute of Sciences (LIPI), unemployment projections in 2008 were 8.5%. Based on the data from the BPS (Indonesia Centra Beauru of Statistic) the number of unemployed people in February 2008 were 9.43 million. Based on these data, Indonesia is far behind the developed countries in the world. The progress of the country is when the number of entrepreneurs is at least 2% of the total population. However, in 2007, it was discovered that the number of Indonesian

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entrepreneurs was 0.18%, Singapore was 7.2%, and the United States was 2.14%) [11]. In fact, Indonesia is a developing country with economic and welfare levels that are still lagging behind, although according to BPS data [12], the number of workforce in February 2018 rose 2.39 million from 133.94 million people. However, in reality, from a total of 127.07 million employees, 7.64 percent were categorized as underemployed and 23.83 percent were part-time workers. Jobs that experienced a decline were agriculture (1.41%), construction (0.20 percent), and education services (0.16 percent). Otto assumed that social skills (communication skills, cooperation skills) are essential for successful career development, particularly in social professions. Successful entrepreneurs, however, have provided risk-taking, achievement orientation, and creativity that have led to the birth and growth of numerous major firms in the U.S [13]. The entrepreneurship curriculum at university level has attracted the attention of most research in the field of entrepreneurship education [14]. The results of the study left a gap related to pre-university entrepreneurship and corporate programs. Entrepreneurship development in primary and secondary schools continues to receive attention [15], [16], [17] because students express a desire to participate in entrepreneurship education programs. The ideal stage to obtain basic knowledge about entrepreneurship and foster a positive attitude towards entrepreneurship is during childhood and adolescence [18], [15]. The literature reviews related to the entrepreneurship, business, and small business education showed that more rigorous studies are still needed [14]. Their reviews include many references to research that assume a causal relationship between entrepreneurship education and entrepreneurial behavior. However, some researchers attempt to measure the influence of education [14]. At the moment, clear that the question of whether education, both general or focused on companies, can influence entrepreneurship perceptions is required further research [19], [20], [21]. Based on these data, education is very important related to the development of entrepreneurial character. Although in the reality, it has not gained enough attention. Many educators pay less attention to the entrepreneurial growth and behavior of students. Schools' orientation is just focused on technical knowledge and ability. In order to create students who have competitiveness and entrepreneurship characters, the principal as an education leader has a very important role. One of the fundamental problems faced is the availability of superior human beings who have entrepreneurial character. Therefore, it is necessary to improve the quality of human resources through entrepreneurship development in schools. According to R. Sisilana each school is expected to arrange a scheduling program and provide competent teachers to apply appropriate teaching and learning processes and delivery system modes and facilitate students to obtain the competencies needed in entrepreneurship [22]. The results of Kurniawan showed that the exploration results showed 4 valid dimensions, namely innovation, proactivity, risk, autonomy and competitiveness. However, the results of external validation tests only showed 3 valid dimensions except autonomy. So that it can be developed and applied by educators to develop entrepreneurial orientation in secondary school students [23]. Entrepreneurship education requires a certain amount of time. A single course and learning experience is not enough, and must be integrated in all regular teaching activities and at all levels of the education system. In this case teachers and

