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Principal's Innovation and Entrepreneurial Leadership to Establish a Positive Learning Environment

Dwi Ariyani

Universitas Ahmad Dahlan, INDONESIA

Suyatno*

Universitas Ahmad Dahlan, INDONESIA

Muhammad Zuhaery

Universitas Ahmad Dahlan, INDONESIA

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Abstract: A positive learning environment can be achieved if all the school members follow the principal's learning process. The paper aims to study and analyze the principal's implementation of innovation and entrepreneurial leadership in creating a learning environment. The research is conducted qualitatively through a case study. The research subjects were determined using purposive sampling, while the data were collected through interviews, observation, and documentation study. The data were then analyzed descriptively qualitatively using the Atlas.ti software. The results show that the principal has implemented the entrepreneurial leadership employing two main principles to create a learning environment. First, the principal regulates organizational growth through optimization, communication, motivation, monitoring, controlling, role model, and empowerment. The principal makes some innovation through several steps: vision building, staff development, and restructuring. This kind of leadership can create a comfortable and fun learning environment. As a result, all school members can follow the learning process and create innovative products, as well as making some progress in academic and non-academic achievements. The research findings imply a recommendation for the school's program in that a principal's entrepreneurial and innovative leadership is one of the critical factors in learning.

Keywords: *Principal, entrepreneurial leadership, innovation, learning environment.*

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Introduction

In the last twenty years, entrepreneurship emerged in public, urged mostly by leadership management and strategy principles. The principles are necessary to face the world's challenges, which become more dynamic and complex (Currie et al., 2008). Leadership is an essential part of an educational organization. The principal's ability to apply his competencies will promote the school's progress and development (Sugiyar, 2014). As a leader and a manager, a principal serves to influence and direct the subordinates to achieve the school's goals. A leader in the millennial era is challenged with the dynamic progress of the condition. A principal with the ability to adjust and meet the global challenges' needs is a creative and innovative leader. Further, with entrepreneurial, managerial, and supervision competencies, he will foster the millennial generations, allowing them to be independent and develop their entrepreneurial skills (Depi et al., 2018). Entrepreneurial leadership is the transformation of various competencies owned by a principal related to the individuals, socials, and education and training (Suharsaputra, 2016).

Meredith (2000) stated that an institution's whole achievement is determined by the attitude and action of an entrepreneur. A leader is said to be successful when he can apply his entrepreneurial skills. Effective changes in a school depend on the ideas and activities performed by the principal, understood, followed, and supported by all school members. A principal directs, develops, and empowers the subordinates under his management. Changes can occur if the subordinates can build their independence and creativity through entrepreneurship. Entrepreneurial leadership is the strategy of changes in managing all the school's activities. It also includes the changes in the climates, condition, structural modification, as well as the institution of the school. According to Wibowo and Saptono (2017), leadership can influence the organization's resources to follow the leader's aspiration. An entrepreneurial leader can motivate, optimize, and provide spaces for creativity and innovation.

* **Corresponding author:**

Suyatno. Department of Education Management, Universitas Ahmad Dahlan, Sidikan, Umbulharjo, Yogyakarta, Indonesia. ✉ Suyatno@pgsd.uad.ac.id



The social entrepreneur has become popular. However, it has not been discussed by many in Indonesia because of unrecognizable success (Santoso, 2007). The result of Baidi and Suyatno (2018) research shows the need to foster the intention of entrepreneurs through entrepreneurial education, self-efficacy, and the necessity of achieving something. Entrepreneurship at school aims to generate creative, innovative, and supportive (Ariyani et al., 2020). The higher the intention of doing entrepreneurship, the higher the economic improvement in society. Entrepreneurship has increasingly played a significant role in developing the economy (Leibenstein, 1968). A leader with an entrepreneur's attitude needs to seek opportunities by initiating a project, gathering and managing the school's available resources, determining its goals, guiding and leading the subordinates to achieve the goals. Kuratko and Hodgetts in Ariyani et al. (2020), an entrepreneur can regulate, manage, and dare to take risks.

