

Implementation of School Principal Entrepreneurship Leadership in the Covid-19 Pandemic Era at Karitas Catholic High School in Tomohon City

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**Implementation of School Principal Entrepreneurship
Leadership in the Covid-19 Pandemic Era at Karitas
Catholic High School in Tomohon City**

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ABSTRACT

The purpose of this study is to describe the implementation of entrepreneurial leadership during the Covid-19 pandemic at Karitas Catholic High School in Tomohon City, the supporting and inhibiting factors as well as the solutions for handling them. This research used a descriptive qualitative approach. The research subjects were five people consisting of a school principal and four vice principals. The data were collected from interviews, observation, and documentation studies. The data were analyzed by an interactive model. The findings indicate that entrepreneurial leadership was implemented through the principal role as an explorer, a miner, an accelerator, and an integrator. The supporting factors are teachers' IT skills, government allowances, parents' support and proactivity, online learning facilities, and entrepreneurial instincts of teachers and students. The inhibiting factors are the late payment of tuition fees, the uncertainty of parents' income, the late disbursement of the government's school operational assistance (BOS) funds and the foundation's compulsory funds, the complexity of the foundation's centralized system, and the lack of online learning facilities. The efforts to overcome the inhibiting factors are coordination with parents, overcoming arrears, recording the number of students without online learning facilities, and conducting offline learning for them. The results suggest continuing to implement entrepreneurial leadership more openly and creatively, increase the supporting factors, and minimize the inhibiting factors with various efforts.

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Keywords: Covid-19, Entrepreneurship Leadership, Implementation, School Principal

INTRODUCTION

Responding to various conditions and situations in the industrial revolution 4.0 with its disruption issue, the world is increasingly demanding reliable and competent human resources. For this reason, the competencies of human resources (HR) known as 4C are increasingly popular. It refers to creativity, collaboration, communication, and critical thinking. These four capabilities are instilled within withstander HR in the era of technological disruption 4.0.

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Increasing demands for human resources today encourage various contemporary studies of the late 20th and early 21st century to echo a new idea of entrepreneurial leadership (Esmer & Dayi, 2016; Kuru, 2016). This is considered a new leadership model and extensively discussed and researched in recent leadership studies. This theory

features a shift in the value order in which a leader is required to be fast, agile, enduring, adaptable, creative, and risk-taking. These are known as entrepreneurial values.

The entrepreneurial leadership theory is not only relevant for the economic and business world but also for all fronts as the disruption affects all life aspects. Thus, the role of technology and information becomes central and inevitable. This brings highly significant impacts, including for the education world. This also demands school principals as leaders to possess entrepreneurial leadership, at least an entrepreneurial instinct. Furthermore, the current rapid development produces considerable wallops on demands for products, services, and educational services (Bagas & Arifin, 2020).

The National Education Ministerial Regulation No. 17 of 2007 formulates five basic competencies of principals, namely personality competence, social competence, managerial competence, supervisory competence, and entrepreneurial competence. The latter is contextual and relevant to the current situation. This regulation emphasizes the value of entrepreneurial leadership.

Karitas Tomohon Catholic High School is one of the education units that have also been affected by the pandemic contextually. We witnessed how they struggle to manage the school experienced severe disruptions of Covid-19. The implementation of technology-based schools is indeed the dream and vision of every education unit, as well as the Karitas Catholic High School, in response to the current of modern disruption. However, the sudden covid-19 impacted the school's condition incapable to face the demands of disruptive change. As online classes are mandatory, teachers without adequate IT knowledge find difficulties in the application.

The decisions of educational leaders at the school levels depend entirely on top-down instruction, rather than creativity and responsiveness. This limits the school movements and weakens the ability to finance their educational activities, thus, making them unable to pay the teachers. The salaries of the teachers for the first five months of the pandemic hit have been severely delayed. This certainly exerted negative impacts on students as they might not get their right to education.

These problems occurred during the first three months of the Covid-19 disaster. Karitas High School was highly concerned to deal with it. Moreover, the principal was new. However, in the new academic year of 2020-2021, schools are required to develop learning strategies, seize challenges and opportunities, and are brave to take risks to make important decisions to rectify the situation since the pandemic. We were interested to explore the extent to which the educational leader implements effective and efficient entrepreneurial values.

