

## Entrepreneurship-based School Management

Susan Febriantina<sup>1</sup> RR Ponco Dewi Karyaningsih<sup>2</sup> Munawaroh<sup>3</sup>

<sup>1</sup> State University of Jakarta

<sup>2</sup> State University of Jakarta

<sup>3</sup> State University of Jakarta

---

### ARTICLE INFO

#### Article history:

Received: January 2020

Accepted: May 2020

Published: July 2020

#### Keywords:

School-based management,  
entrepreneurship, training.

---

### ABSTRACT

*Community service activities were held on Saturday, July 27, 2019, at the Al Musthofaiyah Islamic Education Foundation, Beji Village, Depok City. This activity aims to provide assistance and training related to the concept of entrepreneurship-based school management and improve teacher competencies as entrepreneurs in the field of education at the Al Musthofaiyah educational foundation in Depok. The method of activities used in this activity is the integrated approach method, which integrates various learning techniques such as lectures, briefings, questions and answers, case studies, discussions, games, sharing experiences. The result achieved is that the trainees can understand and apply entrepreneurial-based school management systems.*

---

**How to cite: Susan Febriantina, RR Ponco Dewi Karyaningsih, & Munawaroh. (2020). The Entrepreneurship-based School Management . *Jurnal Pemberdayaan Masyarakat Madani (JPMM)*, 4(1), 385-398. <https://doi.org/10.21009/JPMM.004.1.07>**

---

\* Corresponding Author.  
[susanfebriantina@unj.ac.id](mailto:susanfebriantina@unj.ac.id) (Susan Febriantina)

## INTRODUCTION

### Situation Analysis

The level of development and progress of a nation or society is largely determined by the level of educational progress of the nation and society itself. Real evidence can be seen from the existence of poor countries in natural resources but able to produce high incomes. This is because they can build quality human resources through the advancement of education. In line with the above, Indonesia's human development continues to progress. The Central Statistics Agency (BPS; 2017) states that in 2017 the Human Development Index (HDI) of Indonesia reaches 70.81. This figure increased by 0.63 points or grew by 0, 90 percent compared to 2016 and put Indonesia in the 116th position on a par with Vietnam with a medium H.

The presence of the School-Based Management (SBM) concept launched by the government aims to improve the quality of education, which is expected to improve the quality of Indonesian human resources. The concept of SBM exists when the Indonesian government is in a state of transition from centralization to decentralized governance, including the decentralization of education. Therefore, SBM focuses on managing the education unit with three main pillars namely, school management, community participation, and the learning process in schools.

Since the implementation of SBM, schools from primary and secondary levels have been given the freedom to regulate their school policies according to their potential and

abilities. They are also given the opportunity to manage resources effectively. Thus, each school can take participatory decisions directly that involve all components of the school community, be it the principal, students, educators, education staff, parents, and the community.

The above conditions triggered the emergence of private schools in Indonesia. In 2016, the number of schools spread across Indonesia from elementary to secondary, both public and private, reached 297,368 units, with the highest level of primary school at 147,000 units. Junior High Schools (SMP) reaching 37,000 units, and the remaining 12,000 units of Senior High / Vocational Schools (SMA / K) (Databox.co.id; 2019).

### Issue Formulations

Al Musthofaiyah Foundation in Depok City is one of the Islamic education foundations that welcomes the MBS concept above. Founded in 1998, the foundation is currently able to manage three educational units ranging from Playgroup (PG), Islamic Kindergarten (TKI), and Islamic Elementary School (SDI). Since its inception, this foundation has the vision to be able to organize superior Islamic education and be able to compete. Even though this Islamic education foundation is relatively new, the interest of residents to send their children to the foundation from year to year is increasing. The number of students ranging from PG, kindergarten to elementary school reaches ap-

proximately 150 students with a total of 35 teaching staff. When compared with other Islamic education foundations in the Beji City area of Depok, YPI Al Musthofaiyah still needs a lot of more targeted assistance, development, and management. Based on the above background, several problems can be identified as follows:

1. The school management has not been maximized;
2. Competence of the teaching staff and education is still lacking;
3. The absence of intensive assistance from other parties;
4. The lack of training received by educators and education personnel related to entrepreneurship-based school management.

The formulation of the problem of community service activities is:

1. How can the concept of entrepreneurship-based school management be applied at the Al Musthofaiyah education foundation in the City of Depok?
2. How to improve the competence of teachers as entrepreneurs in the field of education in the Al Musthofaiyah education foundation in the City of Depok?