The Ministry of Education and Culture reported that entrepreneurial and managerial competencies are low (Kemendikbud, 2019). The innovative skills and creativity of teachers in Indonesia are below the standard. The research by Kemendikbud (2015) mentioned that 1.6 million teachers reached a disappointing score, which is below 60 (Wibowo & Saptono, 2017). It proves that learning culture is not fully established in the school. According to Balkar (2015), due to inevitable global changes, teachers must be more creative and innovative in the teaching process, allowing them to create a comfortable learning environment. The teachers' unique characteristics, the leader's policy, and different school culture show that the implementation of innovation has to adjust these differences; the organization needs to be adaptive and conducive (Wibowo & Saptono, 2017). The students' enthusiasm to participate in the entrepreneurship activities develops the potentials to build their entrepreneurial skills and knowledge (Izzuan et al., 2017). Entrepreneurship education emphasizes the theoretical and philosophical aspects. It does not cover the practical matters. New schools need a leader with entrepreneurship in hands, enabling him to employ his creativity and confidence and contribute to society. A higher attitude of the teachers' entrepreneurship promotes job satisfaction, allowing them to plan and coordinate new projects to create a positive learning environment (Amorim Neto et al., 2017).

Based on the problems, the research investigates the implementation of the principals' entrepreneurial leadership in senior high schools. The paper will answer two questions. First, how do the principals implement entrepreneurial leadership to create a learning environment? Second, what is the innovation made by the principals to establish a learning environment?

Literature Review

Entrepreneurial Leadership

Entrepreneurship is a dynamic process to improve the well-being, performed by individuals who dare to take risks, upon the wealth, time, and career, in providing valuable goods or services (Kuratko & Hodgetts, 2004). The behaviors show the person's characteristics in the organization (Parker et al., 2008)

Leadership is successfully employed by a leader with leadership competencies, allowing them to influence other people, arrange some plans, coordinate, as well as conducting experiments to achieve the collective goals (Rohmah et al., 2017). As a leader, a principal applies the aspects and strategies of leadership to manage the school's resources to achieve the school's goals. Entrepreneurial competency based on creativity and innovation in an educational organization is a complex process involving the stakeholders. The school's success is the success of the principal, who has entrepreneurial competency (Syam et al., 2018). Scarborough et al. (2008) mentioned that an entrepreneur's leadership characteristics include a) responsible, b) moderate risk-taker, c) confident of his success, d) enthusiastic about receiving feedback, e) hardworking, f) future-oriented, and g) skillful in organizing the resources to create added value. The British government issued a policy that encourages a more dynamic leadership, including a transformational dimension with vision and charisma, as well as the entrepreneurial dimension with innovation, risk-taking, and pro-activities (Currie et al., 2008). Katz and Green (2011) propose several components of entrepreneurial leadership. First is innovation; in that, a visionary leader thinks about the organization's future, knows how to compete, develops the organization and the products. Second is operation; a leader has to improve the abilities to build the organization's growth and delegate the tasks to the subordinates as well as anticipating unexpected results. The third is an inspiration; it is about the employee's or the customer's hopes that encourage the organization to progress and win the business competition. In education, winning the competition is the school's competitive ability in academic and non-academic achievements, both for the teachers and the students (Haris, 2018). Entrepreneurial competency is an important factor that determines the success or failure of an organization. Entrepreneurial behaviors are crucial to achieve and maintain competitiveness (Nwachukwu et al., 2017). Some researchers mentioned that entrepreneurial leadership is different from other types of leadership (Chen, 2007; Nwachukwu et al., 2017)

Educational Innovation

Entrepreneurship is the process of identifying and chasing the opportunity by an individual or an organization. The process is indicated by innovation, risk-taking, and proactive approach. Innovation is creating new and extraordinary things, new services, a new organization, and process improvement. Creativity and innovation of the learners need to

be actualized in the school management through several strategies. The principal and the stakeholders should commit to applying the principles of a learning organization. Besides, they should internalize the learning, measure the organization in each sub-system, communicate the vision and mission, support the cultural transformation processes, empower and motivate the staff, as well as expanding the learning process and knowledge sharing. Besides, the school needs to apply information and technology, build excellent communication, develop individuals', group, and organizational learning, adapt, as well as improving the learning process (Syam et al., 2018). Macbeath and Mortimore (2005) mentioned that school improvement is the strategy that requires all components of the organization to take part in innovation, allowing them to achieve the goals.

