

The Profile of Intrapreneurship Leadership of Vocational High School Principals

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Abstract: The implementation of the School Integrated Development (SID) in the Vocational High School (VHS) is quite ideal, but much of its success depends on the activity in the VHS itself. The implementation of the SID in the VHS Bandung demonstrates the leadership style that tends to be authoritarian does not represent the intrapreneurship leadership characteristics. This conclusion shows 21 characteristics of intrapreneurship leadership with an acronym of TEKNIK. The training materials for candidates of VHS principals should include intrapreneurship leadership concept based on belief and piety, and science, technology, and art as one of its main subject matters.

Key words: Intrapreneurship leadership, entrepreneurship, vocational high school, principalship, organizational context, school management.

A phenomenon in the sixties showed that it was getting more and more difficult for graduates of Vocational High School (VHS) to find jobs, which then created a problem of educated unemployment. This phenomenon was indicated by the findings of the World Bank's research (1988) that 52 percent of the VHS graduates were jobless. In 1995 there were

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7,834 unemployed VHS graduates in the province of West Java (Anonymous, 1995, p.21).

It is true that the educational activities in a VHS should be relevant to the job opportunities in business and industry. However, this relevance should not be taken to mean that a VHS is intended only to prepare students to break into the labor market (i.e., a pragmatic approach). VHS should also aim at the total development of Indonesian human beings (i.e., a normative approach), who are able to keep up with the advancement of science and technology and to become productive citizens. A considerable number of innovations have been introduced by the government in a variety of ways such as the implementation of the 1994 curriculum, construction of school buildings, addition of classrooms and workshop and laboratories, provision of equipment, refresher courses for teachers and principals, and the Multiple System Education. In spite of all these efforts, the problem of low-quality graduates has not been overcome.

The problems and challenges of VHS on the national scale throughout Pelita VI (The sixth five-year Development), as pointed out by Anonymous (1993, p. 22), cover the following: (1) the low leadership quality, (2) lack of independence, (3) teachers' low salaries, (4) lack of readiness to be independent, (5) lack of investment and operational costs, and (6) incapability of marketing skills. Out of the six problems above, the writer has chosen the problem that is most relevant to the field of Educational Administration, i.e., the low leadership quality. This aspect deserves a closer study because the quality of human resources lies primarily on the aspect of entrepreneurship leadership.

The success or failure of VHS in producing graduates with drawn competitive qualifications is dominantly determined by the principals. Conclusions based on a number of researches (Wongkar, 1990 and Usman, 1994) indicate that the principals' leadership is a determinant factor in the success or failure of a school in achieving its aims. If this managerial aspect is not dealt with as soon as possible, the professional qualification of the VHS graduates will continue to be underestimated by business field. If this situation remains the same, our country will be lagging behind other ASEAN countries in the competitive free market by the year 2003.

The study then aims to obtain information about the description, prediction, and anticipation of the behavioral profiles of VHS principals,

covering leadership characteristics, organizational contexts, and regulations for the implementation of the system.

The concept of behavior in leadership as postulated by Kao (1991: 5) covers the study of the characteristics of entrepreneurial, context of organization, rules and regulations, and interactions with the environment. Before dealing with the characteristics of intrapreneurship, it is necessary to describe the difference between intrapreneurship and entrepreneurial. An entrepreneur can be defined as an innovator and creator who is willing to take risks and make the most of any business opportunities.

In its development, the term entrepreneur became intrapreneur. The intrapreneurs are entrepreneurs who work in government organization. The intrapreneur's activity is restricted by the government's current legislation; he does not necessarily increase his personal wealth; the government's capital restricts the range of his initiative to take risks; the time he has at his disposal to try out new ideas is limited; and he is accountable to his superior for any mistakes he makes.