### **Objectives**

This community service activities aim to:

1. Provide assistance and training related to the concept of entrepreneurship-based school management at the Al Musthofaiyah education foundation in the City of Depok;

2. Improving teacher competencies as entrepreneurs in the field of education at the Al Musthofaiyah education foundation in the City of Depok.

### **Advantages**

The competencies expected from community service activities are:

1. Entrepreneurship-based school management skills at the Al Musthofaiyah educational foundation in Depok City;
2. Increasing teacher competence as entrepreneurs in the field of education at the Al Musthofaiyah education foundation in the City of Depok.

## **LITERATURE REVIEW**

### **School Management**

The concept of school management comes from the initial management theory. Etymologically, management comes from the word "manage" which means to manage. Kreitner in Silalahi (2014; 5) management is the process of working with and through others to achieve organizational objectives in a changing environment. Management is the process of working with and through others to achieve organizational goals in an ever-changing environment.

In the context of education, school management can be defined as the role and position of a school in the local community, as well as staffing and school assets/finances policies (Lalovic; 2010). A school that has a

mission to be a superior school, of course, will design the concept of superior school management, which involves planning, organizing, directing, and supervising. For a school to be successful it is, or will rather soon be very important to develop quality school management as a set of interrelated activities of planning, organizing, governing, conducting and managing the educational organization (Njegovan & Crnomarkovi; 2012).

Management is the process of utilizing the various resources of an organization to achieve the goals that have been set which include material and non-material such as humans who drive the process (Weran; 2015). The management function in designing educational units is inseparable from five things, namely people, places, programs, processes, and policies. The function of school management is divided into five dimensions of the school; people, places, programs, processes and policies (Cankaya; 2010). Therefore, the synergy of the five school management functions cannot be separated from one another. Thus, an education unit must plan mature concepts related to the five functions of the school management above.

The above statement is also supported by the opinion of Vernez et al (2012) that school and staff capacity, including monetary resources and principals, teachers, and other stakeholders' knowledge and know-how, can be expected to affect the way school management is implemented. Likewise, the opinion expressed by Gamage (2004) that the success of school management will be achieved when

all stakeholders understand what and how the school management is carried out. To ensure the success of school management, all stakeholders need to understand what school management is and how it is implemented. Each participant must understand his or her new roles, responsibilities, and accountability.

On the other hand, with school management, organizational culture and school climate will be easier to create. It is as Cheng (2000) that A successful school management is only the one that develops organizational culture and school climate that makes the following things possible included: partnerships with students, motivating students toward engagements and achievements, recognizing students diversity, stimulating students for individual engagement, monitoring and assessment of student accomplishments, educating creative personality, continual adjustments of educational content and methods, and enhancing school's success and reputation.

Based on the above understanding, researchers can synthesize that school management is a process of planning, implementing, directing and supervising a system in a particular education unit that involves various parties and stakeholders, including the school, students, parents, and the community.

### **Entrepreneurship**

Zimmerer and Scarborough in Agustina (2015) that entrepreneurship is an activity that creates a new business with readiness to take all existing risks and uncertainties, as well as

the ability to identify various existing resources to be used as opportunities so that they can benefit. Meanwhile, Lazear (2005) states that *entrepreneurship is the process of assembling necessary factors of production consisting of human, physical, and information resources and doing so in an efficient manner.*

In addition to the above, entrepreneurship also includes the ability to formulate goals and motivate themselves, take the initiative, the ability to form capital, and manage time, strong mentality and other abilities to take wisdom from the experience he gained (Suryana; 2003). Susan et al (2018) state that creative and innovative abilities are used as a basis, tips, and resources to find opportunities for success. Based on the above understanding, researchers can synthesize that entrepreneurship is the maximum effort to get the expected results by empowering all potentials and resources they have.

### **Entrepreneurship Based on School Management**

Demands for progress in the current digital era, making entrepreneurial activities not only related to the economic field alone, but also in various other lines including education. *Widely accepted today that acquiring scientific, technological and entrepreneurial knowledge is crucial for developing new combinations as well as for the success of entrepreneurial ventures (Pittaway et.al; 2004). Finland, in particular, has extensively promoted entrepreneurship education in curricula reforms undertaken at all educational levels. For*

*example, entrepreneurship education has been one of the so-called cross-curricular themes for basic education since 1994 and for upper secondary education since 2003 (Opetusministerio, 2004; Ministry of Education, 2009). Hoppe (2016) stated that entrepreneurial learning has accordingly become more important than entrepreneurship, and in conjunction with these business aspects have become less pronounced.*

Seikkula et.al stated that the views of entrepreneurship education are on the teacher's learning and reflection processes, which comprise an essential element in educational development. The teacher should also be ready to pursue a vision of a classroom or a school as a "learning community" in which teachers understand and have the motivation to further develop the forms of pedagogical and organizational practices needed in transforming their visions, motives, and understanding into a functioning, pragmatic reality.