Mulyasa (2004) proposed that a principal needs to analyze the personality, knowledge, understand the school vision and mission, make decisions, and communicate with the staff. Further, a principal needs to do several things: making sure that the teachers, staff, and students are aware of the school objectives; providing support, equipment, facilities, and various regulation as well as the atmosphere supporting the activities; understanding the motivation of the teachers, staff, and students; inspiring the subordinates; maintain the balance between teachers, staff, and students and the school interest, as well as the society; comprehending that the essence of leadership is followership; guide, coordinate, control/monitor, as well as assisting the members, allowing them to share appropriate tasks (Wahjosumidjo, 2010). A leader has to arrange and implement the school visions and missions, encourage the subordinates to complete the tasks with full commitment, make decisions concerning the activities and obstacles faced by the school. The principal duties include providing motivation, guidance, and assistance for the teachers/staff.

As an innovator, a principal has to be able to create new things to develop the school. Besides, he needs to have the strategies to build a harmonious relationship with the environment, find new ideas, integrate all activities, give examples for all the instructional staff in the school, and develop innovative learning models (Mulyasa, 2004). Further, Mulyasa (2004) mentioned that a principal has several roles. First is constructive, meaning that he guides the staff to develop optimally to accomplish their tasks. The second is creative, which is to find new ideas and ways to achieve the tasks. Third is delegative, meaning that a principal distributes the functions based on the job description, position, and abilities. Fourth is integrative. The principal synergizes the activities to achieve collective goals effectively, efficiently, and productively. Fifth are rational and objective, which is to consider the logic and objectivity. Sixth is pragmatic: a leader decides the activities and targets based on the condition and the staff's abilities and the school capabilities. Seventh is exemplary; a principal should be a good example and a role model for the subordinates. Eighth is adaptable and flexible in that a principal has to adapt to the new situation and create an enjoyable working environment while facilitating the staff to adjust the situation to accomplish their tasks. Alma (2016) explained that innovation could take several forms: new product, new organization or management, further reproduction, and new raw materials. Entrepreneurial leadership is necessary to encourage, provide, and support various activities to shape school characteristics (Suharsaputra, 2016). Several factors influencing the school improvement: 1) vision building, 2) evolutionary planning, 3) initiative-taking and empowerment, 4) staff development and resources assistance, 5) restructuring, 6) monitoring (Fullan & Stiegelbaver, 1991).

Learning Environment

Implementing a new program is mostly a failure due to the organization's inability to gather preliminary information. This way changes only happen temporarily. Learning organization is characterized by acquiring particular expertise through the way of thinking and performance improvement (Suharsaputra, 2016). Garvin (2003) argued that a learning organization is the one with the skills to create, acquire, interpret, transfer, and maintain knowledge. Furthermore, the organization purposively modifies the behaviors to reflect the new knowledge and insight. David (1993) stated that a learning organization means an organization that can create, gain, and transfer knowledge and modifies the behavior to reflect new knowledge and insight. New ideas are used in a creative and innovative learning process to create a learning organization. It has several characteristics: systematic problem solving, experiment using new approaches, learning from the experience and past events, other people's experience, and the fast and efficient transfer of knowledge. An organization capable of creating a support system and process and integrating them into the daily structure is an effective organization (David, 1993). School learning functions as the organizational framework to improve the school's effectiveness (Suharsaputra, 2016). According to Suharsaputra (2016), in establishing and developing a learning organization, the relevant parties, internal and external, need to work hard and support the program. It will help to build the school learning culture. School learning requires all school members to adapt to environmental changes by conducting a learning process that encourages creativity and innovation.

Learning organization is established by teachers who learn continuously to apply the learning results in the teaching and learning process in the classroom or an organization. Research by Lage and Platt (2015) found that an educational administrator needs to ensure the suitability of a particular teaching style and the students' learning style, allowing creating exciting learning. The instructors' ability to innovate is limited by time. An instructor needs to share his experience with the students through group discussion as well as collaborative and cooperative learning. Besides, he should control the independent learning (Lage & Platt, 2015). Based on the research by ACER (Australian Council for Educational Research), the priority of school improvement is the quality, which is carried out through the learning

process. It includes classroom management, learning process, an affirmation of the mission and the goals, professional development, school physical environment, learning facilities, utilization of technology, partnership/participation, and simplification of procedures and administration (McGaw et al., 1992).

Methodology

Research Aim

The paper aims to study and analyze the principal's implementation of innovation and entrepreneurial leadership in creating a learning environment.

