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Entrepreneurial Leadership: Inspiring Leadership Values in Building Excellent Vocational High Schools

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Abstract

This study examines leadership values that inspire in building superior vocational high schools, including creative, innovative, proactive, risk taking, communicative, motivational, personal, and strategy. This type of research is a case study where data is collected through in-depth interviews, direct observation, document analysis, and observation of audio visual material. The analysis was carried out by making transcriptions of data, notes, video recordings, and documents; generate ideas, codify data, design themes and interpret data. The results show that entrepreneurial leadership has a positive effect on the performance of leaders. This article is expected to be a guide for school principals in obtaining and practicing inspiring entrepreneurial leadership values to increase the effectiveness of their schools and to facilitate the process of a quality school. Regarding the results, this study implies that inspiring leadership serves as one of the key factors for building excellent vocational high schools. However, due to the limitations of this study, further research is needed.

Keywords: Entrepreneurial leadership, inspiring leadership, vocational high school.

Introduction

Vocational high schools as a model of educational institutions basically have several objectives, namely: (1) preparing students to enter the workforce and developing professional attitudes; (2) prepare students to be able to choose a career, be competent and able to develop

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themselves; (3) preparing middle-level workers to fill the needs of the business world, industry and the world of work at present and in the future, and (4) preparing graduates to become productive, adaptive and creative citizens. Therefore, vocational high schools actually have a very relevant responsibility for the formation of the entrepreneurial spirit of their graduates. The contribution of vocational high schools in this matter continues to be questioned by various parties, because on the other hand, vocational high school graduates who can immediately enter the workforce after graduation are still far from expectations.

A principal is a major determinant of the quality of education in a school (Gibson, 2014; pan et al., 2015; Urick, 2016). The principal is a significant determinant of school quality, especially the quality of educational outcomes is determined by the ability of all human resources to optimize their potential which is supported by the principal (Lumpkin, 2014; Tchibozo, 2013). Not all principals have the ability to actualize their quality unless they have adequate leadership competence (Starr & White, 2008). High leadership spirit determines the success of the principal. They believe that the role of the principal is very important for improving the quality of schools. The main role of the principal is as a developer of school quality, not an obstacle to school development (Tamrat, 2016). The principal's awareness of the importance of integrating entrepreneurial values will encourage all school stakeholders to remain active in carrying out various innovations in developing vocational high schools.

However, in Indonesia, the concept of entrepreneurial leadership in vocational high schools is relatively new and has not been widely applied. Success in building and managing vocational high schools is closely related to organizational leadership. This idea is in line with Bagheri & Pihie (2009) who agree that leadership is an important aspect to create superior and sustainable vocational high schools towards more effective organizations. Thus, its role becomes very important to ensure the development of effective entrepreneurial leadership. Good leadership is able to instilling values in organizational members. Therefore, to build an organization based on entrepreneurship, the values and mindset of entrepreneurs must be in leadership. Leadership greatly influences the success of vocational high schools. Leadership must provide inspiration and positive influence for members of the organization, thus enabling its members to develop the potential and motivation that ensures personal and organizational success and provides space for creativity and innovation (Wibowo & Saptono, 2017).

One of the important issues for building a superior vocational high school is inspiring leadership. Leadership that carries entrepreneurial values certainly represents these values in its

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organization. This can be seen from the absence of distinction between the combination of superiors and subordinates which is indicated by good relations between members (vertical and horizontal), member involvement in every activity related to organizational development in order to develop a sense of belonging and equal opportunities to express ideas and opinions regarding policy making and decision making (Bagheri & Pihie, 2013). To build a vocational high school based on entrepreneurial leadership, leadership must create an entrepreneurial organizational culture by giving equal treatment to every member of the organization without discriminating (Elmotaleb & Saha, 2013).

Entrepreneurship in schools aims to produce creativity, innovation and support (Ariyani et al., 2020). The higher the entrepreneurial intention, the higher the community's economic improvement. Entrepreneurship increasingly owns and plays an important role in developing the economy (Leibenstein, 1968). An entrepreneurial leader needs to have an attitude in seeking opportunities by starting projects in schools, collecting and managing available school resources, setting goals, guiding and leading subordinates to achieve goals. Kuratko & Hodgetss (2004) states that an entrepreneur can organize, manage and dare to take risks.

