

## **The Correlation Between Principal Entrepreneurship Competence, Teacher Professional Competence, Work Motivation and Production Unit Result in Vocational School Banjarmasin**



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**ABSTRACT:** The purpose of this study is to analyze the direct and indirect correlation between principal entrepreneurship competence, teacher professional competence, work motivation, and production unit results at state vocational schools in Banjarmasin. The method used in this study was a descriptive correlational using a path analysis model to analyze correlation patterns between variables. The study population was 240 teachers from 5 State Vocational Schools located in Banjarmasin and 150 respondents were taken as research samples using the Proportionate Random Sampling technique and proportional allocation formula. Data collection was done through questionnaire instruments and data analysis used descriptive analysis, classical assumption testing, hypothesis testing, and path analysis. The results of the analysis of this study showed that there is a correlation between principal entrepreneurship competence and production unit results, there is a correlation between principal entrepreneurship competence and teacher work motivation, there is a correlation between teacher professional competence and production unit results, there is a correlation between teacher professional competence and teacher work motivation, there is a correlation between teacher work motivation and the results of the production unit, there is a correlation principal entrepreneurship competence and production unit results through the motivation of the teacher's work and there is a correlation between the professional competence of the teacher and the results of the production unit through the motivation of the teacher's work.

**KEYWORDS:** entrepreneurial competence, professional teachers, motivation, production unit results

### **INTRODUCTION**

The production unit is an activity at vocational schools or Sekolah Menengah Kejuruan (SMK), especially to provide training for students in the application of productive subject learning so that students have expertise in certain areas of expertise and as a place to learn student practice in order to get experience such as conditions in the industrial world (Suyanto, 2016). The benefits of vocational high school production units or services are as a source of student learning and educational funding. The fact shows that the school has not fully accomplished the implementation of production unit operations. Production unit activities carried out at SMK in Banjarmasin carried out by schools are only engaged in the boundary of renting school building stalls and school halls. It does not yet reflect the activities of students in their expertise in SMK where school students practice the skills of each competency in SMK. This problem is a reality that has occurred; therefore, it requires a strong commitment from teachers and principals to carry out professional management of production units.

Several factors that can affect the implementation of production unit activities at SMKN in Banjarmasin such as expertise or entrepreneurial competence of the principal. One of the dimensions of the principal's competence is entrepreneurship. Sirajuddin (2022) stated that the purpose of developing entrepreneurship for principals is for them to be innovative, hardworking, strongly motivated, unyielding, and creative in finding the best solutions to be an example for their school residents. Production unit activities require creative, innovative, risk-facing leaders with foresight. As a leader in the school, the principal is the person in charge who has entrepreneurial competence and is needed to encourage the realization of production unit activities.

The next factor affecting the production unit's results is the teacher's professional competence. Teacher competence is related to the authority to carry out their duties, in this case in using the field of study as learning material that acts as an educational tool, and pedagogical competence is related to the teacher's function in paying attention to the behavior of learning students (Djohar, 2016). The correlation between the professional competence of teachers who are suitable for managing production units is like management in the industry. The results of the study (Aminuddin, 2020) concluded that teachers could carry out learning to improve production units can be carried out in intra- and extra-curricular activities in schools, making the results of production units as learning media and providing benefits to students and schools.

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The next factor is work motivation, both by the principal, teachers and students. Work motivation for teachers is an impulse that arises from within, consciously or unconsciously, to carry out their duties as teachers in achieving their goals. Motivation will foster a sense of more care, responsibility, loyalty and discipline in carrying out their duties as a teacher (Azizah, 2022). Motivation is essential because motivation can be a support for the spirit of one's behavior to improve work discipline, because people who have high motivation in work will do as much as possible to avoid mistakes at work and be able to manage time well through high discipline to achieve optimal results. To carry out this production unit that the community can term requires high sincerity, expertise, and motivation.

Seeing the phenomenon that occurs, the research aims to determine the correlation between the leadership of the principal's entrepreneurial competence, the professional competence of teachers, and work motivation to increase production results from production units at state vocational schools in Banjarmasin so that schools are carrying out production unit activities optimally and some carry out production units only on specific skill competencies. The results of the research are expected to be used to provide input or suggestions to schools so that the management of production units can be carried out professionally so that the results of products or services become more improved in quantity and quality.

