

Developing Entrepreneurial Values of Principals: A Qualitative Case Study in a Secondary School

Sri Nurabdiah Pratiwi¹

¹Universitas Muhammadiyah Sumatera Utara, Indonesia
E-mail: srinurabdiah@umsu.ac.id

ABSTRACT

Principals in Indonesian secondary schools are mandated to embed entrepreneurial character in daily learning, yet practical, evidence-based models remain limited. This qualitative case study at MTs Aisyiyah, North Sumatra, explores how a principal's entrepreneurial competence is operationalised and how it affects the school community. Data were collected through semi-structured interviews with one principal, eight teachers and twenty students, and through non-participant observation of project-based activities that transform unused materials into marketable products. Thematic analysis revealed three key findings. First, the principal strategically integrated 17 entrepreneurial values—most visibly creativity, independence, discipline and responsibility—into both the formal curriculum and extracurricular programmes centred on up-cycling. Second, sustained teacher involvement in mentoring and assessment proved critical to reinforcing these values and modelling entrepreneurial behaviour. Third, the programme generated tangible shifts in school culture: students demonstrated greater problem-solving autonomy, while teachers reported heightened innovation in lesson design. The study concludes that visionary, risk-embracing leadership coupled with consistent teacher support can convert entrepreneurship policy into a living, school-wide practice, offering a replicable pathway for character-based education in similar contexts.

Keyword: Principal; Entrepreneurial Value Development; Secondary school

Corresponding Author:

Sri Nurabdiah Pratiwi,
Universitas Muhammadiyah Sumatera Utara,
Jl. Kapten Muchtar Basri No.3, Glugur Darat II, Kec. Medan Tim., Kota
Medan, Sumatera Utara 20238, Indonesia
Email: srinurabdiah@umsu.ac.id



1. INTRODUCTION

Education is the main indicator of development and improving the quality of Human Resources (HR) of a nation. This is because the success of development in a country is the availability of sufficient quality HR. Referring to the mandate of the 1945 Constitution and its amendments (Article 31 paragraph 2), through education the government consistently strives to improve the human resources of the Indonesian population. Improving or developing HR is a major part of creating quality HR. Maghfiroh (2021) human resource development is a process of improving employee skills or work abilities at present and anticipating business changes in the future, and ultimately improving the quality of human resources.

Based on the development of HR quality, every human being through formal educational institutions is able to make several breakthroughs that can make a major contribution to environmental conservation, especially those in the school and home environment. This can be done with one of the competencies possessed by the principal/madrasah. Safroni Isrososiawan (2013) the implementation of entrepreneurship education is carried out by the principal, teachers, education personnel (counselors), students together as an educational community. Entrepreneurship education is implemented into the curriculum by identifying the types of activities in schools that can realize entrepreneurship education and be realized by students in everyday life.

The Decree of the Minister of National Education Number 13 of 2007 concerning the Standards of School/Madrasah Principals explains that there are 5 competencies that must be possessed by school principals, namely the dimensions of personality, managerial, entrepreneurial, supervision, and social competencies. Each competency dimension is explained below:

Table 1. Table 1. Leadership Competencies

Personality	Social	Entrepreneur	Managerial	Supervision
• Noble character	• Enhancing cooperation with others for school interests	• Creating innovation	• Arranging planning	• Planning academic supervision programs to improve teacher professionalism
• Integrity	• Participating in community social activities	• Working hard	• Developing the school	• Conducting supervision
• Open-minded	• Building agreements with others	• Having motivation	• Optimizing school management	• Following up supervision results
• Self-control		• Never giving up	• Managing change	
• Having talent and interest as a leader		• Having entrepreneurial instincts	• Creating a conducive and innovative school culture	
• Managing facilities and infrastructure			• Managing teachers optimally	