The results of Heny's research (2012) show that only 55% of the 50 principals who master the entrepreneurial competence of the total respondents. This shows that coaching and developing the entrepreneurial competence of school principals still needs to be done. These problems occur because of the lack of entrepreneurial leadership values and mindsets in organizational leadership because leadership is able to encourage stakeholders to be involved in developing organizations and resolving conflicts (Roomi & Harrison, 2011). This fact, further highlights the important role of leadership to prevent problems in building vocational high schools. Previous studies have shown that leadership is an important key in encouraging and realizing educational organizations (Ainscow & Sandill, 2010; Ashikali & Groeneveld, 2013; Ashikali et al., 2020; Brimhall, 2021).

Vocational high schools need an entrepreneurial leader who allows them to use their creativity and is confident and contributes to society. Higher principals' entrepreneurial attitudes encourage job satisfaction, enabling principals to plan and coordinate educational projects to create a positive learning environment (Amorim Neto et al., 2017). As global changes are inevitable, principals must be more creative and innovative in the entrepreneurial leadership development process, enabling school principals to create a comfortable learning environment (Pihie et al., 2014).

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However, in Indonesia there is still little research done on this issue, especially on the values needed to build vocational high schools based on entrepreneurial leadership and efforts to embody them in policies or programs. As a result of the stated fact that entrepreneurial leadership is a new concept that is emerging in the educational context. Records have shown that there is little research with empirical evidence that entrepreneurial leadership is in education. Most research on entrepreneurial leadership has concentrated on profit-making enterprises ignoring the educational context and schools in particular (Berglund & Holmgren, 2006; Dahiru & Pihie, 2016). However, there are several studies that concentrate on entrepreneurial leadership related to the school context, namely the implementation of the principal's entrepreneurial competence in organizing the "business center" of SMK mart (Heny, 2012), the principal's entrepreneurial leadership model in improving school quality (Haryadi, 2020) and principal's leadership in fostering an entrepreneurial spirit in the era of technological disruption (Syamsiyah, 2021). Therefore, this study aims to determine the leadership of school principals in assessing the values of inspiring entrepreneurial leadership in vocational high schools. The benefits of this research are as a reference material for coaching and developing the entrepreneurial competence of school principals in order to improve the quality of education in vocational high schools in a measurable and sustainable manner.

Entrepreneurial Leadership Concept

Entrepreneurial leadership is one of the new leadership styles and has become a focal point among researchers in the leadership literature. It is believed that entrepreneurial leadership significantly contributes to organizational success compared to other leadership styles. This is due to the behaviour of entrepreneurial leaders who are always looking for entrepreneurial opportunities and manage resources well for organizational development. Thornberry (2006) describes entrepreneurial leaders as innovative and proactive leaders who take risks and practice an entrepreneurial approach in carrying out their leadership duties and roles.

Basically, entrepreneurial leadership can be practiced at all levels of supervision because it focuses on opportunities (Thornberry, 2006). Entrepreneurial leaders don't spend time changing people's minds, they spend time looking for opportunities. They focus more on finding like-minded people outside to achieve the vision set by them. Therefore, entrepreneurial

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leadership seems effective leadership to be practiced in all types of organizations and various models have been developed to understand the concept.

Previous studies proved that entrepreneurial leadership promotes great performance (Afsar, et al., 2019; Ling & Jaw, 2011; Akturan & Cekmecelioglu, 2016). Husaain, et al., (2020) demonstrated the influence of entrepreneurial leadership on school performance through their study. It was found that entrepreneurial leadership is successful leadership. The principal who acts as an entrepreneurial leader creates a good network with parents and the community around the school. These principals believe that students improve their performance in school once they know their parents have a good relationship with their teachers and principal. Therefore, entrepreneurial leadership is considered the most sought after leadership in educational settings, as it emphasizes external networks and opportunities where other leadership styles do not practice.

Inspiring Leadership in Vocational High School

Inspirational leadership is the ability to have a positive influence on the people around and be able to motivate others towards success (Finney, 2017). An inspiring leader must be able to listen to and accommodate member complaints and involve them in realizing the vision and mission of the institution. Basically, no member is inspired by a leader if he doesn't care about the members and the institution. The key factors of inspiring leadership are the values the leader has and reflects on.

