# **THE EFFECT OF ENTREPRENEUR LEADERSHIP OFTHE HEAD SCHOOL ON THE WORK MOTIVATION OF THE MIDDLE SCHOOL TEACHERS OF KECAMATAN BELINYU**

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**Abstrak**

Based on observations, there are still among high school / equivalent teachers in Belinyu Subdistrict whose motivation to work is low, whether this is due to the leadership of the principal entrepreneur who has not been maximized. The formulation of the problem in this study is there an influence of the leadership of the school principal entrepreneur on the work motivation of high school / equivalent teachers in Belinyu District. This study aims to determine whether there is an influence of entrepreneurial leadership of principals on the work motivation of high school / equivalent teachers in Belinyu District. The population study consisted of 4 schools where there were 90 teachers in total. The research sample uses a total sampling technique in which all members of the population are taken as research samples. The research method used is the correlation method with a quantitative descriptive approach. Analysis of the data used is a significant test (t test). Based on the analysis of researchers, the results of hypothesis testing show that the Principal Entrepreneurial Leadership variable significantly influences Teacher's Work Motivation, this is indicated by the value of tcount> ttable (4.765> 1.66235). So it can be concluded that there is an influence of entrepreneurial leadership of principals on the work motivation of high school teachers / equivalent in Belinyu sub-district. That is, the better the entrepreneurial leadership of the Principal, the higher the teacher's work motivation. It is recommended for headmaster, so they can become a reference or benchmark in running entrepreneurial leadership to make school quality better. For teachers, to increase work motivation so that they can carry out their teacher profession tasks better. For researchers, this research can add insight into the leadership of entrepreneurship principals and teacher work motivation.

**Keywords**: Entrepreneurial Leadership, Principal, Work Motivation

**Introduction**

Leadership is a critical factor of an organisation and management, leadership in various institutions will determine the development of the organisation and how the management process in the organisation runs in achieving its objectives. A school principal needs management and leadership skills, so that school organisations can be internally stable and responsive to external factors that continue to change. In the current context, principals as leaders appear to be increasingly in need of reinforcement given the accelerated changes that are increasingly difficult to predict, however, the ability as a manager is still needed to organise the school organisation to run effectively and efficiently, therefore the balance of both becomes something that needs to be developed.

Leadership that can anticipate developments that change rapidly, broadly and a lot is one of the existence of entrepreneurial leadership or entrepreneurial leadership. Sagala (2012: 178) says that one of the causes of the low quality of education is the low entrepreneurial spirit of the principal, various studies have revealed that the principal has not been responsive to the demands of the dynamics of change, many school activities take place *by the way* rather than *by design* with apprehensive planning characteristics.

The low entrepreneurial leadership spirit of the school principal is reinforced by the results of Wuling's research in Sagala (2012: 178) which states that the principal in the study site is not responsive to the needs of its citizens, there are indications that the principal does not have a sense of responsibility, because of failure a program is considered not its responsibility.

Entrepreneurial leadership as one of the styles in leading is undoubtedly able to contribute productively in managing and leading any organisation in the field of organisational activities because entrepreneurial leadership is a leadership style that can encourage change, innovation, and corporate development for better, effective and quality (Suharsaputra, 2016: 91).

Mulyasa (2011: 189) said that in the context of entrepreneurship education refers to the condition when someone makes a decision that encourages the formation of a system of independent activities, free from the attachment of other institutions. Therefore, most of the drivers of change, innovation, and school progress usually come from principals who are entrepreneurial. Principal entrepreneur leadership is a school leader who also can appear as a reliable manager (appropriate and useful, effective and efficient), also has an independent character, physically and mentally, honestly, virtuous, respects human rights, and is responsible (Sagala, 2012: 177).

The innovative performance of the teacher is not only in implementing the learning process in the classroom but also in the level of school organization through a leadership role that further encourages the democratization of the values of the school organization, and this will encourage increased teacher participation not only in the field of learning but also in the field of improving schools and expanding the capacity of school organizations in carrying out their role as formal educational institutions (Suharsaputra, 2016: 204).

Hendarman (2015: 2) argues that school principals are responsible for helping teachers mainly deal with various changes on an ongoing basis, changing mindsets always to want to learn so as not to lag behind advances in science and technology, and developing leadership abilities that may be inherent in each teacher.

Also, the problem of entrepreneurship is a national issue that has recently been discussed, especially in the world of education. What about the existence of entrepreneurial leadership, the principal can have an impact or motivation on mobilising all human resources in school, in this case, the teacher not only to carry out his obligations but also by encouraging the implementation of innovation in carrying out his role and duties as an educator.

