

# The Influence of Principals' Entrepreneurship Competence on the Motivation and Performance of Vocational High School Teachers in Soppeng Regency

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## ABSTRACT

This research aimed at examining the influence of entrepreneurship competence of school leader in dimensions of innovative, creative, commitment, courage takes risk and team building to motivation and performance of SMK teachers in Soppeng regency through direct and indirect influence. The research hypothesis is that there is a direct and indirect effect either partially or simultaneously on the dimensions of innovativeness, creativity, commitment, courage to take risks and building a team of principals' entrepreneurship competence on the motivation and performance of vocational school teachers in Soppeng Regency. The method used is survey in the form of correlational design. The sampling technique is probability sampling with a total sample of 280 people spread over ten vocational schools in Soppeng Regency, South Sulawesi, Indonesia. The variables in this study are the innovative dimension (X1), creative dimension (X2), commitment dimension (X3), risk-taking dimension (X4), team building dimension (X5), teacher motivation (Y) and teacher performance (Z). In analysing data, the writer used Amos 24 application through Structural Equation Modeling. The dimensions of innovativeness, creativity, commitment, risk taking and building a team of principals' entrepreneurship competence had a significant direct and indirect effect on teacher performance. The dimensions of innovativeness, creativity, commitment, courage to take risks and building a team of principals' entrepreneurship competencies have a significant direct effect on teacher motivation. Teacher motivation has a significant effect on teacher performance. Simultaneously the dimensions of innovation, creativity, commitment, courage to take risks and building a team of principals' entrepreneurship competence have a positive and significant effect on teacher motivation. The dimensions of innovativeness, creativity, commitment, courage to take risks, building a team of principals' entrepreneurship competence and teacher motivation simultaneously have a positive and significant effect on teacher performance. The implication of the research is that if the coaching on the entrepreneurship competence of school principals is successfully carried out, this make the teacher motivation and teacher performance increase.

**Keywords:** *competence, entrepreneurship, motivation, principals, teacher performance.*

## 1. INTRODUCTION

Based on data from the Center for Policy Analysis and Synchronization (PASKA) in 2019, it turns out that the UKG (teacher competency test) results for vocational school teachers in Soppeng Regency are below that of high school and junior high school teachers. This can be seen from the results of the SMK Teacher Competency Test, which is 55.22, which is lower than the result of the high school teacher competency test of 58.05 and 56.53 for junior high school. This indicates that the competence of the Soppeng Regency Vocational School teacher is not optimal.

Based on observations made by researchers related to teacher performance, it was found that the performance of SMK teachers in Soppeng Regency was not optimal. The indicators for program planning show this. Around 30% of teachers have Lesson Plan programs that have not adapted to the psychological conditions of students. It is found that the Lesson Plans (RPP) of teachers from different schools have similarities, even though the abilities and psychological factors of children are different. This shows that the lesson plan was simply copied and pasted by the teacher. In terms of classroom management, the majority of teachers are

teacher-centered in the classroom. In terms of teaching accuracy (accuracy in teaching and on time out) is still low. In terms of assessment, the majority of teachers have failed to offer students with feedback. Supposedly, the results of the assessment are used to plan learning improvement programs, enrichment, and counseling services to overcome learning difficulties. The fact in the field is that only a small number of teachers can make it happen.

To create quality education, as the spearhead in the forefront of the school scope, teachers must show good performance. According to Magnier-Watanabe, Uchida, Orsini, and Benton (2020) said that employee performance is the result of the implementation of tasks and activities carried out. Good teacher performance is strongly influenced by the attitude and motivation of the principal as a leader (Andriani et al., 2018; Farida et al., 2020; Renata et al., 2018; Titin Damayani, Yasir Arafat, 2020). Teacher performance is influenced by principal leadership, as is teacher motivation at work. (Widodo, 2016).

### ***Formulation of the problem***

The problem is formulated as follows, based on the backdrop of the situation described above:

1. Is there a direct and indirect effect of the innovative dimensions of the principal's entrepreneurship competence on the performance of the Soppeng Regency Vocational High School teachers?
2. Is there a direct influence of the innovative dimensions of the principal's entrepreneurship competence on the motivation of the Soppeng Regency Vocational High School teachers?
3. Is there a direct and indirect influence on the creative dimensions of the principal's entrepreneurship competence on the performance of the Soppeng Regency Vocational High School teachers?
4. Is there a direct influence of the creative dimension of the principal's entrepreneurship competence on the motivation of the Soppeng Regency SMK teachers?
5. Is there a direct and indirect effect of the dimensions of the principal's entrepreneurship competence commitment on the performance of the Soppeng Regency Vocational High School teachers?
6. Is there a direct influence on the dimensions of the principal's entrepreneurship competence commitment to the motivation of the Soppeng Regency Vocational High School teachers?
7. Do the dimensions of daring to take risk of the principal's entrepreneurship competence have a direct and indirect impact on the performance of the Soppeng Regency Vocational High School teachers?
8. Do the dimensions of daring to take risk of the principal's entrepreneurship competence have a direct impact on the motivation of the Soppeng Regency Vocational High School teachers?
9. Is there a direct influence of the dimensions of daring to take risks on the entrepreneurship competence of the principal on the motivation of the Soppeng Regency Vocational High School teachers?
10. Is there a direct and indirect influence on the dimensions of building a principal entrepreneurial competency team on the performance of Soppeng Regency Vocational High School teachers?
11. Is there a direct influence on the dimensions of building a school principal's entrepreneurship competence team on the motivation of Soppeng Regency Vocational High School teachers?
12. Is there a direct influence of teacher motivation on the performance of teachers in SMK Soppeng Regency?
13. Is there a simultaneous influence of innovative, creative, commitment, risk-taking and building a team of principals' entrepreneurship competence on teacher motivation?
14. Is there a simultaneous influence of the innovative, creative, commitment, risk-taking, team-building and motivation on the performance of the Soppeng Regency Vocational High School teachers?

### ***Research purposes***

Referring to the background and problem formulation that have been stated above, the objectives to be achieved in this study are to find the results of the study of the influence of the entrepreneurship competence of principals on the dimensions of innovative, creative, commitment, risk-taking, team building on the motivation and performance of vocational school teachers. in Soppeng Regency.

## 2. METHODS

### *Research type and design*

This is a quantitative study that employs a correlational research design. The survey method was employed in this study.

### *Population and Sample*

A total of 410 teachers from vocational schools in Soppeng Regency, South Sulawesi, Indonesia were included in this study. The sample taken was 280 teachers with the sampling technique used was *probability sampling*, because the sampling technique gave every member of the population an equal chance of being chosen as a sample member.

### *Research place and time*

The study took place in the Vocational High School in Soppeng Regency, South Sulawesi, Indonesia, between February and May 2021.

### *Data collection techniques and research instruments*

In this study, the data collection method is a survey using data collection tools, such as questionnaires. The survey is in the form of closed questions/statements that are distributed to respondents at their individual schools. The validity and reliability of the instrument are first assessed before it is utilized in a population sample. The Cronbach's Alpha/SPSS version 23 computerized reliability test method was used to conduct the questionnaire reliability test.

### *Data analysis technique*

Descriptive analysis and statistical inferential analysis with SEM (structural equation modeling) analysis are two types of data analysis methodologies. Confirmatory component analysis is used to determine whether a theoretical construct is unidimensional. Confirmatory factor analysis is performed to see if the indicators that make up the latent variable are valid and significant (Ghozali, 2017).

## 3. RESULTS AND DISCUSSION

### *Descriptive statistical analysis results*

**Table 1 Description of Variables**

No	Variables	Average	Category
1.	Innovative	3,83	Good
2.	Creative	3,98	Good
3.	Commitmen	3,82	Good
4.	Risk taking	4,01	Good
5.	Team Building	4,14	Good
6.	Motivation	4,22	Very Good
7.	Teacher performance	4,17	Good

Source: 2022 data processing results

Full model

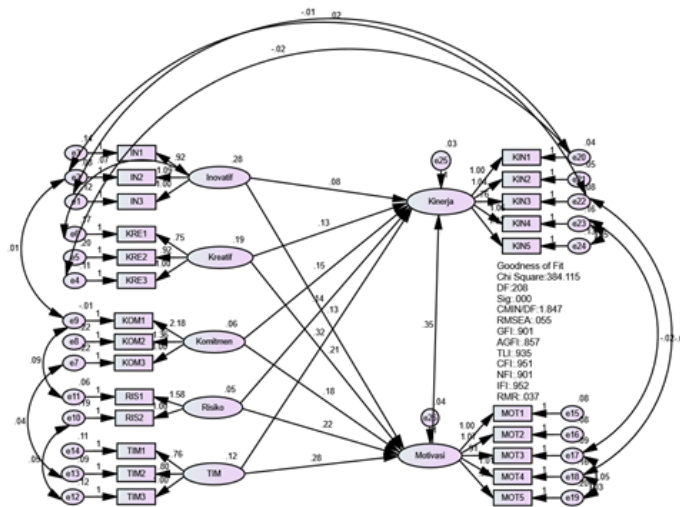


Figure 1 Full Fit Standardized Model

In addition, the Full Model's viability is tested. To see that the model is feasible to use, the model fit index criterion is used.