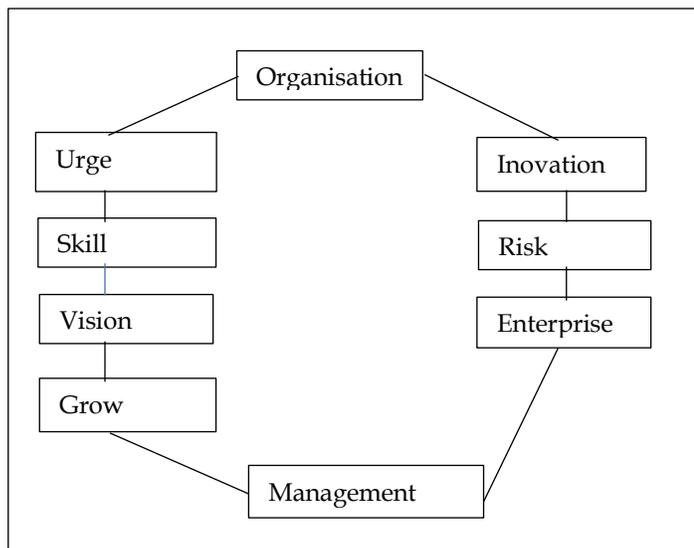
parents have a fundamental function in promoting and developing entrepreneurship [24]. Based on Harris's research results from the teacher's perspective, leadership is related to building meaning collectively and collaboratively. Effective leadership involves the synergy created by the principal by involving others in his leadership and allows others to start and take responsibility for leadership. [25] An important issue that becomes the question in this research is what are the teachers' perception towards the principal's entrepreneurial leadership in developing entrepreneurship at 4 Magelang High School. The focus of this research is about commitment to hard work and smart all the time and feel important on the entrepreneurial success, creativity and innovation in developing good relationships with customers, education staff, parents, society, and business, and courage to accept challenges for success and failure with full responsibility.

## 2. LITERATURE REVIEW

### 2.1 Principal's Entrepreneurial Leadership

According to Schumpeter, entrepreneurship is any action that is generally not only carried out on business activities routinely but also a phenomenon that appears in aspects of leadership [26]. Meredith, et al. [27] explained that "The total achievement of a business is mainly determined by the attitude and actions of an entrepreneur. Leadership effectiveness is determined by the achieved results. Leaders are said to be successful when their entrepreneurship is successful, both lead little and many employees. An entrepreneur is a manager and a leader. Leaders who have an entrepreneurial spirit must look for opportunities, start projects, collect and manage the resources needed including human resources, determine goals for the organization, guide and lead them to achieve organizational goals. Entrepreneurship according to Robert C. Ronstadt in Kuratko and Hodgetts [28] is a dynamic process to improve welfare that created by individuals who dare to take risks, on wealth, time, and/or career in providing something of value to goods or services. According to Vesper and Gartner [29] leadership in the context of entrepreneurship education includes a description on the involvement and commitment of principals, vice-principals, employees, teachers, and students. The commitment and involvement of senior administrators in creating and maintaining excellent performance that has a focus on students, clear goals, and high expectations. Faycal's research [30] explained that transformational leadership stimulates intellectual stimulation and inspirational motivation in workers innovation, proactivity, and exploration of new businesses in Tunisia. According to Katz & Green [31], there are 3 components of entrepreneurial leadership, which are: 1) innovation, 2) operations, and 3) inspiration. The study of innovation means that leaders play a role as visionaries, they think about the future of the organization, know how to compete well, how to develop the organization and the products made. The study of operations is a leader must have the ability to regulate the growth of the organization and delegate tasks to subordinates, and overcome bad things beyond expectations. The study of inspiration means that the expectations of employees or customers become the drivers on the organizational progress, and become winners in business competition. Inspiration shown is in accordance with the soul and desire. An entrepreneur is able to carry out encouragement, skills, motivation, and ability to innovate either alone or in collaboration with others. They dare to take

risks, innovative impetus, and creative power [...]. The following diagram is the basics of entrepreneurs:



## 2.2 Entrepreneurship in the school management

Shapero [32] stated that in entrepreneurship, there is agreement that we are talking about a kind of behavior that includes: 1) initiative-taking, 2) the organizing or reorganizing of social-economic mechanism to turn resources and situations to practical account, and 3) the acceptance of the risk or failure. Ronstadt in Kuratko and Hodgetts [28] explained that the entrepreneur is one who undertakes to organize, manage, and assume the risks of the business, which means that an entrepreneur is someone who seeks to regulate, manage, and be willing to take the risk of a business. According to the character of a successful entrepreneur Khanha has the following main principles: 1) hard work, 2) desire for achievement, 3) high optimism, 4) independence, 5) thinking into the future, 6) good organizers, 7) innovative, 8) perseverance, 9) team spirit [33]. The research results also found that when marketing orientation increases, performance can also increase. Entrepreneurship is considered to have a strong direct correlation with company performance. Therefore, increasing marketing and entrepreneurship will improve company performance [34]. Mowday [35] explained that commitment is the involvement of individuals in specialized organizations which include trust, support for the goals and values of the organization, and sincere desire for the organization interests. There are four indicators developed by Mowday in measuring commitment, which are 1) strong desire to remain as a member, 2) desire to strive in work, 3) acceptance of organizational values, and 4) acceptance of organizational goals.

## 2.3 Principal's Urgency in the development of the school entrepreneurship

The globalization and internal dynamics in educational organizations demand that principals adapt and innovate in providing education. Principals need to transform their leadership, adaptable to the demands of the globalization era. Entrepreneurship development in schools aims to build people who are creative, innovative, sportsmanlike, and entrepreneurial. From time to time, entrepreneurship provides a role for economic development [9]. Behavior and situational

influence the entrepreneurial process [36], [37]. Lately the intention of entrepreneurship has focused on its attitudes and concerns [38], [39], [40], [41]. For example, related personal variables including age, sex, education, the experience of representation, and experience of change to various attitudes that influence entrepreneurial beliefs and intentions [42]. Apart from the recognition that previous entrepreneurial education and experience influenced people's attitudes towards starting their own business, it is different from general education, the impact of entrepreneurial or corporate education on entrepreneurial attitudes or perceptions remained relatively untested [19]. This research focused on corporate education programs and its influence on entrepreneurial perceptions. Corporate entrepreneurship and education programs described as the best practices, such as in the Mini Society, Australian Youth Empowerment and Independence and Achievement [43], [44] that has similar characteristics and combine interactive learning, experience-based learning, community and business examples and relationships. The possible effects of this education type on the perception of entrepreneurship can be explained through the theory of social learning and self-efficacy. Many studies stated that experience is a very important factor in the formation of students who have the intention to become entrepreneurs [45]. Through the development of entrepreneurship, it is expected that economic growth will increase through people who dare to accept challenges and take risks.

## 2.3 Innovation and Creativity

Changes that took place in the 21st century encouraged everyone to compete in various fields of life. Innovation is important so that organizations can survive and develop in competitive advantage. According to Michael Porter, innovation and capacity building are the main keys in facing changes, innovation is not just about making changes, but changes/innovations that provide added value to organizational competitiveness [46]. According to Zimmerer & Scarborough [47] creative ideas often arise when entrepreneurs see something old and think something new and different. Creativity and innovation will make an organization different from the others, and clearly will make the organization in a better competitive position. According to Scarborough & Cornwall [48] there are seventeen ways to increase creativity in corporate organizations, including 1) incorporating creativity as company's core value; 2) employing creative people, 3) embracing diversity, 4) expecting creativity; 5) expecting failure and learn from failure; 6) establishing an organizational structure that fosters creativity; 7) including pleasant things in the work environment; 8) encouraging curiosity; 9) seeing problems as opportunities; 10) providing creativity training; 11) providing support; 12) developing procedures to obtain ideas; 13) speaking and interacting with customers well; 14) monitoring the emergence of trends and identifying ways to use it; 15) looking for the use of company products in other markets; 16) giving credit for creativity; 17) making a model of creative behavior. Innovation is the way organizations maintain a competitive advantage, and its success drives the growth of customers, profits, and customer's loyalty. Humans, groups, or organizations are not merely changing. Therefore, the ability to understand and think will show an awareness that change needs to be managed to be as desired. Change is an activity of human creativity in seeing, experiencing, and expecting something that