Sample and Data Collection

The research is a qualitative method using a case study approach in SMA Negeri 2 and SMA Negeri 4 Magelang. A case study was selected because the research emphasized the in-depth analysis of the topic, which was about the principal's entrepreneurial leadership and innovation in two senior high schools in Magelang City. The subjects include the principals, teachers, staff, and the students, all of which were determined using the purposive sampling technique, which is selecting a research subject based on specific considerations. The informants of the present study understand the topic, allowing the researcher to gain relevant data. Besides, they were engaged in the mentioned programs, as well as eager to provide objective information. Furthermore, considering the principles of a case study, in-depth analysis can only be conducted with the availability of reliable informants, those who understand the topic under the study.

To collect the data, the researcher employed a guideline consisting of interview and observation guidelines were employed. The guidelines were developed according to the theoretical framework mentioned in the previous sub-topic of the present study. Before the guidelines were used, they were approved by the team and receiving a suggestion from the experts. After revision, the guidelines were used to collect the data in the research location.

The interviews were conducted with the principals, teachers, staff, and students to explore the data about the principal's entrepreneurial leadership and innovation in creating a positive learning environment. The interview was completed in two months. The interview duration for each respondent varied, following the need to analyze the content. Overall, the duration for each was 16 to 60 minutes. The interview with the students took the shortest time, while the longest was with the principals. Meanwhile, the observation was conducted on the leadership practices performed by the principals. The researcher also observed the teachers' and students' learning innovation as a reflection of the principal's leadership. The demography of the research subjects is presented in Table 1.

Table 1. Demography of the Research Subject

Demography	Number	Percentage (%)
Gender		
Male	10	43.47%
Female	13	56.52%
Age (year)		
10-20	4	17.39%
21-30	3	13.04%
31-40	0	0%
41-50	3	13.04%
51-60	13	56.52%
Education		
SMA	4	17.39%
D3	1	4.34%
S1	12	52.17%
S2	6	26.08%
Teaching experience (year)		
No experience	4	17.39%
0-10	4	17.39%
11-20	4	17.39%
21-30	4	17.39%
31-40	7	30.43%

Table 1 shows that most of the subjects are female (56.62%), and most of the subjects are 51-60 years old (56.52%). Meanwhile, most teachers have a bachelor's degree (52.17%) and a master's degree (26.08%).

Analyzing of Data

The analysis is inductive qualitative with Atlas.ti software. It employs three components: data reduction, data presentation, and conclusion/verification (Miles & Huberman, 1994). The data were processed using Atlas.ti software through several steps: creating the hermeneutic unit (HU), inputting the data by creating several primary documents (PD), drawing the network illustration, finding the data using a query tool, writing a memo, and comment on each data analysis, and writing the output (Ekasatya & Afriansyah, 2016).

Findings

The data are presented based on the issues that resulted from the data analysis with the help of Atlas.ti software. Several themes characterize each of them. Relevant quotations of the interviews support each theme. Besides, the issues are presented based on the orders of the interview.

A principal's entrepreneurial leadership in establishing a positive learning environment

In implementing the entrepreneurial leadership, the principals manage the organizational growth in several ways: optimization, communication, motivation, monitoring, controlling, role model, and empowerment. The findings supported by the quotations from the interview.

Optimization

The principal is willing to create a positive learning environment. One of the respondents (R1) supports it, *"the emphasis is on games because many schools visit us. It is to achieve the status of independent adiwiyata (environmentally cultured) school"*. The program is to provide a comfortable learning atmosphere. Similarly, another respondent (R2) stated, *"to achieve the school's goals, other teachers need to apply various strategies."*

Nevertheless, teachers should have adequate time to optimize their roles during the learning process. It is revealed by one of the respondents (R3), *"You can just imagine, sometimes you are tired of 8-hours teaching, so you need to use your time efficiently during the learning process."* Another respondent (R4) confirms the statement: *"the school has optimized the teachers' roles and functions as an educator, reaching a national level achievement. The school has optimized the administrative services to the learners (kind yet quick service)"*