Principal competency, especially entrepreneurial competency, opens up great opportunities for schools to start developing creativity, talent and innovation of all school members through the concept and implementation of entrepreneurship in schools by empowering natural resources around the school or the area where the school is located. Aji Setiawan (2019) the implementation of entrepreneurship programs has various values that are very important for students in school learning. The hope is that students have the values of self-confidence, creativity, independence, a sense of responsibility, innovation, and being able to find business opportunity ideas. In its implementation, these values have indeed been prepared and embedded in a Learning Implementation Plan (RPP). Mulyasa (2015) entrepreneurs in the world of education mean how to combine personality, opportunities, finances, and resources in the school environment to take advantage. This personality includes knowledge, skills, attitudes, and behavior. The question now is, how do principals and teachers provide knowledge about entrepreneurship to students? Entrepreneurs in the form of school/madrasah principals have not shown a significant role in increasing school creativity, especially in utilizing natural resources that have not been processed or have become waste (used goods). As we know that used goods in the form of organic or non-organic waste are still a big problem. Through education that starts from the role of the principal as an entrepreneur, it is hoped that it can help with this big problem through school activities that involve all school personnel, families and the community. It's just that many principals have not been optimal in carrying out their duties as entrepreneurs, so that improving the quality of schools is hampered.

In addition, the principal's view of entrepreneurs also needs to be corrected, which considers entrepreneurs only related to trading/entrepreneurship skills. Entrepreneurial competencies must be possessed by the principal; through these competencies the principal will easily develop the school to be more effective and efficient. Oktavia (2014) by having entrepreneurial competencies, the principal is able to: 1) Create innovations that are useful for school development, 2) Work hard to achieve school success as an effective learning organization, 3) Have strong motivation to succeed in carrying out the main tasks and functions as a school/madrasah leader, 4) Never give up and always look for the best solution in dealing with obstacles faced by schools/madrasahs as a source of learning for students.

In the 21st century, the role of the principal has become broader, because it is not only tasked in the school environment, but how to bring all school members to understand and know the world more broadly, and take positive knowledge into the school to improve the abilities of all school personnel. The Ministry of Education and Culture's Research and Development (2013) explains that in this millennial century, the role of education is a major part in ensuring that students have learning skills and innovation skills, especially skills in using information technology, which are used to face the current millennial era. The millennial century which has entered technology 5.0 is also marked by (1) information that can be accessed anywhere, anytime; (2) calculations are done faster; (3) technology that replaces daily tasks; and (4) communication that can be done from all over the world. Meanwhile, the National Education Standards Agency (BNSP, 2010) emphasized that one of the most prominent characteristics of the 21st century is the increasingly interconnected world of science, so that synergy between them becomes faster. In the context of the use of information and communication technology in the world of education, it has been proven that the "space and time" factors that have so far been the determining aspects of the speed and success of mastery of science by mankind are increasingly narrowing and merging. Facing the 21st century in relation to the development of students' abilities as a whole, the principal plays an important role. Aitsl (2015) facing the millennial era, the principal must have

(Sri Nurabdiah Pratiwi)

perfect leadership, namely the principal as a learning leader, able to motivate themselves and others, lead improvements, innovate, manage schools by involving all parties. Sudrajat (2004) the principal as an educational leader includes: preparing school plans, forming school organizations, supervising all school staff and evaluating each program activity as a basis for improving and growing quality.

Principals in relation to being entrepreneurs are required to have an entrepreneurial spirit that can be developed in schools. Sudrajat (2010) principals who have an entrepreneurial spirit are shown by: 1) creative-innovative thinking, 2) following educational progress, 3) having added value, 4) team-work, 5) improving science and technology, 6) being able to build personal relationships, 7) being able to face challenges. To realize this, it is necessary to provide an understanding of entrepreneurship education to all school residents so that national education development can be achieved that can compete in the international world. Saroni (2012) entrepreneurship education is an educational program that works on aspects of entrepreneurship as an important part of providing student competencies. Entrepreneurship education will encourage students to start recognizing and opening businesses or becoming entrepreneurs.

Suherman (2010) entrepreneurship education is a process of instilling creativity and innovation in overcoming problems, obstacles, various risks and opportunities for success. Arifin (2012) there are 17 entrepreneurial values, namely independent, creative, dare to take risks, action-oriented, leadership, hard work, honest, disciplined, innovative, responsible, cooperation, never give up, commitment, realism, curiosity, communicative, strong motivation to succeed. The application of entrepreneurial values in schools will instill entrepreneurial values that will shape the character and behavior of students to be creative and productive, so as to be able to equip students with various entrepreneurial competencies that will later bring great benefits to their lives.