Shulman and Shulman (2004) stated that an accomplished teacher will smoothly integrate his vision, motivation, understanding, and practice into the teaching, and will thereby improve through active reflection: reflection is thus the key to learning and development.

Therefore, principals and teachers have a very big role in creating entrepreneurial-based school management. Starting from the formation of the vision, mission, and goals of the school to the learning process carried out by teachers to promote the quality of the edu-

cation unit through various educational services provided. Thus it can be synthesized that entrepreneurship-based school management is an education unit management system that empowers all school resources to produce the expected goals. Therefore, to realize this, the synergy between education practitioners in schools is needed. The principal as the head of the school must be able to utilize the available resources including teachers, education personnel, students, parents, and the community. A clear vision, mission, goals, and concept of school management are one of the things that must be a concern of an entrepreneurial head of school, in addition to being demanded to always be creative and innovative in developing programs in schools.

## MATERIALS AND METHODS

### Problem-solving framework

Based on the results of pre-service observations at the service locations located in Jalan Rajawali, Beji Sub-District, Beji District, Depok City, Al Musthofaiyyah Islamic Education Foundation which already has a 3-unit education unit, namely PG Bina Shalihah, TKI Bina Shalihah, and SDI Bina Shalihah require service assistance programs to the community in the form of assistance and various training by considering:

1. The educational foundation above includes educational foundations with capital that is not too large when compared to other Islamic education foundations in the Beji area of Depok;

2. Some school units are still new, including elementary school units which have only issued one batch;
3. School facilities are still minimal;
4. The number of students is also relatively small, with a composition of about 15 to 20 people per class;
5. This Islamic education foundation is a potentially advanced educational foundation;
6. School principals, educators, and education staff still lack training;
7. Public interest in the lower, middle and upper level towards the existence of this Islamic education foundation is quite high.

### Implementation

#### 1. Implementation

The implementation of this activity was on Saturday, July 27, 2019, at the Al Musthofaiyyah Islamic Education Foundation hall, Beji District, Beji Village, Depok City. The time allocated in this activity is at 08,000 - 13.00 WIB.

#### 2. Evaluation

Evaluation is made through three stages namely pre-activity, activity process, and post-activity. This is intended so that activities get maximum and overall results. The pre-evaluation evaluation using questionnaires was conducted to stimulate the participants' initial preparations regarding the material to be given. Evaluation of the activity process is done by conducting a

question and answer interactions related to the material provided. While the post-activity evaluation was carried out by giving a questionnaire related to the participant's evaluation of the dedication activities as a whole.

**Target**

Participants who are planned to be invited in this activity are the school principal and educators (teachers) at the Bina Shalihah Islamic Education Foundation in Beji Village, Beji District, Depok, which is about 35 people.

**Method**

The method of activities used in this activity is the integrated approach method, which integrates various learning techniques such as

lectures, briefings, questions and answers, case studies, discussions, games, sharing experiences. Andragogy learning approaches are also carried out to make the participants more comfortable following the activities. In providing material, the speaker also plans to use teaching materials such as power points, videos, and short modules related to the material. LCD and projector are also used so that participants easily understand the material presented.

**RESULTS AND DISCUSSIONS**

The main program of the training begins with the distribution of questionnaires to participants regarding the basic material to be given, including the following in Table 1.

**Table 1.**

No	Items	Yes (%)	No (%)
1.	Do you know the concept of Entrepreneurship-based School Management?	42.86	57.14
2.	According to you, is it important for a teacher, staff/employee, even school leaders to have an entrepreneurial spirit?	96.43	3.57
3.	Do you have a strong desire to innovate in your learning?	3.57	96.43
4.	Are you used to making your learning media?	71.43	28.57
5.	Have you ever made digital-based learning media?	32.14	67.86

Based on the results of the questionnaire above it can be seen that as many as 57.14% of participants are not familiar with the concept of entrepreneurship-based school management, 96.43% stated that a teacher, staff/employee, even school leaders need to have an entrepreneurial spirit, 96.43% stated that teacher participants had a strong desire to innovating in learning as an application of the spirit of entrepreneurship of a teacher, 71.43% of teachers stated making their learning media, and 67.86% said making digital-based learning media. Thus, the servant can analyze the participants' understanding of the material that will be provided, so that during the training, the understanding and motivation of the participants can increase.