Communication

The principal builds excellent communication with all school members to create a learning environment. Some of the respondents provide evidence for this (R5), such as *"Yes, we communicate with the homeroom teachers, guidance and counseling teachers; we work as the students' second parents in the classroom."* Another (R6) affirmed, *"We always communicate with the teachers personally and formally. We talk to students in the morning during the off-hours. We enter the class and talk to them about their future."* In building the communication, a respondent (R7) answered, *"It is frequent, not only at the beginning of the class." The school also communicates with the students' parents about the learning process, "In the last meeting with the school committee, one of the parents informed the school about the children's condition after entering the school. Indeed, we hold a forum for students each year." From the evidence, it is clear that the principal maintains excellent communication with all school members.*

Motivation

The principal motivates the school members to gain their achievement as well as improving their competency. *"The principal encouraged me to join the competition of high-achieving administrative head. Even if I don't have much knowledge, she never stops motivating me"*. The principal lets the teachers make some learning innovation, *"The principal supports us to create a fun learning."* Another respondent (R8) confirmed the statement, *"the principal asked us to develop our talent, and we should go beyond our limit. They didn't know that I love writing; the principal supports me when he knows I passed the selection. Responding to failure, the principal does not discourage subordinates. Instead, he motivates them: "Although I failed, she told me not to give up. The principal always motivates the teachers and staff to develop. Every morning, she holds a briefing, and we pray together."*

Monitoring

The principal monitors the school members in achieving the school goals. R9 stated that: *"The principal will observe the class directly. That way, we do not have to go and see her share our ideas. Instead, she goes around for us. She always controls the development of the school. We are always reminded of it. The principal also monitors the school programs: "coordination meeting is held to monitor the programs. We have the vice-principal and the laboratory attendant. I accompanied her during the event at the homestay."*

Controlling

School events are the indicator of an organizational togetherness. In the school context, the principal monitors the process to establish a positive learning environment by conducting several meetings with the vice head and the homeroom teachers. *"We often meet, and the homeroom teachers frequently gather to have discussions."* The monitoring includes financial matters, *"the principal has good control of it."* Another respondent (R9) mentioned: *"...for example, on an annual celebration (August 17), I was once the head of the committee. She kept asking me about the progress of the event about the students. In actualizing the Adiwiyata program, the principal is more active; she controls the surroundings, the cleanliness, and the implementation of the learning process."*

Role model

The principal can provide an example to establish a learning environment. One of the respondents (R10) mentioned, *"The principal made a food innovation. He motivated the students to create a portion of new yet cheap food. Through the example, the school members can feel the need to develop and create more new things. Similarly, another respondent stated," he always gives examples first, motivating and visiting us. He always goes around to observe the school, coming earlier to school. He always gives examples, such as leaving school on time."*

Empowerment

The principal empowers all the school members to create a learning environment. One of the respondents (R11) said: *"The teachers can help the students achieve higher. The principal wants the teachers to be the agents of changes."* Another supports it (R12): *"It is. She empowers the teachers. The encouragement is not only academic but also non-academic, such as developing the students' characters."* There was a moment when the principal wanted to renovate the mosque, but the school has limited funds. One of the respondents (R13) mentioned that the principal encourages the school members to find the solution: *"The principal always reminds us to develop the school by empowering all members; we could collect Rp 300 million. For another program that costs up to Rp 1.2 billion, the principal urged us to save a little amount of money every morning instead of proposing to external parties."*

The principal's innovation in creating a learning environment

In terms of innovation, the principal is a visionary who can develop the organization and actualize innovation.

Vision Building

In establishing a learning environment, the principal functions as a visionary: *"The principal is a visionary, but not all people in the society are involved because it is still in an ongoing process. However, the vice-principal delivered the visions and missions and asked the teachers to give their aspirations. But none of them gave any."* Similarly, another respondent (R14) claimed that the principal could see new things: *"Bu Ning [the principal] is a visionary, she knows what to do if she has something to achieve, such as by involving other institutions in particular programs like study tour or homestay."*

Staff-Development

The principal developed an organization to create a learning environment. Based on the respondents' interview, one of them (R15) said: *"The school is developing the human resources. We take the students to visit other schools once a year."* The principal wants them to learn by observing other schools. The organizational development is for the teachers and the students: *"the principal commits to improve and develop the school. It is to develop the students' talents and creativity through extracurricular activities. The learners grow and develop based on their interests and potentials. Character development is also included"* (R15). It is to help the students respect the elderly, know how to behave in the bathroom, act politely, or walk. The principal developed an excellence program using a credit system, which is appropriate for the zonation system. Different grades of the students influence their capacities in learning. Consequently, the outcome is different from the students of the previous years. A student (R16) stated: *"To this, we are free to develop our ideas. If we have a solution for a problem, we report it to the principal. If it is approved, we will implement it. Learners can express their opinions and develop their creativity."*