However, in practice, not all principals have shown an optimal role in developing entrepreneurial values in the school environment. Many principals still interpret entrepreneurship narrowly, limited to trade or economic activities alone, so that efforts to foster entrepreneurial character are hampered.

In fact, strengthening values such as creativity, responsibility, independence, and innovation are very crucial in preparing students to face the challenges of the 21st century. The main problem in this study is how principals are able to implement entrepreneurial competencies concretely in the learning process and the cultivation of values in schools.

This study aims to describe the strategies and practices of principals in instilling entrepreneurial values through structured activities, as well as analyzing teacher support in supporting these efforts. The focus of the study is directed at understanding how the role of entrepreneurial leadership of principals is able to shape student character and encourage changes in school culture towards an innovative and collaborative environment.

The urgency of this research lies in the increasingly important role of principals as agents of change who not only play an administrative role, but also as visionary leaders who are able to foster an entrepreneurial spirit amidst the demands of the 5.0 industrial revolution and the environmental crisis.

By examining the real practice of developing entrepreneurial values in madrasas, this research is expected to provide practical and theoretical contributions in developing a character-based and independence-based educational leadership model.

2. RESEARCH METHOD

This study uses a qualitative descriptive approach. Conducted at MTs Aisiyyah North Sumatra located in Tembung, Deli Serdang Regency. Data collection for this study was through interviews and direct observation. Respondents numbered 29 people consisting of one principal, 8 teachers, 20 students.

Questions to the principal included questions about entrepreneurial values that had been implemented and had become the school's habitat, values that were difficult to implement, activities carried out, teacher support, and student progress. Questions to teachers revolved around entrepreneurship carried out by the principal, teachers' opinions about the program carried out by the principal, benefits for teachers and their impact on students, while questions to students included questions about the program activities carried out by the principal, benefits for students themselves, and further expectations about the program.

Direct observation was carried out to complete and deepen the research results, especially activities that were part of the entrepreneurial value development program carried out by students in processing used materials into items that could be reused.

This data analysis was carried out through data presentation by summarizing, selecting those that were in accordance with the problem, prioritizing important things, looking for themes and patterns and discarding unnecessary ones; The presentation is in the form of a narrative text description of the research results and finally seeking and understanding its meaning.

3. RESULTS AND DISCUSSION

A. *Development of Entrepreneurial Values*

Based on observations and interview results, the Principal has implemented entrepreneurial values comprehensively, although not yet perfect, the entrepreneurial values developed such as independent, creative, daring to take risks, action-oriented, leadership, hard work, honesty, discipline, innovation, responsibility, cooperation, never give up, commitment, reality, curiosity, communication, and strong motivation to succeed 17 entrepreneurial values. Of the 17 entrepreneurial values, there are differences in implementation between teachers and students, for students the main focus is independent, creative, honest, disciplined, curiosity and responsibility, while teachers focus on all of them. This is adjusted to the conditions of high school students.

Makawimbang and Jerry (2012) who said that one of the ways that can be done by the principal in an effort to develop a school includes: (1) Being able to act creatively and innovatively in carrying out work through ways of thinking and acting. (2) Being able to empower the potential of the school optimally into various productive activities that benefit the school (3) Being able to foster an entrepreneurial spirit (creative, innovative, and productive) among the school community. Entrepreneurial knowledge is provided through an explanation of entrepreneurial knowledge to students through learning videos, related to discipline, independence, honesty, cooperation, this is done so that there is a balance in students between practicing skills and knowledge as provisions after leaving school. So you must have knowledge about entrepreneurs, so that what has been done through processing used goods, becomes more useful valuable goods, Kuntowicaksono (2012) entrepreneurial knowledge does not have a significant effect on entrepreneurial interest, but increasing entrepreneurial knowledge will help develop certain strategies so that the business being run continues to exist. Developing entrepreneurial values is not easy, to become a sustainable program the principal includes it in the local content curriculum, and activities related to skills or creativity are made extracurricular activities.

Thus all school personnel are required to always be creative and innovative and have the will to work hard, so that the results are maximized. Including entrepreneurial values in the curriculum is part of curriculum innovation, which will make changes in improving the quality of schools. Arifin (2011) curriculum innovation helps (1) more equal learning opportunities, (2) there is harmony between learning activities and curriculum objectives, (3) curriculum implementation becomes more efficient and effective, (4) respect for local and regional culture, (5) the growth of attitudes, interests, and motivation to learn for students, (6) the distribution of interesting and enjoyable curriculum packages for all parties, (7) the fulfillment of the need for quality and trained educators.