According to Searle & Hanrahan (2011) states that the main value of leaders is to inspire others. According to Rose et al., (2014) argues that the main values of inspiring leadership are having a clear vision and mission, a proactive and positive mindset, passion and ambition, being open to change, focusing on sustainable and comprehensive institutional development, and team based in building. institution. The values possessed by leaders in vocational high schools must be able to underlie policy making that encourages entrepreneurial leadership policies in vocational high schools. Thus, entrepreneurial leadership is an important factor influencing the performance of educational institutions. Therefore, in today's competitive and dynamic educational environment, school leaders and especially vocational secondary school leaders must possess and use entrepreneurial leadership qualities to continue living, compete with their competitors and develop themselves (Marishane, 2013). Although many previous studies have been conducted on entrepreneurial leadership, most of the research results discuss global

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entrepreneurial leadership models at the primary, secondary and tertiary education levels. Therefore, this study wants to focus on inspiring leadership values for vocational high schools.

Key Values in Vocational High School

Values are basic and fundamental beliefs that guide and motivate a person's attitude to act. Values reflect performance, culture, or various other aspects of a service, so that customers are willing to commit to the organization (Mintz, 2018). The values possessed by an organization form an organizational culture that is able to influence the way the organization works, organizational life, and various organizational life practices in order to achieve organizational goals. Each organization has a strong value base that has been determined and mutually agreed upon in order to build a strong, solid, and future-minded institution that is clear and measurable. Robbins et al., (2019) stated that organizational values are a reflection of beliefs, expectations to be realized, and goals to be achieved by the organization. In a value-based organization, a leader must be able to facilitate organizational members so that their needs are satisfied or facilitated (satisfying their needs), both material and non-material needs (Barrett, 2017). If they are able to fulfill it, then members of the organization will respond back in the form of full involvement and voluntarily give their commitment and energy to the organization, full of enthusiasm and creativity in doing work for the organization, bringing enthusiasm and into their work. Based on the research that has been done, it is known that the involvement of organizational members will greatly affect the achievement of organizational performance (Phipps et al., 2013).

Values are part of the culture of an educational institution and organizational culture plays an important role in building a superior educational institution. According to Hongboontri & Keawkhong (2014), a collaborative culture between teachers in carrying out academic functions creates quality teachers which of course affects the quality of vocational high schools. Collaboration between teachers and students is likely to encourage a positive academic climate, thus creating a comfortable learning environment. This idea is in line with MacNeil et al., (2009) which states that a good organizational culture and climate is positively correlated with students' academic and non-academic achievements. However, these studies did not find out how the role of leadership in encouraging the actualization of entrepreneurial leadership in vocational high schools. Thus, vocational high schools must ensure the values of entrepreneurial leadership are well maintained by creating values and entrepreneurial leadership strategies, because they are

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the main competitive advantages that distinguish one organization from another (Nurmi & Darling, 1997).

RESEARCH METHOD

This study uses a qualitative research method with a case study approach to analyze entrepreneurial leadership and inspiring leadership values in building excellent vocational high schools. This method was chosen because of its nature which explores an entity such as individuals, groups, organizations, or partnerships between institutions (Cresweel, 2020). This study identifies, examines, describes, and understands the study of organizational entities, the focus of this research is vocational high school entrepreneurial leadership. The steps taken in this research are as shown in the research flow chart.