Restructuring

A school with a learning culture provides opportunities for all school members to learn continuously to achieve the school goal. The principal has made some policies to create a learning environment. R15 said that *"the number of accepted students in the university is increasing. We add the learning hours before the class begins."* The school prioritizes the learning process to be the main activity to achieve the goal. Teachers need innovation in teaching, *"I developed a learning media. The students create a short movie about the historical investigation. It can be about a building, figure, house, and event. If it is a building, it has to be historical, such as a monument. It can also be about an experience."* A respondent (R17) mentioned: *"I ask students to master the skills of the 21st century, such as communication."*

The observation results show that the teaching method applied by teachers is a superbrain technique. For example, in biology subjects, the students learn to make *nata de coco* in the form of *nata de prima*. Not only in learning, but the school also makes some innovations in other fields to achieve the vision and mission of the school, such as character innovation. One of the respondents (R18) said: *"Students are invited to visit a military academy to increase their discipline so that they can come early to school."* Innovations also cover the policies, facilities, and infrastructure, *"Because of limited areas, I have to enlarge the school building by adding the floors. All school members, even cleaning service, take part in the master plan. For example, they share their ideas of where to place a washstand and a pantry."* Similarly, another respondent (R18) claimed, *"we need innovation not only from the principal but also from each member of the school."* Therefore, it can be concluded that the principal has made policies that cover all aspects to create a learning environment.

Furthermore, the data were also obtained from the interviews. One of the respondents (R2) stated that the principal tends to take the least risky action. For example, in celebrating the school's anniversary (HUT SMADA), the principal wanted it to be different from the previous year. The principal avoids crowd activities, *"SMADA students are good in entrepreneurship, but they also need to develop their intellectuality."* However, R2 argued that entrepreneur and intellectuality should be in balance, *"if we want the students to be creative, they need to learn to diminish the knowledge gap. I observed that students found it difficult to convince the principal that they need to use a new strategy. The students feel that they cannot use their creativity. The truth is, the principal controls the students, causing them to see creativity as something forbidden."*

Discussion

Leadership becomes significant in a school as an educational organization. A school is excellent and qualified if all school members can create a comfortable learning environment (Ananda, 2018). In a traditional organization, leadership focuses on power in resolving a conflict or in controlling the employees. However, in a learning environment or a learning school, the problems are faced collaboratively. It is oriented to empower the personnel that can inspire their commitment (Suharsaputra, 2016). Toprak (2015) explained a significant relation between the principal's leadership style and the school's health. It influences the school's organizational condition. Mok (2005) commercialized the research results as a business opportunity and reformed the curriculum design by training the students through innovation and creativity to improve the global competencies. A significant change of the school depends on the principal's ideas and activities, who will help the school members understand, follow, and support them (Meredith, 2000). From the data, it is known that the principal has implemented the entrepreneurial leadership in establishing a positive learning environment by initiating various innovation in the school.

Similarly, Permendiknas Number 19 of 2007 mentioned that a principal's leadership has several roles. A principal should engage the teachers and the school committee in the decision-making. Besides, communication with school members is necessary to gain supports from parents, learners, and society. Further, maintaining and improving the motivation for the teachers and staff help to create a productive environment. Also, a principal should give an example and keep the good name of the institution.

From the discussion, it is known that the principal of SMA Negeri 2 and SMA Negeri 4 Magelang has implemented entrepreneurial leadership in seven ways. First is optimization, which refers to the principal's maximum efforts to perform his roles and functions as a high achieving teacher. Besides, the principal optimizes the administrative services for the students. One of the learning schools' characteristics is the responsiveness to the demand that influences the students and the school organization. In a learning school, the individuals or employees are empowered in a team to improve their eagerness and abilities through explorative activities (Quaye et al., 2015). Widodo (2014) mentioned that understanding and implementing an innovative learning model is less optimal. The results show that involving the teachers to facilitate the teaching process can improve the students' learning outcome (Nemes & Sharali, 2015).