encourages people to intervene for the expected changes. Innovation is an action that makes change meaningful because it impacts on the expected practical life. The innovation idea is related to various aspects of entrepreneurship. Entrepreneurship causes everyone to understand and behave as an entrepreneur and take entrepreneurial actions. According to Timmon and Stephen [49], there are six problems needed for entrepreneurial actions, which are 1) commitment and determination, 2) leadership, 3) obsession with opportunities, 4) tolerance to risk, ambiguity, and uncertainty, 5) creativity, and 6) motivation for achievement. Therefore, creativity and innovation become a necessity to make the changes. Schools as educational organizations need to understand this in order to be able to compete and develop in creating qualified and capable human resources. Creativity is the source of the emergence of innovation through new ideas, and to be an innovation, it needs implementation. Every innovation has implications for change, there is always a risk side. When a person or leader is a risk converter, innovation will be difficult to implement. It is very important for a leader to have entrepreneurial character. Thus, with the courage spirit possessed risk calculations are more accurate.

#### 4. METODE

The research type was descriptive with a qualitative approach. This study examined teachers' perceptions on the principal's entrepreneurial leadership in developing entrepreneurship in 4 Magelang High School. The subject of this research was the teacher at 4 Magelang High School and the research object was the teacher's perception towards entrepreneurial leadership. The data was collected through in-depth interviews with 10 teachers using interview guidelines. The data validity was tested by triangulation of data source. Data analysis was carried out in a qualitative descriptive manner.

#### 5. FINDINGS

The interview results from 15 teachers obtained data from resource persons categorized by gender, age, education, position and teaching experience. Demographic data from research sources can be presented in Table 1 below:

**Table 1**  
*Demographic of Research Informants*

<i>Demographic</i>	<i>Number</i>	<i>Percent (%)</i>
<i>Gender</i>		
<i>Male</i>	6	40%
<i>Female</i>	9	60%
<i>Age (in year)</i>		
<i>20-30</i>	1	6%
<i>31-40</i>	2	13%
<i>41-50</i>	5	33%
<i>51-60</i>	7	46%
<i>Education Level</i>		
<i>S1</i>		
<i>S2</i>		
<i>Teaching Experiences (in years)</i>		
<i>0-10</i>	2	13%
<i>11-20</i>	5	33%
<i>21-30</i>	8	53%

Based on these data it can be seen that the highest percentage of research sources in the sex of women with an average age of 51-60 years, S1 education, and teaching experience 21-30 years.

#### 4.3 Hardworking Commitment

The following are the results of interviews with teachers about the commitment of hardworking, smart all the time, and feel important to be successful as an indicator that the principal succeeded in developing entrepreneurship in the 4 Magelang High School. The following is the response from IK, as a teacher who also serves as the vice-principal: The principal was proud to tell others that her school is a good educational institution in a proportional and professional corridor. The same thing was expressed by teacher E, as an Indonesian language teacher as well as vice-principal of public relations, he explained that in reality, 4 Magelang High School was a good school and the principal gave an honest assessment on this school. According to EN, this assessment was not to boast, but to motivate other schools to be more innovative and creative in developing the schools. The same thing was conveyed by AD, Indonesian history teacher, he said that the principal had a real achievement in the form of a Gemes Movement (movement to pick up garbage) as the best practice that succeeded in delivering the principal to be an innovative principal at the national level. BE, mathematics teacher also stated that the principal felt that her institution is a good place to work. This is evidenced by the principal's behavior who gave examples, became pioneers, and was able to handle everything. The principal became a policy-maker, so that the teachers were motivated to work hard for the progress of the school. The school principal had the motivation to perform better in this school. This was proven by the recognition of other parties that the school became a school that was recognized for its human resources. NN, as a biology teacher explained that the school principal felt that this school inspire people to always work hard in advancing the organization. This was evidenced by the performance of the principal who made her men frantic. The principal always runs fast for the school progress and was balanced by the teacher and employees. The principal agreed with the values adopted in the school which is working hard to develop the school, and working optimally to reach the school's goals. The principal was tireless when achieving the education goal. Even when her condition is sick, still giving motivation to the teachers and employees to develop themselves. The principal was committed to advancing and developing the school. This was proven that at the end of her office term, he thought of building a mosque for religious activities of the school residents. According to EN, a vice-principal of public relations, the school committee commented that the principal of 4 Magelang High School had an optimistic attitude even though she did not have sufficient funds, but dared to make a decision to build a mosque. This program was followed up with infaq (donation) movements from the students every day which able to produce an average of 1.2 million rupiahs per day. The principal was convinced that through school community empowering of infaq movement every day, the desirable mosque will be realized. This optimistic attitude makes her work effectively and efficiently and feels important for her entrepreneurial success. Based on the analysis of the data above, it can be concluded that the principal has a commitment to work hard, be smart all the time, and feel important for her success.