Pinchot (1985: 54-56), Kao (1991: 7), Lessem (1992: 17), and Hisrich and Peter (1992: 516) have identified the characteristics of an intrapreneurship. On the basis of the afford-mentioned views, the following characteristics of an intrapreneurship can be put forward: a strong motive to achieve goals, vision of the future, innovativeness, creativity, willingness to adjust oneself, to negotiate, to take risks and to learn from mistakes, business intuition, commitment to work hard, strong sense of responsibility, discipline, self-confidence, concern for the satisfaction of other people, skills (conceptual, social, technical, managerial), family background of entrepreneurial, background of vocational education, an attitude of independence from a system-oriented working style.

The factors that affect these characteristics are the organizational context, and regulations for implementation. The regulations for implementation in this case are restricted to those on the regulations of School Integrated Development (SID) as stated by Anonymous (1989: 1-2) covering: organization, management, and administrative staffs; physical facilities; improvement in teaching-learning processes; provision of operational costs; development of professional attitude; implementation of the entrance examination and professional examination; tracing of graduates' employment; improvement in co-operation with industries and partner institutions; and refresher courses for teachers and school board of management.

Supandi (1982: 272) and Widodo (1990: 129) have found that the entrepreneurial quality of the VHS students is low. These studies investigate another important element in the management of VHS, i.e., the intrapreneurship leadership of principals. The findings of Wendrich et.al. (1988: 61), Danandjaya (1986: 64), Wongkar (1990: 179), Usman (1994: 188), and Syaife'i (1995: 5) generally indicate that educational leadership in Indonesia tends to be authoritarian.

Researches on organization context as undertaken by Salim (1989) and Irsyad (1995) show that the organizational climate has positive effects on the principals' leadership and the implementation of regulations. Research on implementation of regulations (Wongkar, 1990 and Anisah, 1995) indicate that principals tend to implement regulations so rigidly that they obstruct the development of educational aspects.

METHOD

The research adopted a qualitative method and a naturalistic inquiry approach. The stages were as follows. First of all, the researcher made a preliminary study of the state of the art. This was followed by participation observation, in-depth interview, and relevant documentary study. The participation observation about social situation involved STMN 5 principal as actors, his activities, and STMN 5 Bandung as place. The major dimensions of social situation were space, actor, activities, object, act, even, time, goal, and feeling (Spradley, 1980: 78). Then a pre-design was made and presented to prospective supervisors in a seminar. This was intended to make the design adjustable, and presented again in seminars until it was finally approved by the prospective supervisors. With this approval, it was possible for the researches to arrange the administrative documents/papers (official letter of appointment of supervisors and clearance to do research). Then the field-work began, collecting data from respondents who continually increased in number (snowball) method, and then analyzing the data.

The research was held in STMN 5 Bandung for four years from April 1993 to April 1996. The key informant person was the principal of STMN 5. The snowball respondent were assistant of the principals of STMN 5, STMN 5 student, STMN 5 teachers, STMN 5 supervisor, and the members of group of the principal STMN.

The sample of the study consisted of only the sources that could provide information, i.e., people interviewed or situations observed, and they were purposively selected in relation to the objective of the study. Respondents were asked to recommend other people who could provide information (or the researcher himself made his own selection of different respondents), and these new respondents were asked to do the same again. This process was repeated until a point was reached when the respondents no longer provided significant new information.

The procedure of data collection consisted of participation observation, in depth interview, and documentation. Data analysis was made from the beginning to the end of the study because data collection was impossible without analysis. By adopting a qualitative method, the analysis made possible to devise an emergent research design throughout the research. This procedure was repeated until there were no contradictory cases any more. The results of the research were then written in the form of a report. Then the report was tested on its trustworthiness in terms of credibility, transferability, dependability, and confirmability. The credibility was obtained by extending the research time, making intensive continuous participation observation, triangulation, discussion with another people and colleagues, analyzing negative cases and references, and number check. Transferability was obtained by conducting research in another location. Dependability and confirmability were ensured by producing a research report according to data category and audit trail by supervisors and respondents. If during the process of supervision, new fundamental questions came up, the research was requested to do field-work again to obtain more data until they became redundant.