In relation to entrepreneurs, the role of the principal as a leader is crucial in forming a culture of innovation and entrepreneurship in the school environment. Indah (2018) policies must continue to refer to the principle of integrating and restructuring the school curriculum in order to encourage and produce students who are able to answer the need for superior, resilient, creative and independent human resources in accordance with their social environment Machali, et, al (2024) Entrepreneurial leadership indirectly increases teacher creativity through the mediation of a conducive school culture Leadership oriented towards entrepreneurship has been proven to be able to create an adaptive, collaborative and innovative school environment.

Brauckmann, et, al (2020) school leaders who apply an entrepreneurial approach tend to create an environment that supports adaptation and collaboration to achieve educational goals. Akmaliah, et, al (2018) entrepreneurial leadership practices in schools contribute to increased innovation. Leaders with an entrepreneurial spirit are able to create an environment that supports change and innovation in schools. The results of the study showed that the development of entrepreneurial values in schools took place in an integrated manner through intracurricular, co-curricular, and extracurricular activities. The main values developed include discipline, responsibility, independence, creativity, and cooperation. This development process is carried out through project-based learning strategies, habituation of entrepreneurial attitudes in everyday life at school, and support from principals who have visionary and innovation-oriented leadership. The application of these values shows a positive impact on improving students' character and entrepreneurial spirit

B. *Teacher support for the development of entrepreneurial values*

Implementing entrepreneurial values cannot be done alone, but requires full support from the school community, especially teachers. The development of entrepreneurial values can run consistently through learning carried out by teachers in the classroom. The principal requires all teachers to participate in various activities, where teachers are involved in supervising and providing explanations for what students are working on. So the Principal tries to empower teachers as human resources to have a creative, innovative spirit, and be able to work hard and work together in realizing school goals.

Makawimbang and Jerry (2012), the principal must be able to manage teachers and staff in order to optimally utilize human resources. Oktavia (2014) optimal human resource development can be carried out by the principal, (1) compiling teacher and staff needs based on school development, (2) recruitment and selection of teachers and staff according to objectives (3) organizing teacher and staff supervision activities, (4) transfer

(Sri Nurabdiah Pratiwi)

and promotion of teachers and staff according to conditions, (5) managing teacher and staff incentives according to achievements.

What the principal does by involving teachers in entrepreneurial value development activities is the principal's role in prioritizing improving teacher quality. Teachers are expected to be able to become teacherpreneurs, namely teachers who have an entrepreneurial spirit. Wafrotur Rohmah et al. (2017) teachers who instill entrepreneurial values will be more productive, not consumptive. Having productivity makes teachers always look for new ways to improve the quality of education, always looking for alternative solutions to problems, not questioning problems. If this continues to develop and is carried out continuously, it will form teacherpreneurship in schools. Thus, teachers have mature entrepreneurial skills and can be applied in the learning process in the classroom, so that the community's hopes for quality education in the 21st century can be achieved. It's just that not all teachers who have an understanding of entrepreneurship will apply it in learning, many of which are the causes, especially laziness to do something creative, unwilling to make changes, reluctant to adapt to technological advances. The results of the study showed that teacher support has a significant role in developing entrepreneurial values in schools. Teachers not only act as learning facilitators, but also as role models in instilling values such as discipline, responsibility, hard work, innovation, and independence to students. Teacher support is reflected through the application of active learning methods, the provision of entrepreneurial projects, and ongoing guidance and motivation. In addition, teachers also build collaboration with parents and the surrounding community to strengthen the entrepreneurial learning experience. These findings indicate that consistent teacher involvement can create a school culture that encourages entrepreneurial attitudes and spirit among students.

C. Entrepreneurial values developed by the principal

The entrepreneurial values developed by the principal are adjusted to the age of students between 12 and 16 years. For entrepreneurial knowledge, the principal applies discipline, cooperation, creativity, independence and responsibility. This is the basic capital that students must have, given during classroom learning and in extracurricular activities. Endang Sulistyaniningsih, et, al (2023) The principal applies entrepreneurial competencies in the curriculum and school business units, behaves creatively, innovatively, independently, and builds a culture of responsibility in the learning environment. Safroni Isrososiawan (2013) In integrating entrepreneurial values, there are many values that can be instilled in students, these values are: independent, creative risk takers, leadership, orientation towards action and hard work.