With the ability of principals with an entrepreneurial spirit that can encourage the innovative performance of teachers, it can be concluded that the knowledge of principals with an entrepreneurial spirit can also motivate teachers to work.

**Research Methods**

1. **Research Design**

The researcher uses a quantitative descriptive approach, and the method used in this study is the correlation method. The direction is stated in the form of a positive or negative relationship, while the strength of the relationship is expressed in the magnitude of the correlation coefficient.

1. **Research Time and Place**

This research was conducted on high school / equivalent teachers in Belinyu District. The study was conducted on January 8-January 13, 2018.

C. **Population and Samples**

1. population

"Population is a generalisation area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions" (Sugiyono, 2013: 117). The study population was all high school / equivalent teachers in Belinyu Subdistrict. Details will be displayed in the following table:

**Number of Teachers per School**

|  |  |  |
| --- | --- | --- |
| **No.** | **School Name** | **Total Number of Teachers** |
| 1234 | SMAN 1 BelinyuSMKN 1 BelinyuSMA YPN BelinyuSMK YPN Belinyu | 28221426 |
|  | Jumlah | 90 |

*(Data source: documentation of each school)*

2. Samples

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2013: 118). The example is part or representative of the population studied (Arikunto, 2010: 174). The sample of this research is to use Total Sampling. According to Arikunto, if the subject is less than 100 people then there is no need to make a sample withdrawal, the study is carried out using total sampling, which is taken as a whole to be examined. So the sample in this study is all teachers in high schools/equivalent in Belinyu sub-district, amounting to 90 people.

**D. Data Collection Techniques**

Data collection techniques are a way to collect data needed to answer the research problem formulation (Noor, 2011: 138). The primary method used in this study is a questionnaire or questionnaire. Observation as a supporter. For more details can be seen in the following description:

1. Questionnaire

Is a data collection technique by giving or distributing a list of questions to respondents in the hope of responding to the list of items (Noor, 2011: 139). The respondents were teachers in high schools / equivalent in Belinyu sub-district. In this case, the questions asked to the teacher are about the leadership of the principal's entrepreneur and questions about the teacher's work motivation.

1. Documentation

With this method, researchers can take population data and teacher samples in each high school/equivalent in Belinyu District.

**E. Instrument Testing Technique**

Before the questionnaire is distributed to the sample, the survey must be tested first to measure the level of validity and reliability.

1. Trial of Instrument Validity

$$rxy= $$

 Explanation :

 *rxy* : the correlation coefficient between variables X and Y

 N : number of subjects

 Σxy : products of X and Y

 Σx : number X

 Σy : number Y

 Σx2 : number of X quadrant

 Σy2  : number of Y quadrant

1. Test Results of Questionnaire Validity

The validity test in this study used the product-moment correlation formula, which was conducted on 30 respondents.

1. Questionnaire Reliability Test Results

A valid and reliable instrument is an absolute requirement to obtain accurate and reliable research results, but that does not mean that by using tools that have been tested for validity and reliability automatically the data or research results become valid and reliable. To determine the safety of the instrument using the formula in Suharsimi Arikunto (2006: 171) as follows:

 $r\_{11 }$=( $\frac{k}{(k-1)}$) (1-$\frac{Σ σb^{2}}{σ^{2}\_{t}}$)

Keterangan :

$r\_{11 }$= Reliabilitas instrumen

$Σ σb2$ = Number of item variances

$σ1^{2}$ = Varians total

$k$ *=* Many items or questions

The reliability test in this study used the computer aid program SPSS Version 22.0, with the reliability test of the Cronbach Alpha technique. The results of questionnaire reliability testing can be seen in the table below.

***Questionnaire Reliability Test Results***

|  |  |  |  |
| --- | --- | --- | --- |
| Variable  | Cronbach’s alpha | Value of Reliability Standard | Description  |
| X (Principal Entrepreneur Leadership) | 0,941 | 0,60 | Reliabel |
| Y(Teacher Work Motivation) | 0,896 | Reliabel |

*Source: Processed from Primary Data for 2018*

Explanation:

If the value of Cronbach’s alpha > 0,6 = Reliabel

If the value of Cronbach’s alpha < 0,6 = not Reliabel

 Based on the table above it is known that the Cronbach's alpha value for variable X (Principal Entrepreneurial Leadership) variable Y (Teacher Work Motivation) and is higher than the standard reliability value (0.60) so that all statements for each of these variables are declared reliable and can be used as data collection tool.