The first material is related to the importance of managing entrepreneurship-based schools delivered by Dra. Rr. Ponco Dewi Karyaningsih. This first material introduces the concept of entrepreneurship-based school management, why is entrepreneurship-based school management important in every educational unit, and how to manage entrepreneurship-based schools. This material is very important and relevant to the needs of the Al Mustfofaiyyah education foundation considering this educational foundation is still relatively new, as well as the experience of the education and education staff is also relatively small, and there has never been a training related to how to manage an entrepreneurship-based school that can benefit schools, students, parents, the community and foundations. The first material lasted for

approximately one hour, followed by question and answer sessions and sharing experiences from the participants.

To maintain the enthusiasm and enthusiasm of the trainees, the committee also provided some educational games and songs that could be applied by the teacher when teaching in class. This session is called ice breaking, where participants play an educational game that is guided by a student committee team.

The second material is related to the development of teacher potential as the main HR for implementing entrepreneurship-based schools delivered by Endang Winih Prasetyaningrum, M.Pd. He is an accomplished teacher from QUIT Depok Middle School, who won 1st place in the 2019 Depok Learning Innovation Teachers (Inobel), and he is currently a finalist in the Inobel 2019 teacher competition in Indonesia. In this material, the speaker explained the innovative learning experience that he did in class, and which is being developed to this day which brought him to become the first winner of the Inobel teacher in Depok city, and the finalist of the Inobel 2019 teacher competition in Indonesia. The creativity and innovation of the speakers are one example of a form of entrepreneurship that is carried out by a teacher. Teachers who are creative, innovative, and able to adapt themselves to the needs of students who incidentally are the millennial generation who are very familiar with the digital world is one form of entrepreneurship application that can

improve progress for their schools. The benefits can be obtained not only for individual teachers, schools or foundations but also for students, parents and the community.

To assess the extent to which participants understood the material presented in both the first and the second material, the service team distributed a training assessment questionnaire. The service team also gave questions related to the material presented and gave prizes as motivation to participants who could answer the questions correctly. As can see in Table 2.

Based on the Table 2., 95% of participants have given a positive assessment of the training provided. Other potentials that can be developed in the future are related to intensive coaching that can take the form of school management consultations and future school development, such as fostering child-friendly schools, etc.

## CONCLUSION AND RECOMMENDATION

### Conclusion

An effective school is a school that can maximize all its resources, ranging from teaching staff, education staff, leadership, infrastructure, students, parent involvement, community participation, and other educational programs. Entrepreneurship-based school management starts from planning a clear and measurable vision and mission of the school. The entrepreneurial spirit inherent in teachers, leadership and school staff is the main capital for implementing entrepreneurship-based

school management. Teachers at the forefront of educational success at the level of the education unit have a very crucial role. Competence as an entrepreneur in the field of education becomes the spirit of success in achieving the vision and mission of the school through the creativity and innovation of learning that is done. With the entrepreneurship-based school management training many parties, especially schools, feel the benefits of the presence of the service team.

### Recommendation

As a Faculty that is concerned with the field of entrepreneurship, the Faculty of Economics, Jakarta State University, which has an education study program, can follow up on this service activity in the form of providing technical guidance and guidance related to entrepreneurship-based school management at various levels of the education unit. This is due to the lack of campuses that provide guidance and guidance in the form of entrepreneurship-based school management.

Table 2.

No.	Items	VA (%)	A (%)	D (%)	NA (%)	VNA (%)
1	The trainer is very knowledgeable about theoretical training material	53.57	46.43			
2	The trainer can respond to participants' opinions well	64.29	35.71			
3	The language used by the trainer is quite good and easy to understand	60.71	35.71			
4	Having qualified communication skills	64.29	35.71			
5	Gesture (body movements) and facial expressions used are not appropriate	10.71	60.71		17.86	10.71
6	The tone and speed of the trainer's speech in delivering the material are quite clear	35.71	60.71	3.57		
7	The method used is according to the type of training material	21.43	71.43	7.14		
8	The method used is in accordance with the training participants' abilities	32.14	64.29	3.57		
9	The training material stages have been sequenced from the basic level material to the advanced level material	35.71	53.57	7.14	3.57	
10	The material provided is clear and easy to understand	35.71	60.71	3.57		
11	The material provided contributes to the increase in knowledge	60.71	39.29			
12	The quality of the training material can add to my knowledge and skills	57.14	39.29	3.57		
13	The material provided is easy to apply in practice so that it can be applied in daily work	32.14	60.71	7.14		
14	Training using visual aids or audiovisual with good quality	46.43	50.00	3.57		
15	Audiovisual or teaching aids that are used according to the training method	42.86	57.14			