Another finding is that the application of entrepreneurship given by the Principal to students specifically to form an independent soul, able to solve problems, dare to make the right choices and in accordance with the potential of the students themselves, Wiyani (2012) that schools can instill Entrepreneurial Education to their students. Through business activities in schools, learning opportunities (directly) can be provided for productive-age youth to gain knowledge, skills, and develop an entrepreneurial spirit supported by a mental attitude, creative, innovative, professional, responsible, and brave to take risks in managing their potential and the environment as provisions for improving their quality of life.

In every subject, entrepreneurs are inserted, teachers and students will automatically continue to strive to create/discover new things and related to what they learn and strive to have a selling value. This is in accordance with what Handini said in Rachmawati (2016) entrepreneurship is the attitude, soul, and spirit of a person to create something new that has value, and is useful for themselves and others. The results of the study showed that the principal plays a key role in developing entrepreneurial values in the school environment. The main values developed include independence, creativity, innovation, responsibility, cooperation, and courage to take risks.

The principal internalizes these values through visionary leadership, strengthening school culture, and integrating entrepreneurial values into the curriculum and extracurricular activities. In addition, the principal also encourages teachers to become agents of change and create a learning climate that supports students' entrepreneurial character. This approach has been shown to increase students' spirit of innovation and fighting spirit, as well as strengthen the entrepreneurial ecosystem in schools. The principal actively develops entrepreneurial values through visionary, innovative, and risk-taking leadership. Values such as creativity, collaboration, independence, and responsibility are instilled through structured managerial initiatives, support for teachers to become agents of change, and strengthening an entrepreneurial-oriented school culture. Syapriyuda & Santosa (2020) support that the principal's entrepreneurial competence can be measured validly and includes key elements such as innovation and risk. Dwi Ariyani & Suyatno (2023) show that these competencies have a positive effect on the creation of a "learning school", which encourages innovative teacher performance Robson Mekonnin Shiferaw, et, al (2021) entrepreneurial leadership combined with a collaborative learning culture strengthens students' character values while an entrepreneurial-based school management approach has been shown to increase student interest, as long as it is supported by the principal and stakeholders

4. CONCLUSION

This study shows that the principal is able to play an important role in instilling entrepreneurial values through an integrated approach involving all elements of the school. The development of entrepreneurial values, such as creativity, discipline, responsibility, and independence, is not only carried out theoretically, but is manifested in the form of real activities that are productive and innovative. The programs implemented include processing used goods into products with economic value, which directly provide students with practical entrepreneurial experience.

The main contribution of this study lies in the concrete description of entrepreneurial leadership practices in the madrasah environment, which has rarely been studied in depth. The principal as a central actor is able to transform entrepreneurial character policies into real actions that shape the school culture. With consistent teacher support, entrepreneurial values are not just slogans, but live in the daily lives of students. This shows that character building can be carried out along with the development of 21st century skills, especially in the context of Islamic-based schools.

In practice, these findings serve as a reference for other schools to integrate entrepreneurship education comprehensively. Strategies such as utilizing local resources, collaboration between school components, and project-based learning approaches can be implementation models for similar contexts. Principals need to be trained to become visionary leaders who do not only focus on administration, but are also able to trigger cultural change and a spirit of innovation in their school community.

This study has limitations in the scope of the location which only covers one madrasah, so the generalization of the findings is limited. In addition, the qualitative approach used has not provided a quantitative picture of the extent to which the program is effective in improving learning outcomes or student character in a measurable manner. For further research, it is recommended to conduct comparative studies between schools or develop quantitative instruments to measure the impact of entrepreneurial leadership on educational performance indicators and student character more objectively.