#### 4.4 Creative and Innovative

Based on the results of interviews about the creativity and

innovation of the principal of 4 Magelang High School in order to develop entrepreneurship, the data is obtained as follows. IK as the vice-principal of facilities and infrastructure explained that: The principal created an organizational climate by prioritizing a sense of courage and a sense of freedom to create something constructive. The principal gave freedom to teachers and employees and students to develop their creativity according to the RKAS (School Activities and Budget Plan), but there were some that were incidental and discussed on other occasions. TN, as the teacher who also serves as the vice-principal of the curriculum, stated that: When a failure occurred, the school principal tolerated and made a self-evaluation related to the things that caused the failure. The principal expressed curiosity about all things through searching for information in the internet or asking the vice-principals or other teachers who were competent in their fields. The principal saw the problem as a challenge. When there was a problem, sportsmanship was shown by solving the problem on the same day. The principal made the problem as a challenge that must be solved. TH also stated that the school principal held creativity training such as waste management. There were three biology teachers who were sent to the training. The principal provided facilities/equipment to develop creativity. The principal had a tolerance for time. Although, he still gave a firm warning if there were school people who were not disciplined. The principal gave awards to outstanding teachers/students. For example, gave awards in the form of money for students who obtain a 100 score in the National Examination. In addition, subject teachers also received coaching money. The principal was not easily satisfied with what had been achieved so that every year innovates for the progress of the school. The innovation was through the development of various excellent programs such as the homestay program in order to develop the entrepreneurship of school residents. It has been running for six years. There were also the programs of child-friendly school, energy-saving school, literacy-based school, adiwiyata school, school as reference for other schools, and school with a SKS (credit) system implemented in 2019. Principal dared to make choices to answer the challenges of the future. TN, vice-principal of the curriculum said that through the SKS (credit) system students will compete with each other to be able to complete their studies according to their respective abilities. The principal was willing to take risks and decided to implement an SKS system. Although, in fact, SKS system is only required in 2023. The principal felt the need to create a competitive advantage by each students before becoming the school graduate. The principal was thinking ahead about how to create graduates who ready to face global challenges. The principal created a child-friendly school program with the aim of serving students friendly, politely, and capable to help to solve students' problems. The principal had many ideas. She also able to decide ideas in an original or original way. The principal was able to express various kinds of problem-solving related to students' problems if the teachers were unable to handle it. Establishing good communication with the teachers, the students were handled by the principal herself so as to provide a deterrent effect. Every day students were asked to do an attendance report in the principal's room. The principal also established good communication with employees. This was evidenced by the principal's concern for employees and invited them to special refreshing out of town and provided pin money from the principal's own allowance. This made

employees felt valued so as to create a comfortable and conducive work climate.