F. Data Analysis Techniques

Data analysis is an activity after the data from all respondents, or other data sources are collected. Activities in data analysis are grouping data based on variables and types of respondents. Stipulate data based on variables from all respondents. Presenting data for each variable studied, doing calculations to answer the problem formulation, and doing calculations to test hypotheses that have been proposed (Sugiyono, 2014: 147). In this study, the data analysis used to test the hypothesis is to use the t-test. Formula:

Uji-t. Formula :

t *hitung* = (Sugiyono, 2017:230)

which is:

t = Calculated value

r = Correlation Coefficient The results of t arithmetic

n = Number of respondents

Before calculating t arithmetic first look for the value of the correlation coefficient using the Pearson product-moment correlation formula.

**Results and Discussion**

**A. Research Results**

In this study data collection was carried out at high schools/equivalent in Belinyu Subdistrict which consisted of 4 schools, namely: SMAN 1 Belinyu, SMK 1 Belinyu, YPN Belinyu SMAS, YPN Belinyu SMKS. Where the respondents in this study were 90 teachers. To collect data by what was studied, the researchers distributed questionnaires totalling 23 statements about Variable X (Principal Entrepreneurial Leadership) and 20 comments about Variable Y (Teacher Work Motivation). So, for the whole account, there are 43 statements.

Result data score statement variable X (Principal Entrepreneur leadership) and variable Y (Teacher Work Motivation)

|  |  |  |
| --- | --- | --- |
| **Respondent Number** | **Principal Entrepreneurship Leadership (X)** | **Teacher Work Motivation (Y)** |
| 1 | 65 | 84 |
| 2 | 77 | 80 |
| 3 | 83 | 85 |
| 4 | 84 | 86 |
| 5 | 85 | 86 |
| 6 | 82 | 84 |
| 7 | 63 | 64 |
| 8 | 85 | 87 |
| 9 | 79 | 80 |
| 10 | 84 | 86 |
| 11 | 84 | 84 |
| 12 | 78 | 79 |
| 13 | 78 | 79 |
| 14 | 85 | 87 |
| 15 | 86 | 88 |
| 16 | 82 | 83 |
| 17 | 52 | 63 |
| 18 | 94 | 95 |
| 19 | 49 | 51 |
| 20 | 38 | 42 |
| 21 | 85 | 89 |
| 22 | 76 | 81 |
| 23 | 80 | 95 |
| 24 | 79 | 81 |
| 25 | 87 | 90 |
| 26 | 38 | 62 |
| 27 | 57 | 54 |
| 28 | 48 | 55 |
| 29 | 51 | 51 |
| 30 | 43 | 56 |
| 31 | 65 | 73 |
| 32 | 89 | 79 |
| 33 | 91 | 80 |
| 34 | 84 | 83 |
| 35 | 86 | 77 |
| 36 | 82 | 84 |
| 37 | 80 | 72 |
| 38 | 85 | 77 |
| 39 | 80 | 71 |
| 40 | 84 | 78 |
| 41 | 84 | 83 |
| 42 | 84 | 72 |
| 43 | 79 | 95 |
| 44 | 86 | 77 |
| 45 | 85 | 84 |
| 46 | 90 | 72 |
| 47 | 54 | 77 |
| 48 | 94 | 71 |
| 49 | 52 | 78 |
| 50 | 42 | 83 |
| 51 | 90 | 72 |
| 52 | 86 | 95 |
| 53 | 81 | 76 |
| 54 | 85 | 85 |
| 55 | 88 | 74 |
| 56 | 42 | 76 |
| 57 | 60 | 72 |
| 58 | 52 | 77 |
| 59 | 54 | 84 |
| 60 | 47 | 74 |
| 61 | 64 | 94 |
| 62 | 87 | 76 |
| 63 | 90 | 85 |
| 64 | 85 | 75 |
| 65 | 86 | 78 |
| 66 | 83 | 71 |
| 67 | 81 | 79 |
| 68 | 86 | 84 |
| 69 | 80 | 73 |
| 70 | 85 | 94 |
| 71 | 85 | 76 |
| 72 | 84 | 85 |
| 73 | 79 | 72 |
| 74 | 86 | 80 |
| 75 | 85 | 70 |
| 76 | 90 | 78 |
| 77 | 54 | 83 |
| 78 | 94 | 76 |
| 79 | 51 | 95 |
| 80 | 42 | 77 |
| 81 | 90 | 95 |
| 82 | 85 | 87 |
| 83 | 81 | 85 |
| 84 | 85 | 86 |
| 85 | 87 | 92 |
| 86 | 42 | 83 |
| 87 | 59 | 73 |
| 88 | 62 | 96 |
| 89 | 73 | 76 |
| 90 | 66 | 83 |
| **∑ Total** | **6725** | **7095** |

 So, it can be concluded from the table above that the total score obtained from variable X (Principal Entrepreneurial Leadership) was 6725, while the overall rating for variable Y (Teacher's Work Motivation) was 7095.