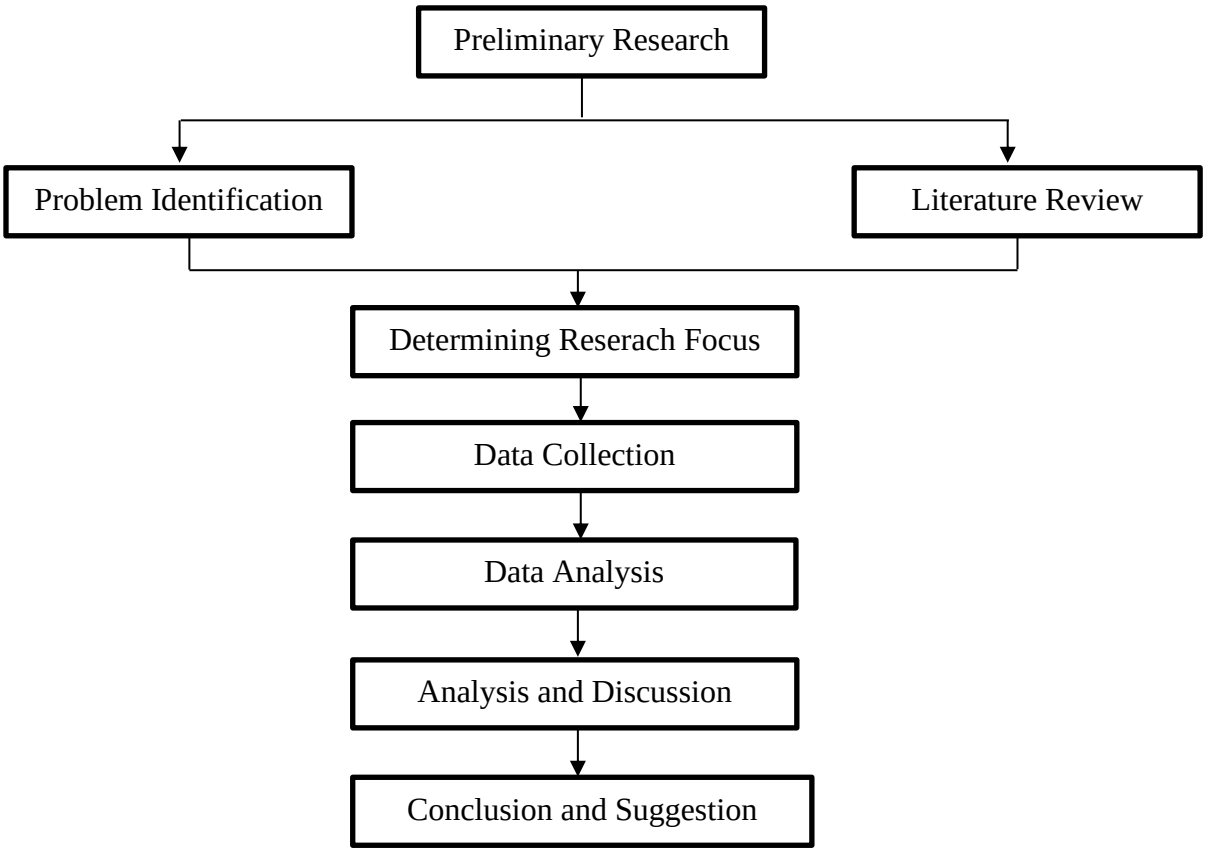


Figure 1. Research Flowchart

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Research Site and Participants

This research was conducted in a vocational high school. Vocational education is secondary education that prepares students especially to work in certain fields. The model for the implementation of vocational education includes a) the school model, in this model learning is carried out entirely in schools; b) apprenticeship model, in this model vocational basic learning is carried out in schools and the vocational core is taught in industry through an apprenticeship system; c) the dual system model, this model is a combination of providing learning experiences at school and work experience in the business world, industry and the world of work, in this system a systematic and integrated learning system with work practices in the business world, industry and the world of work; d) school-based enterprise model, this model is known as the production unit, this model is basically to develop the business world in the school with the aim of not only increasing school income, but also providing real work experience for students. reduce the dependence of schools on industry.

Research participants were selected by selecting participants who were selected to find, understand and gain more insight into the issues under study (Merriam & Tisedll, 2016). The informants were principals, vice principals for curriculum, vice principals for student affairs, production unit teachers, and entrepreneurship teachers.

Data Collection and Analysis

Data was collected by means of semi-structured in-depth interviews, observation, document analysis and audio visual materials. This is in line with Merriam & Tisdell (2016) which explains that interviews are the main technique for collecting data in qualitative research. In this study, each interview session lasted for 60-90 minutes for each informant and the schedule was adjusted to the availability of informants. To ensure the authenticity of the data, interviews were recorded using a smartphone. The form of in-depth interviews for this study is in accordance with the "general interview guide approach" by Gall et al., (2007). This type of approach is known as the semi-structured interview approach. The questions asked during the interview were developed from the main question, namely how the leadership values inspire to build an effective vocational high school.