RESULTS

The research found that 21 characteristics of intrapreneurship leadership of the principals of VHS in Bandung with the acronym of TEKNIK, namely, Terampil (Skill): (1) conceptual the skill, (2) technical skill, (3) social skill, (4) managerial skill. Etos kerja (Work Ethos): (5) motive of achieving organizational objectives, (6) vision of the future, (7) innovativeness, (8) creativity, (9) willingness to adapt oneself, (10) commitment to work hard, (11) an attitude of independence from a system-oriented working style, (12) high responsibility, (13) high discipline, (14) concern for satisfaction of others, and (15) self-confidence. Keberanian mengambil

resiko (Risk taking): (16) to take the risk with full consideration, (17) to learn from mistakes. *Negosiasi* (Negotiation): (18) to negotiate by win-and-win method. *Intuisi bisnis* (business intuition): (19) market speculation. *Keluarga berlatarbelakang wiraswasta* (Family background): (20) family background of entrepreneurial, and (21) vocational educational background.

This research found that the dominant motive of achieving organizational objectives tended to put more emphasis on the textual guidelines for SID rather than the contextual needs of the people within the school organization. This research also found that the staffs who organized another in VHS Bandung are deprived of a genuine school management.

This research founds that the SID regulations, which are identical with state administration, were used by another principal of VHS Bandung to achieve the goal of his school with a sense of dedication, awareness, and responsibility, but were constrained by existing educational resources. His staffs dutifully carried out all the regulations in a spirit of devotional obligation and they were proud to claim that their school was the best SID Model in West Java.

DISCUSSIONS

The dominant motive of achieving organizational objectives tends to put more emphasis on the textual guidelines for SID rather than the contextual needs of the people within the school organization. This fact can be a hindrance to the conduct of the leadership of another VHS in Bandung, Indonesia, needing of a balance between the achievement of organizational objectives and individual objectives. This finding supports the previous researchers, Danandjaya (1986); Wongkar (1990); Hersey and Blanchard (1993); Salam (1994); and Usman (1994) who concluded that there was a tendency of the principal's leadership to be administrative rather than educational. These same findings were not surprising because the subjects of the research had similar characteristics, i.e., they were principals of government schools. On the other hand, this finding is different from the research done by Getzel and Guba in (Wendrich, 1988), Blake et.al, Likert, and the Ohio Group in (Hersey and Blanchard, 1993), who concluded that the leaders of private industries tended to be democratic. This difference was caused by the fact that the characteristics investigated were of those working in private industries, not in government educational institutions.

The motive for the achievement of objectives is related to directions and examples set by a principal's superior. The principal and his staffs tended to be oriented toward task performance rather than a human relationship because of the prevalence of the paternalistic culture with its centralistic bureaucracy. They were also influenced by the Indonesian culture in which status loss is dreadful. In relation to this cultural aspect, as a matter of fact, many Indonesians work in the spirit of fear of the supervisor, not in compliance with the regulations. Discipline drops when the supervisor or superior is not around. As a result of the dominance of the motive to achieve objectives, there were eight qualities of the principals' leadership with fairly high ratings: (1) motivation of achieving objectives, (2) commitment to work hard, (3) high responsibility, (4) discipline, (5) conceptual skill, (6) technical skills, (7) family background of entrepreneurial, and (8) vocational educational background; where as the other 13 qualities received lower ratings, i.e., (1) vision of the future, (2) innovativeness, (3) creativity, (4) willingness to adapt oneself, (5) to negotiate, (6) to learn from mistakes, (7) market speculation, (8) self-confidence, (9) concern for satisfaction of others, (10) high responsibility, (11) social skills, (12) managerial skills, and (13) an attitude of independence from a system-oriented working style. So, there are 21 characteristics of intrapreneurship leadership and as an expansion of Pinchot's invention. Performance achieved through the authoritarian leadership style is categorized marginal. If the VHS principals have not exhibit those characteristics, the self-development in the process of making decisions in curriculum is difficult to establish. In improving the VHS quality, the development of the leadership quality requires electing and appointing system of VHS principals who demonstrate intrapreneurship capability besides other requirements. Therefore, the training and coaching materials for candidates of VHS principals should include intrapreneurship leadership concept based on belief and piety, and science, technology, and art as one of its main subject matter.