The second is communication. The principal communicates with the teachers, homeroom teachers, guidance and counseling teachers, students, and the committee, to achieve the school goal. The communication is both formal and personal. Intensive interaction is built with the committee to know the school progress. Excellent communication helps the school members understand the school's condition, encouraging them to contribute more to the school. Umar (2017) mentioned that communication among the organization's members needs to be developed by the principal, teachers, and others. The principal communicates with the foundation to improve the teacher's and staff's performance. According to Putnam and Nicotera (2009), organization is a product of social interaction. Communication becomes a dynamic process that creates, supports and changes the organization. An innovative school can provide a strong defense against the conventional process (Giles & Hargreaves, 2006). A principal serves to affect all aspects of the organization. The innovation created by the principal to improve the quality has a systematic influence on the school. The principal can align the individuals' life to the organization's future goals (Ubaidillah et al., 2018). Further, Mulyasa (2004) explains that a principal needs to master communication skills. Similarly, Northouse (2010) mentioned that positive communication refers to a successful leader who can communicate his ideas verbally, provide information, seek others' opinions, think of new ideas, and act firmly yet flexibly. The quality process includes good communication

between the leaders, subordinates, and external parties. It also covers excellent and sustainable supervision (Ubaidillah et al., 2018).

The third is motivation, in that the principal motivates the school members to achieve higher. Indeed, the principal keeps encouraging the subordinates in case of failure. The daily motivation contributes to the talent development of the school members. Higher motivation will help teachers to develop their creativity, allowing them to actualize their abilities and energy to succeed (Rukmana, 2019). The research shows that a principal's leadership, teachers' motivation, and school culture influence the teachers' performance (De Keizer, 2017). Motivation recognizes social needs and brings a sense of significance and usefulness (Declaudi & Purwana, 2016). According to Brzozowski and Ferster (2016), a leader able to motivate and inspire the surrounding people can give meaning and challenge to subordinates' jobs. Mulyasa (2004) suggested a principal understands the motivation needed by teachers, staff, and students. When a leader influences the teachers to achieve visual goals, inspire, and motivate them to support the school, as well as to pay attention to each individual, the school members can maintain the school quality and develop their skills (Toprak, 2015).

Fourth is monitoring. The principal monitors all school members to create a comfortable and enjoyable learning environment. For example, it is found that the principal observed the students every morning without prior confirmation. This way, mistakes can be corrected immediately. Monitoring includes examining the information system, resources, and the program output, of which the problems occur is solved (Fullan, 1991). The research revealed that coordination meetings among the vice principals are common, where they monitor the ongoing program, such as the homestay program mentioned earlier. The principal assisted the discussion in ensuring the completeness of the program.

The fifth is controlling. The results show that the principal has controlled school quality improvement. It is carried out in financial, activities, and facilitation. The principal makes sure that the school members can learn to reflect on their weaknesses for better conditions. Besides, the principal asked the students about the school's program, ensuring that it is suitable for all school components. As a leader and a manager, the principal performs his managerial functions (Mulyasa, 2004). The educational programs of a school cannot be separated from the principal's control, contributing to school learning achievement. A principal can help all students succeed by guiding, fostering, and maintaining the school culture and conducive instructional programs for the students' learning process and the teachers' professional development guru (Robbins & Alvy, 2003).

Sixth is the role model. One of the innovations made by the principal is in culinary. The principal brought the sample of his innovation to encourage other school members to do the same. It is to give an excellent example to others. The principal's leadership is a strategic aspect to improve the school (Brzozowski & Ferster, 2016). Further, a leader serves as a role model to show his participation in an organization. A principal becomes the inspiration for the subordinates, one of a leader's characteristics in personality (Northouse, 2010). Fullan (1988) parts of the research results were only reporting the facts of a single innovation. However, it cannot predict the next activity of the principal with other innovations.

Seventh is empowerment. The results show that the principal encourages the teachers to improve their competencies through self-development programs, such as workshops, training, and study tour. Highly facilitated programs help teachers improve their achievement. Teachers also participate in planning and implementing the changes in the school. In developing the school, the principal invites the teachers to give suggestions, gaining their full support for quality improvement. For example, the school needs to renovate the mosque, which costs Rp 1.2 billion, while the school can save only Rp300 million. The principal decided the matter agreed by all school members. Bangun (2010) mentioned that empowerment and work motivation have significant relation with teachers' professional performance. The results showed that teachers' empowerment, collective management, participatory decision-making were oriented to democracy, professionalism, and empowerment (Blasé & Blase, 2001).