1. Characteristics of Respondents
Characteristics of respondents in this study consisted of gender, school origin, and length of teaching.

a. Characteristics of Respondents by Gender

Characteristics of respondents by sex can be seen in the following table.

|  | Gender  | Frequency | Percent | Cumulative Percent |
| --- | --- | --- | --- | --- |
| Valid | Male | 41 | 45.6 | 45.6 |
| Female | 49 | 54.4 | 100.0 |
| Total | 90 | 100.0 |  |

Based on the above table, it can be seen that respondents in this study were dominated by women with 49 people (54.4%), while men amounted to 41 people (45.6%).

b. Characteristics of Respondents Based on School Origin

Characteristics of respondents based on school origin can be seen in the following table.

|  | Originally School | Frequency | Percent | Cumulative Percent |
| --- | --- | --- | --- | --- |
| Valid | SMAN 1 Belinyu | 28 | 31.1 | 31.1 |
| SMKN 1 Belinyu | 22 | 24.4 | 55.6 |
| SMA YPN Belinyu | 14 | 15.6 | 71.1 |
| SMK YPN Belinyu | 26 | 28.9 | 100.0 |
| Total | 90 | 100.0 |  |

Based on the above table, it can be seen that respondents in this study consisted of 28 Belinyu 1 High School (31.1%) teachers, 22 Belinyu 1 National Vocational School (24.4%), 14 YPN Belinyu High Schools (15.6), and 14 YPN Belinyu Vocational High School 26 people (28.9%).

3. Determinant Coefficients

To find out the magnitude of the influence of the Principal Entrepreneur Leadership variable (X) on the variable Teacher Work Motivation (Y) can be seen in Table 4.49 below.

Hasil Koefisien Determinan

| **Model Summary** |
| --- |
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .453a | .205 | .196 | 9.442 |

a. Predictors: (Constant), Leadership Entrepreneur Principal

 *source: Primary data processed, 2018*

The table above explains the value of the correlation / relationship (R) that is equal to 0.453 and revealed the percentage of the influence of the independent variable on the dependent variable called the coefficient of determination which is the result of squaring R. From the output obtained the coefficient of determination (R Square) of 0.205, which implies that the influence of variable X (Principal Entrepreneur Leadership) on Y variable (Teacher Work Motivation) is 20.5%, while other variables influence the remaining 79.5%.

1. Hypothesis Test

To find out whether there is an influence of Principal Entrepreneurial Leadership (X) on Teacher Work Motivation (Y) analysis was done using the t-test. The t-test results in this study are shown as follows:

**T-Test Results**

| **Coefficientsa** |
| --- |
| Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. |
| B | Std. Error | Beta |
| 1 | (Constant) Leadership Entrepreneur Principal | 56.426 | 4.807 |  | 11.739 | .000 |
|  | .300 | .063 | .453 | 4.765 | .000 |
| Dependent Variable: Teacher's Work Motivation |

 Source: Primary data processing, 2018

 Based on Table 4.53 above, it is explained that the value of t is 4.765 with a significance of 0.000 and the value of ttable for df = n-2 at an error rate of 5% or 0.05 obtained a ttable value of 1.66235. According to Sugiyono (2010: 257), the provisions are if the count is smaller than the table, then Ho is accepted, and Ha is rejected. But on the contrary, if count is greater than ttable then Ha is accepted. So it can be concluded that tcount> ttable or 4,765> 1,66235, meaning that there is an influence of the leadership of the principal's entrepreneur on the work motivation of high school / equivalent teachers in Belinyu sub-district.

Hypothesis testing results show that the Principal Entrepreneurial Leadership variable has a significant effect on Teacher Work Motivation, this is indicated by the tcount of 4.765 with a significance of 0.000 and a ttable value of 1.66235, then tcount> ttable or 4.765> 1.66235. Thus the hypothesis that there is an influence of entrepreneurship leadership of principals on the work motivation of high school teachers / equivalent in Belinyu sub-district. It turns out that it is evident that the magnitude of the influence of the Principal Entrepreneur Leadership variable has a significant effect on Teacher Work Motivation, which is 20.5%, other variables influence the remaining 79.5%.

**Conclusions**

Based on the results of the analysis in this study, it can be concluded that there is an influence of Principal Entrepreneurial Leadership on the Work Motivation of High School Teachers / equivalent in Belinyu District, this is indicated by the tcount of 4.765 and the ttable value of 1.66235, then the tcount is higher than the table (4,765> 1,66235). Thus Ha who stated that there was an influence of entrepreneurship leadership of the principal on the work motivation of high school teachers / equivalent in Belinyu sub-district was accepted. That is, the better the entrepreneurial leadership of the Principal, the higher the teacher's work motivation.

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