Table 2 Summary of Model Conformity Test Results (Goodness of Fit Cirteria)

The Goodness of Fit	Cut of Value	Analysis of the Result	Evaluation Model
(DF) Degree of Freedom	positive (+)	208	Over identified
X <sup>2</sup> (Chi - Square)	242, 647	384,115	Bad Fit
Probability Significance	0.05	0.000	Bad Fit
CMIN/DF	2.00	1,847	Good Fit
GFI	0.90	0.901	Good Fit
AGFI	0.80	0.857	Good Fit
CFI	0.90	0.951	Good Fit
TLI	0.90	0.935	Good Fit
NFI	0.90	0.901	Good Fit
IFI	0.90	0.952	Good Fit
RMSEA	0,08	0.055	Good Fit
RMR	0,05	0.037	Good Fit

Source: Primary data processed by researchers using AMOS 24 (2022)

Based on Table 2 above, it can be concluded that overall the Full Model Figure 2 is an acceptable Fit Model. According to Haryono and Wardoyo (2018) a model is said to be feasible if at least one of the model's feasibility test methods is met. Meanwhile, according to Thakkar (2020) that the model is considered feasible (good fit model) if it has met 3-4 criteria.

Hypothesis testing

Table 3 Direct effects

Influence	Coefficient	CR	P	Information
X1 → Y	.131	3.376	***	Significant
X2 → Y	.211	4.281	***	Significant
X3 → Y	.184	2,489	.013	Significant
X4 → Y	.220	2.846	.004	Significant

Influence		Coefficient	CR	P	Information
X5	→ Y	.279	4.079	***	Significant
X1	→ Z	.084	2,387	.017	Significant
X2	→ Z	.132	2,919	.004	Significant
X3	→ Z	.148	2,192	.028	Significant
X4	→ Z	.137	1975	.048	Significant
X5	→ Z	.318	4,632	***	Significant
Y	→ Z	.350	3.795	***	Significant

Note: \*\*\* = 0.000 significant at 0.01. Significance value

Source: Primary data processed (2022)

**Table 4 Indirect effects**

Connection	t count	t table	P (Probability)	Information
Innovative → motivation → performance	2,522	1,960	0.012	Significant
Creative → motivation → performance	2.839	1,960	0.004	Significant
Commitment → motivation → performance	2,081	1,960	0.037	Significant
Risk → motivation → performance	2,276	1,960	0.023	Significant
Team → motivation → performance	2,778	1,960	0.005	Significant

**Table 5 Simultaneous Effect (F Test)**

Simultaneous Effect	F count	F table	R Square	Information
X1, X2, X3, X4, X5 → Y	57.265	2,246	0.511	Significant
X1, X2, X3, X4, X5, Y → Z	100,333	2,131	0.688	Significant

Source: Primary data processed (2022)

### Discussion

The results of the direct and indirect influence hypothesis test show that the innovative dimensions of the principal's entrepreneurship competence on teacher performance are proven to be accepted. In this model, which functions as an intermediate variable is the teacher's motivation. This indicates that the higher the teacher's motivation which is influenced by the innovative dimensions of the principal's entrepreneurship competence, the better the teacher's performance. The findings of this study support those of (Ferreira et al., 2018; Hardiansyah et al., 2020; Hernández-Perlines et al., 2019; Lintukangas et al., 2019) that the ability to innovate has a beneficial impact on performance. The findings revealed that the innovative dimension boosted teacher motivation. The dimension with the highest value according to the respondent's perception is goal content with indicators of the degree of objective clarity and the degree of difficulty to be met.

The results of the direct influence hypothesis test show that the creative dimensions of the principal's entrepreneurship competence on teacher performance are proven to be accepted. It can be interpreted that the higher the creative dimension of the principal's entrepreneurship competence, the better the teacher's performance. The results of this study are in line with research by (Zhao & Guo, 2018) that the creative involvement of leaders is positively related to the creative performance of employees. Therefore, if you want to improve teacher performance, the steps that can be taken by policy makers is how to optimize the creativity of the principal. The results of the indirect effect hypothesis test show that the creative dimensions of the principal's entrepreneurship competence on teacher performance are proven to be accepted. In this study, which serves as an intermediate variable is the teacher's motivation. This indicates that the higher the teacher's motivation which is influenced by the creative dimensions of the principal's entrepreneurship competence, the better the teacher's performance.