Since the Covid-19 pandemic outbreak, the temporary education model is searching for new unique, independent forms beneficial for the community's welfare. Researchers are reviewing several aspects of entrepreneurial leadership implementation in four points, namely leaders as explorers, as miners, as accelerators, and as integrators (Thornberry, 2006). This Thornberry model becomes the starting point for implementation since all latest entrepreneurship theories consider Thornberry's theory the most appropriate in academics. Selvaraja and Pihie (2017:157) suggested several studies have been conducted to ensure the validity of this model confirming its suitability in educational contexts. Other studies strengthen the validity of the model and that the questionnaire is

valid and reliable for measuring different dimensions of the entrepreneurial dimensions of educational leaders.

This research consciously opens for that purpose. On the basis of Thornberry's theory, we investigate how entrepreneurial leadership is implemented during the pandemic, what are the supporting factors, obstacles, and efforts to overcome the inhibiting factors of entrepreneurial leadership implementation by the Principal of Karitas Manado Catholic High School. The results of this study are a cutting-edge model for other schools to build advanced and developing education in entrepreneurship despite the pandemic disruption.

RESEARCH METHOD

This study used a descriptive-qualitative approach (Moleong, 2017) with an ethnographic research design (Harsono, 2011; Sukmadinata, 2017). This research was conducted at Karitas Tomohon Catholic High School from October 2020 to March 2021. The research involved five respondents comprising the school principal and four vice principals. The data were collected by interviews, observation, and documentation study, and analyzed with an interaction model (Miles & Huberman, 2014; Sugiyono, 2015). The validity was conducted by credibility, transferability, dependability, and confirmability tests (Sugiyono, 2015).

RESULTS AND DISCUSSION

The Implementation of School Principal Entrepreneurial Leadership

The Principal's entrepreneurial leadership at SMA Karitas in Tomohon during the pandemic was pursued in four parts, including as an explorer, a miner, an accelerator, and an integrator.

As an explorer, the school principal implemented entrepreneurial leadership in his/her occupational activities since the beginning of the school term (W.03). Also, he/she established policies to explore possible learning models in the pandemic based on teacher and student conditions by complying with health protocols (W.04).

This is consistent with Thornberry's Theory (2006:58) supposing explorer behavior of leaders as they actively explore new opportunities with clear strategies. Selvaraja and Pihie (2017, p. 155) also stated that entrepreneurial leaders focus on considerable opportunities, vision and mission as the direction to organization goals. With the preparation of a clear work schedule and exploring possible new forms of learning strategies during the pandemic, the school principal has implemented the behavior of entrepreneurial leaders as explorers. His ability to seize opportunities and new forms is also in accordance with the entrepreneurial values in Young Entrepreneur Council (2016, p. 82), namely flexibility in determining policies. This allows for revision and review and affords opportunities for continuous updates.

As a miner, the leadership was carried out through the efforts to ensure that the teacher salaries are timely paid during the pandemic (W.03), providing basic learning facilities and infrastructure during the pandemic (W.01), exempting three-month student tuition (W.01, W.02, W.05), taking the initiative to overcome late tuition fees (W.02, W.03, W.05), directing teachers to produce creatively and competitively learning models that

produce something useful (W.02), and willing to take part in accessible competitions (W.03).

This finding also corroborates with Thornberry's Theory (2006:61) saying that an entrepreneurial leader with a mining behavior focuses on internal processes by exploring the "wealth" of the members developing it. He independently brings change, yet always swiftly makes quick and proper decisions. He directs the members in new directions and gives them competitive advantages. Besides, this is in line with the entrepreneurial value in Young Entrepreneur Council (2016, p. 82), namely the ability to make decisions and take risks.

As an accelerator, the principal encouraged effective teamwork between teachers and parents, among teachers, and between the principal and the representatives (W.01, W.02, W.03). Also, the principal provided rewards of free lunches (W.01, W.02), and financial benefits from certain sales for teachers (W.05), and providing internet quota for student's distant learning (W.01, W.02). Furthermore, the principal supported and encouraged creative businesses to generate income by selling masks and hand sanitizers (W.03).

As an integrator, the principal invites special presenters from the Education Office, to train the teachers in utilizing learning tools during a pandemic (W.01, W.02, W.03).

Supporting Factors of Principal's Entrepreneurial Leadership Implementation

Based on the data collected in this study, the supporting factors of the entrepreneurial leadership of Karitas Tomohon Catholic High School are teacher's IT training (W.01, W.02, W.03), government assistance of free internet quotas for students and teachers, and wage subsidy for non-PNS (civil servants) teachers (W.02, W.03).