In order to balance the achievement of organizational objectives and individual objectives the principals of VHS are required to develop a transformational leadership and implement rules and regulations in a creative, innovative, and productive atmosphere by adapting the TPM (Total Productive Management) concept in activating the potentials of educational resources. A leader is not only a person who is competent in his job,

but a person who is sensitive to the feelings of other people. As a consequence: (1) lack of independence, (2) teachers' low salaries, (3) lack of readiness to be independent, (4) lack of investment and operational cost, and (5) incapability of marketing skills.

The staffs who organize another VHS in Bandung are deprived of a genuine school management because all the regulations (including SID) have been made by outsiders. The regulations are identical with state administration that tends to demotivate people within the organization from being creative and innovative. This finding supports Sutisna (1987), Sanusi (1988), Salim (1989), and Irsyad (1995) who find that the staffs tend to wait for instructions, and they follow instructions simply in order to reach a target for the sake of formality. These same findings are not surprising because the subjects under the study have the same characteristics i.e., they are principals of government schools. In other hand, studies by Getzel and Cuba (Wendrich, 1988), Blake et.al, Likert, and the Ohio Group (Hersey and Blanchard, 1993) show that the staffs within the organization tend to find the best ways to achieve objectives. Their subjects of study are staffs in private industries.

The way another VHS Bandung principal organizes his school is by first understanding the philosophy, mission, vision and evaluation system in his school; then he will transmit this information, motivation, and simulation, orally and in writing. The procedure is done this way because it has been in practice for a long time, i.e., regulations are implemented through interactions, decisions from the central office in Jakarta, often without due considerations of the readiness of educational resources in a particular school. Moreover, such instructions make the school staffs in regions less creative and innovative, and it is very likely that they have become accustomed to waiting for instruction from superiors. These top-down instructions, in many ways, have not been able to bring about significant change. At the same time, the educational resources in school are not yet ready, and can not be expected to make changes. The numbers of educationists agree which this is the present situation in many schools. At VHS, independent decisions are more concerned with learning-teaching processes. Organizational matters are decided by people outside the organization. Any decisions that the school makes are originally requests, suggestions or recommendations from the school that are subject to approval by a supervisor staff before they become decisions. Therefore,

independence hardly exists in schools. If decision-making is entirely in the hands of the central office, then school management is equal to state administration. This result shows the fact that the school staffs, especially the principals, are extremely strict in implementing decisions. It is reasonable, therefore, there only seven of the organizational aspects which received fairly high rating on assessment: (1) roles, (2) system of the human resources development, (3) system of communication, (4) conflict, (5) mission, (6) objectives, and (7) growth; whereas the other five aspects, i.e., (1) educational resources, (2) organizational culture, (3) type of organization, (4) policies, and (5) out-of-school environment received lower ratings. The staff's performance is restricted to the implementation of the curriculum with no creativity, innovation, and productivity. As for the implementation of the SID concepts, regulations are carried out in ways that are uniformistic, paternalistic, centralistic, bureaucratic, and minimalistic, which prevent the principal and his staffs to be creative, innovative, and productive. Efforts to overcome this problem should be made by creating a conducive climate within the organization that can develop the mental and intellectual courage of the people within the organization through the application of TPM.