The data was collected through observation and used to find out the process of managing the entrepreneurial leadership of vocational high schools, both in terms of physical, verbal

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interactions, and institutional objects. In the observation process, field notes are used as a medium for recording things observed in the field. The type of observation used is non-participant where the researcher is an observer who is not directly involved in the management process carried out by the informant. The observed objects include: 1) leadership implementation; 2) academic and non-academic activities related to the implementation of entrepreneurial leadership; 3) the application of technology in the management of institutions; and 4) development of an entrepreneurial culture by leaders. Document analysis techniques are used to find secondary data related to the management of entrepreneurial leadership, including: the vision and mission of the institution, policies, programs and agenda of the institution's activities. In addition, audio visual material techniques were used in the form of observation materials such as videos and voice recorders related to the management of institutions, such as videos containing institutional profiles, activities related to the management of entrepreneurial leadership, as well as activities involving students who were attended directly by the principal.

In data analysis, data is copied and transcribed manually. As a result, it takes longer time. After the data were carefully transcribed, they were codified and divided into themes for presentation. Codification is used as a code for each interview result that has been adjusted to the theme. The next step is to describe the results of the interview, connect the themes and interpret them into a complete result. To test the validity of the data, the credibility test was carried out by checking the data from several informants, cross-checking the data of the same informant with different techniques, checking the data obtained by the researcher to the informants to determine the suitability of the data. Validity and reliability tests include credibility, transferability, dependence and confirmability tests. Gall et al., (2007) stated that checking was carried out by providing transcripts of data to interviewed informants to ensure their accuracy. In addition, triangulation is carried out by comparing or cross-checking data from one informant with other informants and cross-checking data from informants using different techniques. Transferability is done by making research reports that are described in detail, clearly, systematically and can be trusted. Reliability is carried out by an audit by an external auditor which covers the entire research process through determining the focus of research, field activities, when determining data sources, conducting data analysis. Meanwhile, confirmability is done by tracing and describing negative examples that contradict previous observations as well as data audits that test data collection and data analysis procedures.

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RESULTS AND DISCUSSION

This study found that there are indicators of inspiring entrepreneurial leadership, which are as follows:

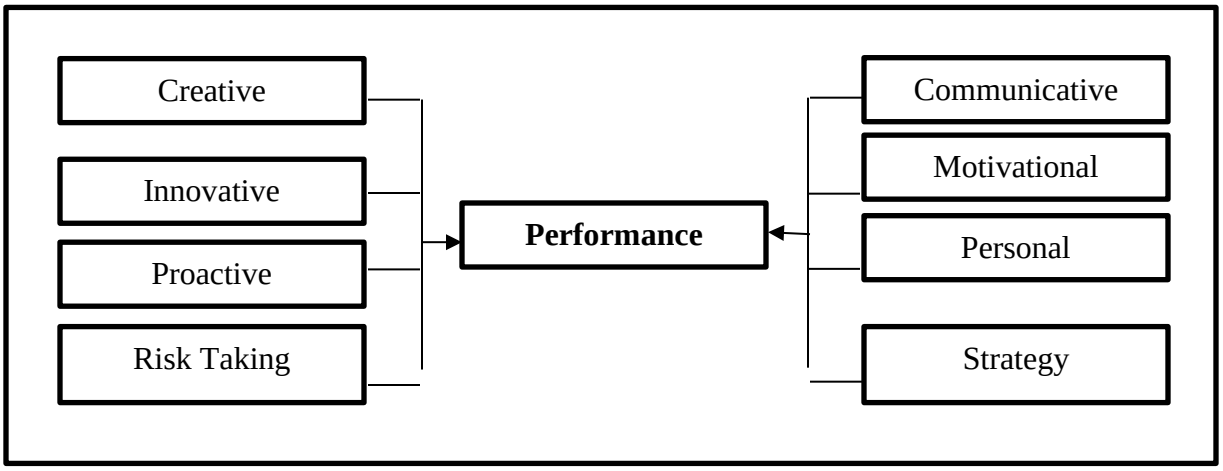


Figure 2 Inspiring Entrepreneurial Leadership Indicators

Creative

The creative leaders are taken to comprise people working in the organization performing and process engagement (Chen, *et al*., 2020). The importance of creative leaders has increased since the inclusion of the environment and culture changes. The creative leaders contribute to developing society and organization performance the creation of employment opportunities developing unique processes value-added activities and a competitive edge (Mekhum, 2020). The characteristics and performance of the creative leaders are important, though not exclusively, shaped by entrepreneurial behaviours. This is relevant to use as an entrepreneurial behaviour to explore the characteristics and performance in creativity behaviour (Han & Bai, 2020). Creative behaviour has been described from a variety of perspectives and some of the empirical studies adopting entrepreneurship as a key element in their approach. Entrepreneurial creative behaviour can be usefully applied as a conceptual lens to the leadership because and already delivered as an analytical tool more generally (De Clercq & Pereira, 2020).

Innovative

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Many authors in entrepreneurship believe that innovative is the essence of entrepreneurship behaviour that necessarily increasing resources and making new capabilities to peruse new opportunities. Innovativeness is the third step of a triple process in performance evolution. Innovation is the environmental necessity in the entrepreneurship field and indicates the organization's ability to make products or procedures and introduce them to meet market demands (Raza, *et al.,* 2018). The core of entrepreneurship is innovation and willingness to create value. Innovativeness is conceived as a way to reach out with a competitive advantage. Innovativeness has been considered as one of the most important strategic orientations of firms to achieve long-term success and has a significant effect on venture performance (Zhang & Yang, 2020). Innovative behaviour is adaptation and adjustment of any measure that is crucial to continue the business. To launch a new business, entrepreneurs may renew their business processes, find new markets, modify the use of production resources and introduce new products and services to the market. Generally, innovative behaviour is any behaviour that is directly related to the implementation of innovation and is defined as the adoption of an internally generated or externally acquired device, system, policy, program, process, product, or service that is new to the adopting organization (Vandavasi, *et al*., 2020). This definition encompasses both technical and administrative approaches to innovation and implies that innovation should not necessarily be completely new. On the other hand, innovation and innovative behaviour are more sophisticated process rather than mere creativity. It is a complex process that is aimed to develop, carry and modify ideas. Furthermore, another difference between these two is that the essence of innovation and innovative behaviour is the application of new ideas to improve organizational performance (Groselj, *et al*., 2020).

Proactive

Proactive behaviour entails a dynamic approach toward work and encompasses behaviour such as taking charge. Proactive behaviour also entails personal initiative and is closely associated with flexible role orientations (Song & Lee, 2020). Its effect has been found at the individual level on variables such as job performance feedback careers, newcomer adaptation leadership and even reputation (Yang, *et al*., 2020). Proactive behaviour has also been studied at macro levels such as work teams and socialization (Elsaied, 2019). Past research has described that performance as a relatively stable individual disposition toward proactive behaviour. Segarra

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et al., (2019) defined the construct as a dispositional construct that identifies differences among people in the extent to which they take action to influence their environment.

Risk Taking

Risk taking is about commitment to venture and receptive to the idea of starting a venture becomes an integral aspect of entrepreneurial behaviour which is of interest for both its risk and uncertainty elements (Neves & Brito, 2020). Extant literature shows a strong theoretical relationship existing between risk taking and uncertainty tolerance which reminds us that the sphere of uncertainty relative to risk may often be considered in entrepreneurial assessments of decision options (Sommer & Wohrnmann, 2018). It also underscores their need to incorporate techniques of not just risk management but also uncertainty management within their diligence activities around decision making. As entrepreneurial activity is never depending on a known future or facts, entrepreneurial risk-taking incorporates action taken by enterprises that facilitate the transformation of uncertainties into opportunities (Hurley & Choudhary, 2020).

Communicative

Communicative refers to how such a vision of future possibilities is shared throughout the organization. It deals with the ability to persuade members of the organization, to manage conflicts and to foster knowledge management by understanding emotions in social interactions (Fontana & Musa, 2017). Communication is important for effective entrepreneurial leadership, which first deals with influencing others toward a goal through persuasion for upward, lateral and downward influence. Entrepreneurial leadership shares a vision of future possibilities that enables an organization to transform its current transaction sets through adaptation and leading, through direct involvement, a process of value creation for its stakeholders employing innovation to achieve a competitive advantage, and a package of resources to respond to recognized opportunity (Overton & Bhalla, 2020).