The findings of the commitment study have both a direct and indirect favorable impact on teacher performance. The results of this study strengthen previous research conducted by (Andrew, 2017; Budur, 2018; Loan, 2020; Rita et al., 2017; Siswatiningsih et al., 2019) which showed there was a significant influence and contribution of commitment to performance. Diamantidis and Chatzoglou's research (2019) employee performance is influenced by leadership commitment and support. Leadership commitment affects individual

performance (Ribeiro & Yücel, 2018). There was a direct positive influence on the dimensions of the principal's entrepreneurship competence commitment to teacher motivation. The results of this study strengthen previous research conducted by (Anidar & Indarti, 2015; Farida et al., 2016; Nguyen et al., 2020) that Organizational commitment has a significant positive impact on employee motivation. Principals who have a high commitment affect the motivation of teachers to keep working hard because they see the principal has a strong feeling of togetherness towards fellow school members.

The risk-taking variable influences teacher performance both directly and indirectly. The results of this study support the research by Prato (2018) that there is a positive influence of risk-taking behavior on company performance. The results of this study also support research findings (Astuti et al., 2019) that the courage to take risks positively and significantly influences entrepreneurial behavior. Research by (Kusa et al., 2021) the combination of an entrepreneurial spirit that can improve company performance, namely the courage to take risks proactively, the character of opening opportunities proactively. The employee performance is influenced by employee motivation and that motivation is influenced by empowerment factors carried out by leaders in decision making (Kazmi et al., 2018). Having the bravery to make decisions is one of the characteristics of risk-taking. In the context of the school, the principal in making decisions should involve all stakeholders including teachers, education staff, students, school committees, business and industry so that the school's goals in achieving the school's vision and mission can be realized.

Teacher performance is influenced by the variable of team building in both direct and indirect way. In this study, the indicators of team building were selecting people according to skills, selecting people according to personality, showing active personal involvement, exhibiting interest in other members of the group, sharing information with them, showing honesty, creating clarity of purpose and giving rewards to the group. The results of this study reinforce previous research conducted by (Sanyal & Hisam, 2018) that there is a strong and significant relationship between teamwork, climate of trust, leadership and structure, performance evaluation and rewards for performance. The results of this study also support research conducted by (Khan & Mashikhi, 2017) that there is a positive and significant influence on the work team with employee performance. Related to the results of this study, in relation to efforts to improve teacher performance in schools, it is certainly expected that the role of the principal in encouraging group cohesiveness is expected. For this purpose, the principal can do so through the creation of clarity of purpose and awarding the group. Rewarding and individual empowerment affect employee motivation which in turn contributes to employee performance (Kazmi et al., 2018).

The goal setting hypothesis of Locke and Latham is one of the motivational theories (2013). Goal setting theory, they believe, is a motivational theory that explains why some people perform better than others. The main source of motivation is the objective itself (Locke & Latham, 2013). The findings revealed that teacher motivation had an impact on their performance. The results of this study are in line with research (Aji et al., 2019; Khushk, 2021; Muna & Yusuf, 2020; Neha Sharma, 2017) that the influence of motivation on performance is favorable. As a result, motivation is one of the factors of a person's performance. Therefore, it is necessary for the principal to maintain this so that the goals set by the school are always clearly understood by the teacher. Work with clear goals, clear directions even though it is difficult, the teacher will maximize his efforts to achieve these goals.

#### 4. CONCLUSION

##### *Conclusion*

1. The innovative, creative, commitment, risk taking and team building dimensions of the principal's entrepreneurship competence have direct and indirect effect on the performance of the Soppeng Regency Vocational High School teachers.
2. The innovative, creative, commitment, risk taking and team building dimensions of the principal's entrepreneurship competence has a direct effect on the motivation of the Soppeng Regency SMK teachers.
3. Teacher motivation has a direct impact on Soppeng Regency Vocational High School instructors' performance.

4. There is a simultaneous influence of the dimensions of innovative, creative, commitment, risk-taking and building a team of principals' entrepreneurship competence on teacher motivation.
5. There is a simultaneous influence of the innovative, creative, commitment, risk-taking, team building and teacher motivation dimensions on the performance of the Soppeng Regency Vocational High School teachers.

### Suggestions

Based on the findings of the study, the following recommendations can be made:

1. To maintain and increase teacher motivation, the principal should keep the clarity of each goal to be achieved, increase the teacher's confidence in his ability to carry out tasks in various activities.
2. To improve teacher performance, principals need to maintain the level of teacher motivation and increase entrepreneurship competence in the dimensions of being innovative, creative, committed, willing to take risks and build teams.

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