REFERENCES

- Aitsl. (2015). *Australian professional standard for principals and the leadership profiles*. Australian Government.
- Arifin, M. (2012). *School entrepreneurship: Membangkitkan jiwa dan sikap kewirausahaan*. Ar-Ruzz Media.
- Arifin, Z. (2011). *Konsep dan model pengembangan kurikulum*. PT Remaja Rosdakarya.
- Ariyani, D., & Suyatno, S. (2021). The contribution of entrepreneurial competency and principal's leadership on the learning school and its implication on teachers' innovative performance. *Jurnal Pendidikan Indonesia (JPI)*, 10(3), 405–412. <https://doi.org/10.23887/jpi-undiksha.v10i3.29879>
- Badan Standar Nasional Pendidikan. (2010). *Paradigma pendidikan nasional di abad-21*. BSNP.
- Baharun, H. (2017). Peningkatan kompetensi guru melalui sistem kepemimpinan kepala madrasah. *At-Tajdid: Jurnal Ilmu Tarbiyah*, 6(1), 1–12.
- Creswell, J. W. (2016). *Research design: Pendekatan metode kualitatif, kuantitatif dan campuran* (Edisi ke-4). Pustaka Pelajar.
- Fauzi, D., & Rachmawati. (2016). Peran kepala sekolah dalam implementasi sekolah berbasis entrepreneurship (Studi kasus di SMA Muhammadiyah 9 Surabaya). *Jurnal Inspirasi Manajemen Pendidikan*, 4(1), 15–25.
- Hidayat, R., Dyah, V. M., & Ulya, H. (2019). Kompetensi kepala sekolah abad 21: Sebuah tinjauan teoretis. *Jurnal Kepemimpinan dan Pengurusan Sekolah*, 4(1), 61–68.
- Isrososiawan, S. (2013). Peran kewirausahaan dalam pendidikan. *Society: Jurnal Jurusan Pendidikan IPS Ekonomi*, 9, 22–28.
- Kasmir. (2014). *Kewirausahaan*. Raja Grafindo Persada.
- Komariah, N. (2017). Kepemimpinan entrepreneurship kepala sekolah dalam meningkatkan kemandirian pembiayaan sekolah. *Al-Afkar: Jurnal Keislaman dan Peradaban*, 5(1), 101–114.
- Kuntowicaksono. (2012). Pengaruh pengetahuan wirausaha dan kemampuan memecahkan masalah wirausaha terhadap minat berwirausaha siswa SMK. *Journal of Economic Education*, 1(2), 45–54.
- Litbang Kemdikbud. (2013). *Kurikulum 2013: Pergeseran paradigma belajar abad-21*. <http://litbang.kemdikbud.go.id/index.php/index-beritakurikulum/243-kurikulum-2013-pergeseran-paradigmabelajar-abad-21>
- Machalia, I., Murfia, A., & Yani, Z. (2023). Impact of entrepreneurial leadership on teacher creativity: The mediating role of school culture in Indonesian public senior secondary schools. *Global Educational Research Review*, 1(1), 13–26. <https://doi.org/10.71380/GERR-08-2024-18>
- Maghfiroh, A. (2021). Analisis pengembangan sumber daya manusia dalam perspektif syariah. *Jurnal Ilmiah Ekonomi Islam (JIEI)*, 7(1), 89–97. <http://dx.doi.org/10.29040/jiei.v7i1.2138>
- Makawimbang, & Jerry, H. (2012). *Kepemimpinan pendidikan yang bermutu*. Alfabeta.
- Maknuni, J. (2021). Strategi sekolah dasar dalam menumbuhkan jiwa kewirausahaan peserta didik. *Jurnal Ilmiah Kontekstual*, 2(2), 88–95. <https://doi.org/10.46772/kontekstual.v2i02.392>

- Mulyani, E., & dkk. (2010). *Pengembangan pendidikan kewirausahaan*. Badan Penelitian dan Pengembangan Kurikulum.
- Mulyasa. (2015). *Manajemen & kepemimpinan kepala sekolah*. Bumi Aksara.
- Sulistyaniningsih, E., Susilawati, R. D. H., Tukiran, M., & Surata, S. (2023). Implementasi kompetensi kewirausahaan kepala sekolah dalam menciptakan budaya wirausaha. *Research and Development Journal of Education*, 9(2), 105–118.
- Tanjung, B. N., Elfrianto, E., Pulungan, L. H., & Nasution, M. A. (2025). Developing Principal Leadership through Experiential Learnings. *Indonesian Journal Education*, 4(1), 5–9. <https://doi.org/10.56495/ije.v4i1.959>