The SID regulations, which are identical with state administration, are used by another principal of VHS Bandung to achieve the goal of his school with a sense of dedication, awareness, and responsibility, but are constrained by existing educational resources. This finding supports Sutisna's statement (1987) that the management system of the school was extremely centralistic, and that the implementation of regulations was not backed up by the existing educational resources. The finding also supports the research done by Wongkar (1990) and Anisah (1995) which found out the system of management in state school was centralistic.

The implementation of regulations concerning SID is tied up with the obligation to conform to the regulations as practiced in state administration. Complete uniformity, centralized command, and obedience to the authority of superiors are features of the dominant values held by the decision-makers at VHS. As a result, out of ten components of SID five received fairly high ratings: (1) organization, management, and administrative staffs; (2) physical facilities; (3) improvement in teaching-learning processes; (4) provision of operational costs; and (5) development of professional attitude.

The other five components, namely, (1) provision of operational costs; (2) development of professional attitude; (3) professional examination; (4) tracing of graduates' employment; and (5) improvement in cooperation with industries and partner institutions were still not running properly. This is caused by shortages of funds, personnel, means of transportation, and lack of attention from business circles and industries. With regard to the centralistic regulations, one of the VHS Bandung is still a long way from being prepared to establish the foundation for the development of an intrapreneurship leadership.

Efforts to cope with this situation should include the following strategies: (1) the principal of VHS Bandung, together with the members of Council of VHS, should put forward a proposal to revise the regulations concerning the implementation of SID recommending active involvement of all the principals, and (2) the principals are well-advised to maintain contact with business people.

This is the limitation of the research. If a generalization based on the results of the research is associated with the research coverage, i.e., VHS principals in the Municipality of Bandung, then this generalization within a qualitative method is considered at the level of transferability. A generalization is valid if the research results are applicable to a situation or a social context whose characteristics are similar to the characteristics of the social context under study.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The implementation of the SID in the VHS in Indonesia demonstrates the leadership style that tends to be authoritarian that does not represent the intrapreneurship leadership characteristics. This conclusion shows 21 characteristics of intrapreneurship leadership and as an expansion of Pinchot's invention. As a result of the dominance of the motive to achieve objectives, there are eight qualities of the principals' leadership received fairly high rating and 13 qualities received lower ratings. Performance achieved through the authoritarian leadership style is categorized marginal because it has not been fully supported by the conducive organizational context in carrying out the idealistic SID policy. If the VHS principals have not exhibited the 21 characteristics, the self-development in the process of making decisions in curriculum is difficult to establish. In increasing the VHS quality, the development of the leadership quality

requires electing and appointing systems of VHS principals who demonstrate intrapreneurship capability besides other preconditions as stipulated by the decision of the Minister of Education and Culture. Therefore, the training and coaching materials for the candidates of VHS principals should include intrapreneurship leadership concept based on belief and piety, and science, technology, and art as one of its main subject matters.

Suggestions

The principals of VHS Bandung and his staffs should: (1) in conjunction with the members of the Council of VHS put forward a proposal to revise the regulations concerning the of SID, and (2) maintain contacts with business circles, whether officially or personally, in efforts to raise funds.

The Department Head and Director of VHS, and Director General of Primary and VHS should: (1) hold a training program in intrapreneurship and TPM; (2) consider the possibility of marking this program as a requirement for appointment of principal of a VHS, and periodically assess the effect of this program on a principal's leadership (change in behavior); (3) avoid excessive interference with the internal affairs of a school; (4) provide professional staff for vocational guidance, tracing of graduates, co-operation with business and industries, professional examinations, assistance in refresher/upgrading courses for teachers and school management; produce a manual containing guidelines dealing only with basic principles; (6) create a conducive atmosphere (for total reformation) which enables the staffs to develop a certain amount of courage (cognitive, ethical, and communicative) in accordance with their fields; and (7) create opportunities for the principals of VHS to be innovative, creative, and productive in managing the school.

The academic discipline of Educational Administration should undertake further research to test the validity of the concepts based on the findings of this research.

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