Also, student parents were proactively involved in the learning process (W.03). In general, students already have online learning facilities such as cellphones and/or laptops (W.01, W.03). In addition, the teachers and some students satisfied their entrepreneurial instincts by developing online businesses during a pandemic (W.03, W.04).

This behavior is derived from good coordination between the school, represented by the principal, and the stakeholders, namely parents. Pashiardis and Savvides (2011, p. 551) argued that entrepreneurial school principals create good networks with parents and the surrounding community. They also believe that students improve their performance in school once they notice their parents establish good relationships with their teachers and school principals. As a result, the proactive attitude of parents becomes beneficial supports for the school. Especially during the restricting pandemic, parent participation and proactive attitude greatly support the implementation of the principal entrepreneurial leadership, which leads to vision and mission accomplishment. The entrepreneurial instinct of teachers and students becomes a great support for the implementation of entrepreneurial leadership (Kuru, 2016: 18).

Inhibiting Factors of Principal's Entrepreneurial Leadership Implementation

Based on the data we obtained, the main factor inhibiting the implementation of entrepreneurial leadership in Karitas Tomohon Catholic High School were not all students pay the tuition fees on time (W.01, W.03) due to their parents' monthly income. Their average monthly income is below the regional and provincial minimum wage, even

some are unemployed since the pandemic outbreak (W.02). Besides, the disbursement of BOS (the central government's School Operational Assistance) funds and mandatory funds from the school foundation was delayed (W.05). In addition to the foundation centralized system hindering the school's financial turnaround (W.01, W.05), the online learning was not optimally carried out due to poor network connection and unsupportive learning facility issues (W.03).

Baharin and Halal (2020, p. 141) stated that there is a significant relationship between productivity and economic growth as the schools are closed during the pandemic as experienced by Karitas Catholic High School. The social distancing led to a domino effect that has yet to end, in which one event triggers the next one. As it was applied, many jobs were lost, financial demands increased, financial obligations for education stalled, and the world economic degraded. In addition, facilities, infrastructures, and internet access were increasingly limited (Aji, 2020, pp. 397-398).

Efforts to Overcome Inhibiting Factors of Principal's Entrepreneurial Leadership Implementation

The data obtained illustrate that the school principal has tried to overcome the factors that hinder the implementation of entrepreneurial leadership by directing the teachers to make systematic follow-up and coordinate with parents regarding tuition payments (W.01, W.03). As for assistance fund delay, the principal has actively taken some necessary policies (W.02, W.03, W.05). Regarding the lack of learning facilities, the school has collected data of students with such difficulties.

These attitudes demonstrate the principal's entrepreneurial leadership. By establishing good and clear communication, the school principal adopted the attitude of an explorer. By actively resolving the fund insufficiency, he showed the attitude of a miner. By collecting clear data, he systematically seized opportunities for clear policymaking, in which he acted as an explorer. These all are consistent with Thornberry's Theory.

In this kind of situation, the leaders should provide vast opportunities for schools to independently earn income to overcome the financial shortage since the pandemic. Also, there are several fields demand further development, such as how to use online media to earn income. The breakthroughs pioneered by the teachers and students should be also applied to the schools communally so that the entrepreneurial instincts become the communal school property. This highly will create more creativity to take advantage of ample new opportunities for a better school, despite the pandemic.

CONCLUSIONS

The evidence from this study intimates that the principal of Karitas Catholic High School adequately implemented entrepreneurial leadership during the Covid-19 pandemic by acting as an explorer, miner, accelerator, and integrator. It was properly implemented due to the support of teachers' capability of using IT, government allowances, proactive parents, learning facilities, and entrepreneurial instincts of teachers and students. However, the implementation encountered several obstacles of tuition fee late-payment, delayed BOS fund and the foundation's mandatory funds, the complex centralized financial system, and the lack of online learning facilities. To surmount successfully the obstacles, the school facilitated clear and systematic coordination with the student parents, developed deliberate policies, collected data of students facing difficulties with the online learning facilities, and applied offline for those with learning facility limitations.

These findings suggest the school principal continuously implement entrepreneurial leadership more openly and creatively while increasing the supporting factors, minimizing the inhibiting factors with various efforts to overcome them.

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