Motivational

Motivational deals with human action within the organization that affects both motivation and cognition of people in the organization. (Fontana & Musa, 2017; Elsaid, 2019; Al Mamun, A., et al., 2018; Op den Kamp, E.M, *et al*., 2018) indicated that human motivation plays a critical role in the entrepreneurial process. It addresses the ability to motivate people in the

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organization, to understand the needs of the organization, to maintain an entrepreneurial spirit in people within the organization and to have the self-confidence to influence others. Stated that entrepreneurial leadership is all about managing and instituting transformational and social enactment through positive motivation.

Personal

Personal addresses factors relating to creativity, stability, proper resource allocation and discipline. Creativity deals with the creative skills to organize the needed resources and enact the role of framing the challenge. Stability refers to emotional stability at the individual level, passion and the commitment of the organization to entrepreneurial activities (Slavkovic & Aleksic, 2020; Song & Lee, 2020) Proper resource allocations refer to managing resources and maintaining dynamic capabilities to enhance knowledge management within the organization, which in turn could support efforts to recognize opportunities, while organizational discipline deals with building a bridge that links entrepreneurship and strategic management (Mekhum, 2020).

Strategy

Strategy refers to the ability to determine the organization's system in a comprehensive manner taking into account its resources, people and strategy, as well as the business model that an organization adopts. The strategy also addresses strategic thinking that entrepreneurial leaders must have to ensure the vision of future possibilities that are shared, so that the organization will have a sense of direction, destiny and discovery (Eva, *et al.,* 2018). Furthermore, the strategy dimension injects flexibility in making decisions and a willingness to face ambiguity. The ability to think in time by understanding the gap between the current reality and future possibilities would improve the quality of decision-making and the speed of implementation. The strategy dimension deals with the capacity to develop good hypotheses and to test them efficiently in the context of a complex and changing business environment (Kingsley & Innocent, 2020).

CONCLUSION

Inspiring leadership has several values that form the basis for building and managing a vocational high school. Entrepreneurial leadership is a special leadership needed to answer

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challenges and overcome current organizational problems. This leadership style enables leaders to successfully direct the organization and solve problems through the various stages of organizational growth and development. This has a major influence on the leader's competence in recognizing new opportunities to improve organizational performance. This influential effect in applying entrepreneurial leadership to improve various aspects of education and particularly school performance. Entrepreneurial leadership has emphasized creating an enabling environment for change and innovation in schools. This article is expected to be a guide for school principals in obtaining and practicing inspiring entrepreneurial leadership values to increase the effectiveness of their schools and to facilitate the process of a quality school. In context, organizational performance reflects the school's capacity to develop and implement new ideas that lead to critical change and improvement in the school. School performance has three main components including the capacity to explore new educational opportunities, the propensity to take action and take advantage of these opportunities and change that implements the innovations created through school performance. Therefore, entrepreneurial leadership styles are applied in school organizations to increase their success in providing quality leaders and learning environments. Entrepreneurial leadership competence, helps school leaders to deal with the complexities and constraints of the school environment such as rapid change, limited resources, various factors that affect school performance and its urgency. In this case, it is the school's obligation to prepare students for their highly competitive future.

Finally, from this conclusion, this research has several implications, such as: first, as a key in building a vocational high school, it must be able to direct all organizational resources in realizing its goals. Second, ensuring the realization of entrepreneurial values for all school members in order to create harmony in the learning environment. The last is to provide reinforcement for teachers and education staff, thereby creating good and education-friendly services and facilities as well as being a guide for school management to build superior vocational high schools. In addition, this research is to contribute to the development of leadership values in vocational high schools in order to build superior educational institutions.

RECOMMENDATION

In building a superior vocational high school, it is recommended not only to focus on providing physical facilities and infrastructure, but also to build an entrepreneurial mindset,

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values, and culture for leaders and all school members. Leadership best practices in an effort to build superior vocational high schools need to be noted so that they can be used as lessons for other vocational high school leaders. For further research, it is recommended to examine other values that play a role in building vocational high schools, including innovative strategies, collaboration and organizational identity.

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