Similarly, Kurniawati (2019) revealed that the principal empowers the school's resources by sending them to a workshop and urging the teachers to graduate with at least a Bachelor's degree. The efforts can be one of the school's considerations in establishing the policies relevant to the school's quality improvement (Suharsaputra, 2016). Empowering the teachers through innovation can contribute to the school's success. It can be carried out by developing the curriculum, improving the school standards, and changing the students. A less capable teacher will give poor learning outcomes, low students' performance, and less active students, leading to a decrease in their performance (Reio & Ghosh, 2009).

Innovations can be carried out in several steps. The first is vision building. It is the future planning for the school. Based on the research, the principal has outlined the school vision and the school members, empowering them to give suggestions. Further, the school involves the stakeholders in particular events. Vision is necessary to maintain the school members' enthusiasm (Suharsaputra, 2016). The planning reflects the school's vision for the future. It includes the agreement to realize the goals through an established plan (Kloot & Martin, 2000). Entrepreneurial leadership has the vision, creativity, innovation, cooperative abilities, and the capabilities to plan, manage, and motivate others, learn from experience, and take chances. All of these influence the behaviors that help to determine appropriate strategies

(Nwachukwu et al., 2017). Kirkpatrick and Locke (1991) explain that the leader's characteristics help to acquire the necessary skills, formulate the organizational visions, make adequate plans to reach the visions, and take steps required to apply the visions. In strategic management, vision is related to creativity, leadership, and entrepreneurship. The principal with entrepreneurial leadership has the vision to achieve the school goals.

The second is staff development. Previously, staff development is for the teachers and staff. However, the present study proves that development is for all school members. It aims to improve the teachers' and staff's competencies, allowing them to facilitate the students to gain their achievement. Based on the data, it is known that the principal assigned the teachers and staff to join a study tour to other schools. Besides, the school provides adequate facilities for the students' extracurricular activities. The teachers develop their competencies by joining VCT training and help other teachers who find difficulty in the matter. They also initiate to write and produce a book. The principal creates an excellent program called SKS, which aims to overcome the zonation system. The system is to balance the students' abilities in terms of mastery and achievement. Abdullah et al. (2008) added a variable in their research, which was the moderator in education, significantly to improve the teachers' professionalism. The principal's leadership influences teachers' quality and professionalism. The school's maximum improvement can be achieved if the school can emphasize the collaboration between teachers, the training for service excellence, and continuous monitoring of the classroom activities.

The third is restructuring. The results show that the teachers are innovative, proven by technology-based learning media, such as Google classroom and superbrain. The school provides opportunities for the staff to participate in the organizing committee for the annual working meeting. The opportunity initiates the staff's involvement because the teachers previously organized the event. It shows that restructuring gives the school members opportunities to learn continuously. The courage to take the risk of failure indicates a principal as having entrepreneurial leadership. It is in line with the one conducted by (Kurniati, 2012) revealing that the principal of SMK Negeri 1 Percut Sei Tuan made some changes to the school by restructuring the school components, such as restructuring the organization, the teaching and learning process, facilities, and infrastructure, and the perspective of the environment. The school develops an individual's working culture based on the jobs assigned to them.

Conclusion

The research aims to study implementing a principal's entrepreneurial leadership in establishing a positive learning environment. Based on the findings, it is known that the principal in implementing the entrepreneurial leadership employed two ways. First, the principal managed organizational growth through optimization, communication, motivation, monitoring, controlling, role modeling, and empowerment. Second, the principal created an innovation through several improvements: vision building, staff development, and restructuring. The implementation creates a positive learning environment for the school members, encouraging them to innovate in academic and non-academic fields.

Suggestions

Based on the findings, the researchers suggest the policymaker emphasizes the improvement of a principal's entrepreneurial leadership competency. It is necessary to help a principal create a positive learning environment. Besides, the present study's findings can be a reference to implement entrepreneurial leadership to support the teachers and students in making some innovations. Further research needs to use a quantitative approach with a broader scope of samples to measure a principal's leadership's influence on teachers' and students' innovative skills. This way, the results can represent the condition of other schools.

Limitations

The present study was conducted in state senior high schools in Magelang, one of the regencies in Central Java, with a unique school climate. Apart from its excellence in in-depth study, the qualitative approach employed in the research has particular limitations. The results do not apply to other schools.

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