### METHODOLOGY

The type of research used was a quantitative research with correlation research techniques trying to determine how strong the correlation or effect there is between the variables of entrepreneurial competence (X1), teacher professional competence (X2), work motivation (Z), and (Y) the results of production units both directly and indirectly. The research population was 350 teachers from 5 vocational schools in Banjarmasin and 150 teachers were used as research samples using simple random sampling technique and proportional allocation formulas. Data collection using questionnaire instruments and data analysis using descriptive analysis, classical assumption test, hypothesis test and path analysis including regression test steps, partial test (T-test), determinant test and Sobel test.

### RESEARCH RESULT

Descriptive statistics analyzing questionnaire result data describing respondents' responses regarding the variables of Entrepreneurial Competence of Principals, Teacher Professionals and Work Motivation with Production Unit Results can be seen in Table 1. After the prerequisite test was met, it was continued with hypothesis testing through path analysis. The summary results of the analysis are shown in Table 2.

**Table 1. Descriptive Statistics of Research Variables**

	Minimum Score	Maximum Score	Mean	Category
Principal Entrepreneurial Competence	110,00	168,00	142,68	High
Teacher Professional	85,00	131,00	108,79	High
Work motivation	107,00	169,00	138,84	High
Production Unit Results	88,00	131,00	107,27	High

**Table 2. Summary of Path Analysis Results**

correlation between Principal Entrepreneurial Competence, Teacher Professionalism and Work Motivation with Production Unit Results				
Variable	Path coefficient	Partial-test (t-test)		Determination Test
		Sig.	t-count	
Principal Entrepreneurial Competence	0,321	0,013	2,495	78,4%
Teacher Professional	0,227	0,021	2,339	
Work motivation	0,360	0,005	2,632	

**Table 3. Summary of the Direct Effect Hypothesis Test Results**

correlation between Principal Entrepreneurial Competence and Teacher Professionals with Work Motivation				
Variable	Path coefficient	Partial-test (t-test)		Determination Test
		Sig.	t-count	
Principal Entrepreneurial Competence	0,684	0,000	12,847	92,1%
Teacher Professional Competence	0,297	0,000	5,569	

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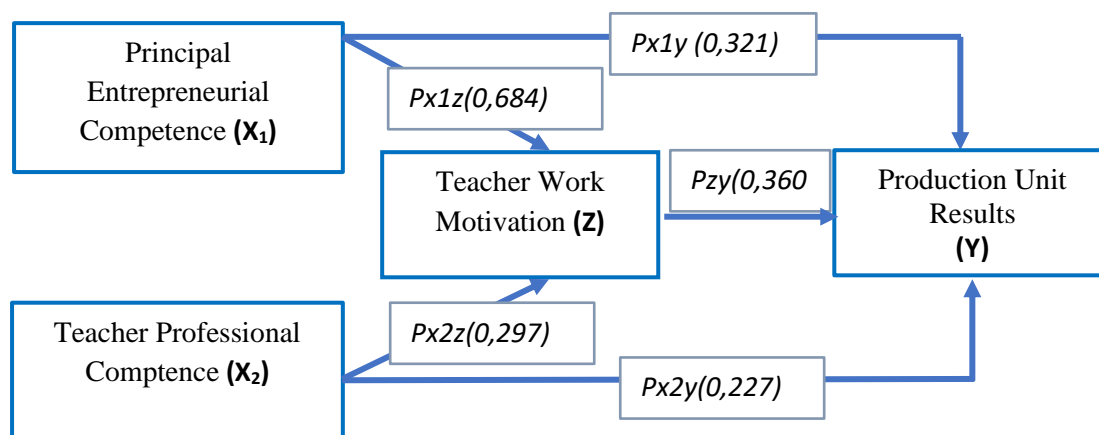


Figure 1. The path analysis on direct correlation

Table 4. Summary of Indirect effect Hypothesis Test Results of  $H_1 - H_5$

Hypothesis		Sig.	Decision
$H_1$	There is a direct correlation between the principal's entrepreneurial competency variable (X1) and the results of the production unit (Y).	0.013	Accepted
$H_2$	There is a direct correlation between the principal's entrepreneurial competency variable (X) and the teacher's work motivation (Z).	0.000	Accepted
$H_3$	There is a direct correlation between the variable teacher professional competence (X2) and the results of the production unit (Y).	0.021	Accepted
$H_4$	There is a direct correlation between the variable teacher professional competence (X2) and the teacher's work motivation (Z).	0.000	Accepted
$H_5$	There is a direct correlation between the teacher's work motivation variable (Z) and the results of the production unit (Y).	0.005	Accepted