## BIBLIOGRAPHY

- Agustina, Tri Siwi. 2015. *Kewirausahaan; Teori dan Penerapan pada Wirausaha dan UKM di Indonesia*. Jakarta: Mitra Wacana Media.
- Ali Aslan Gümüşay, *Entrepreneurship from an Islamic Perspective*, Journal of Business Ethics, Vol. 130, No. 1 (August 2015), pp. 199-208.
- Basilus R. Werang, *Manajemen Pendidikan di Sekolah*, (Yogyakarta: Media Akademi, 2015), hlm 2 5 Oni.
- Biljana Ratković Njegovan and Miloš Crnomarković, *School management in Serbia: Key aspects of its relation to school success*, Journal of East European Management Studies, Vol. 17, No. 2 (2012), pp. 184-204.
- Cankaya IH (2010): School managers' views about school safety from the invitational theory perspective, in African Journal of Business Management, 4, 12, 2415-2423.
- Cheng YC/ Chan MT (2000): *Implementation of school-based management: A multi perspective analysis of the case of Hong Kong*, in: International Review of Education, 46, 3-4, 205-232.
- David T. Gamage and Pacharapimon Sooksomchitra, *Decentralisation and School-Based Management in Thailand*, International Review of Education / Internationale Zeitschrift für Erziehungswissenschaft / Revue Internationale de l'Education, Vol. 50, No. 3/4 (Jul., 2004), pp. 289-305.
- Edward P. Lazear, *Entrepreneurship*, Journal of Labor Economics, Vol. 23, No. 4 (October 2005), pp. 649-680.
- Georges Vernez, Rita Karam and Jeffery H. Marshall, *Implementation of School-Based Management in Indonesia*, RAND Corporation. (2012).
- JaanaSeikkula et.al, *Promoting entrepreneurship education: the role of the teacher?* Education&Training Vol. 52 No. 2, 2010 pp. 117-127 q Emerald Group Publishing Limited 0040-0912 doi:10.1108/00400911011027716.
- James A. Montanye, *Entrepreneurship*, The Independent Review, Vol. 10, No. 4 (Spring 2006), pp. 547-569.
- Latovic, RR (2010): Upravljanjeirukovodenje u skoli [*Management and Operating the School*], in: Direktorskole, 1, 29-40.
- Hoppe, M. (2015). *Policy and entrepreneurship education. Small Business Economics*, 46(1), 13–29. doi:10.1007/s11187-015-9676-7.
- Ministry of Education (2009), *Guidelines for Entrepreneurship Education*, Publication of the Ministry of Education, Helsinki, p. 9.
- Opetusministerio" (2004), Yritta" jyuyskasvatuksenlinjaukset ja toimepideohjelma, Opetusministerio"njulkaisuja, Helsinki, p. 18.
- Pittaway, L., Robertson, M., Munir, K., Denyer, D., & Neely, A. (2004). *Networking and innovation: A systematic review of the evidence*. International Journal of

Management Reviews, 5, 137.

Shulman, L.S. and Shulman, J.H. (2004), "How and what teachers learn: a shifting perspective", *Journal of Curriculum Studies*, Vol. 36 No. 2, pp. 257-71.

Suryana, *Kewirausahaan: Pedoman Praktis, Kiat dan Proses Menuju Sukses* (Jakarta: Selemba Empat, 2003), hlm 36.

Susan Febriantina et.al. *Edukasi Kewirausahaan Bagi Remaja Melalui Media Sosial di Kecamatan Beji Kota Depok Jurnal Pemberdayaan Masyarakat Madani (JPMM)* E-ISSN: 2580-4332, Vol 2 No 1, 2018, DOI: <https://10.21009/JPMM.002.1.03>

Ulber Silalahi, *Asas-Asas Manajemen*, Refika

Aditama, Bandung, 2014.

<https://www.bps.go.id/pressrelease/2018/04/16/1535/indeks-pembangunan-manusia--ipm--indonesia-pada-tahun-2017-mencapai-70-81--kualitas-kesehatan--pendidikan--dan-pemenuhan-kebutuhan-hidup-masyarakat-indonesia-mengalami-peningkatan.html>

<https://databoks.katadata.co.id/datapublish/2016/11/15/2016-jumlah-sekolah-hampir-mencapai-300-ribu-unit#>



Image 1.



Image 2.



Image 3.



**Image 4.**