The same thing expressed by EN that the principal's concern to her subordinates made them have the courage and a sense of freedom to create something. They have the spirit to work harder. The principal established cooperation and communication with students' guardians, and also cooperation with the business world. One of the achievements of the collaboration with the business world was that students were able to win 2nd place in Indonesia for a video making competition and able to earn 30 million rupiahs of coaching fund. In addition, the school cooperated with other business worlds such as Indah Cake and provided creativity training on cake making so that it could develop the entrepreneurial spirit of the school people. Based on the analysis of the data above, it can be concluded that the principal has creativity and innovation in developing entrepreneurship in 4 Magelang High School.

#### 4.5 Courage in Accepting Challenges

Based on interviews with teachers at 4 Magelang High School in the context of the principal's efforts to develop entrepreneurship, the following data were obtained: The principal was able to accept the problems at school. This is proven by being able to solve the problem together with teachers and employees. The principal was looking for the best solution by asking the teachers and employees consideration. When there was a problem, it was used as a challenge to create opportunities for school progress. When other schools in turmoil for new policies, 4 Magelang High School had no turmoil because the principal could provide understanding and direction so that it could be understood by all school members. The principal could deal with problems and solve problems with responsibility. The principal felt proud of her success, but the phrase was conveyed by giving awards to the employees and teachers. The principal said that the success of the school was thanks to the cooperation of all parties. Based on the analysis of the data above, it can be concluded that the principal is able to responsibly accept the challenge for her success and failure.

## 5. DISCUSSION AND CONCLUSION

Based on the above data analysis, the principal succeeded in developing entrepreneurship in 4 Magelang High School through three aspects of entrepreneurial leadership. The three aspects of leadership are first the principal is committed to hardworking and smart all the time and feels important for the entrepreneur success. The results of this research are in line with those delivered by Meredith, et al. [27] which explained that the leadership effectiveness is determined by the results achieved. Leaders who have entrepreneurial spirit must look for opportunities, start projects, collect and manage the resources needed including human resources, determine goals for the organization, guide and lead them to achieve organizational goals. The same thing was conveyed by Vesper and Gartner [29] who stated that entrepreneurial leadership encompasses the involvement and commitment of principal, vice-principals, employees, teachers, and students. The commitment and involvement of senior administrators in creating and maintaining excellent performance that has a focus on students, clear goals, and high expectations. This was reinforced by Khanha that the character of a successful

entrepreneur has main principles, namely: 1) hard work, 2) the desire to excel, and 3) high optimism [33].

Second, the principal is creative and innovative and has confidence in developing good relations with customers, education staff, parents, community, and the business world. The results of this study are in line with the main principles conveyed by Khanha that successful entrepreneurs have the main principles of innovative and teamwork [33]. The same thing was conveyed by Scarborough & Cornwall [48], there are seventeen ways to increase creativity in corporate organizations, some of them are: 1) incorporating creativity as a core value of the company; 2) employing creative people, 3) expecting creativity, 4) establishing an organizational structure that fosters creativity, 5) incorporating pleasant things in the work environment. The same thing was conveyed by Michael Porter that innovation and capacity building are the main key in dealing with change, innovation is not just making changes, but changes / innovations that provide added value to organizational skills [46]. This capability is needed because it is similar to the one stated by Shapero [32] that entrepreneurial behavior is characterized by the organization or reorganization of social and economic mechanisms to turn situations and resources into something profitable. Three, the principal can responsibly accept challenges for their success and failure. This is reinforced by the theory conveyed by Timmon and Stephen [49] who stated that the problems needed for entrepreneurial action are tolerance towards risk, ambiguity, and uncertainty. This finding is also reinforced by Ronstadt's statement in Kuratko and Hodgetts [28], he explained that an entrepreneur is someone who seeks to regulate, manage, and be willing to bear the business. Amabile [50] emphasized that the personality traits of creative people include taking risks. Therefore a principal who has entrepreneurial leadership can accept various risks associated with the development of the institution through various planned program activities. The principal is ready to face the possibility of failure in carrying out the school programs. In the opposite, when it has succeeded in carrying out the programs, then the principal has a sense of pride for the success.

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