Table 5. Summary of Indirect effect Hypothesis Test Results of  $H_6 - H_7$

Hypothesis		Coefficient correlation		Sobel Test t-count	Decision
		Direct	Indirect		
$H_6$	There is an indirect correlation between the entrepreneurial competence of school principals through teachers' work motivation and the results of production units.	0.321	0.246	2.557	Accepted
$H_7$	There is an indirect correlation between teacher professional competence through work motivation variables and production unit results.	0.227	0.107		

### A. The Correlation Between Principal Entrepreneurial Competence and Production Unit Results at SMK Negeri in Banjarmasin

Based on the results of the path analysis test, it can be seen that there is a significant correlation between the variables of the principal's entrepreneurial competence and the results of production units at SMK Negeri in Banjarmasin. The results of this study are supported by Metroyadi et al., (2021) to which they concluded that there is a correlation between the leadership of the principal and the results of the production unit are included in the strong category. The results of the study Tamam et al., (2022) and Wibowo (2019) who concluded that the leadership of the principal had a positive and significant effect on the results of the production unit could be accepted or supported by the reality that occurred in this research object. This means that the better the implementation of the principal's leadership, the results of the production unit will increase.

Such entrepreneurial competence can be obtained through learning in the school's production unit. To realize this effort, it is necessary to manage academically and professionally by the principal and support all resources of education providers at SMKN Banjarmasin, so that the production unit of SMKN Banjarmasin can be optimized for its use both as a learning resource and as a source of educational funding at SMKN Banjarmasin. The principal's entrepreneurial leadership has a positive correlation with the results of the production unit at SMKN Banjarmasin. Achieving the goal of the production unit one of the most decisive factors is

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the ability of the principal to develop his entrepreneurial spirit (instinct) in the management of the school production unit. In this case, the principal's entrepreneurship is interpreted for educational purposes of a social nature, not for the benefit of businesses that commercialize schools. Entrepreneurship in the field of education taken is its characteristics such as being innovative, working hard, strong motivation, never giving up, being creative, good at finding the best solutions, and having entrepreneurial instincts.

Some of the research that is in line with the correlation between the principal's entrepreneurial competence and the results of the production unit are Oktavia (2020); Wibowo (2019), the results of this study show that there is a significant positive effect between the principal's entrepreneurial management on the development of production unit results. This correlation shows that the more positive the principal's entrepreneurial management, the higher the results of the production units achieved.

### **B. The Correlation Between Principal Entrepreneurial Competence and Work Motivation at SMK Negeri in Banjarmasin**

There is a significant correlation between the principal's entrepreneurial competence variables and teachers' work motivation at SMK Banjarmasin. This study's results support previous researchers such as Ngadimun et al., (2020) and Saleh et al., (2020) who concluded the correlation between the principal's entrepreneurial competence variable to work motivation.

Leadership is closely related to motivation because the success of a leader in moving others in achieving predetermined goals depends on authority, and also the leader in creating motivation in every subordinate, colleague or superior of the leader himself/herself. A leader motivates his followers through his own leadership behavior which will result in the achievement of individual and group goals. In this case, motivated followers will try to achieve their goals voluntarily, which will later produce job satisfaction for these subordinates or followers.

Entrepreneurial competence to increase the motivation of teachers and students is done by creating innovations that are useful for school development, providing an example of working hard to achieve school success as a practical learning organization, instilling teachers and students with strong motivation to succeed in carrying out their main tasks and functions, never giving up and always looking for the best solution in facing the obstacles faced by the school. Research results by Aslamiah et al., (2018) and Ngadimun et al., (2020) concluded that there was a significant direct effect of the principal's entrepreneurship on motivation.

### **C. The Correlation Between Teacher Professional Competence and Production Unit Results at SMK Negeri Banjarmasin**

The results of the path analysis test showed that there is a significant correlation between the professional competence of teachers and the results of production units at SMK Negeri in Banjarmasin. The results of the study by Aslamiah et al., (2018)) concluded that 37.11% of teacher competency levels affect the development of production unit results. So, teachers who have high professional competence, of course, will have greater ability to carry out their duties and responsibilities well in the effort to develop the results of the production unit.

The correlation of the teacher's professional competence to the results of the production unit is the first, the existence of the teacher in the classroom is as a manager of the field of study, that is, the person who plans, implements and evaluates the learning outcomes of students in school. Furthermore, the teacher in the school determines the success of the student, therefore if the student has yet to succeed then the teacher needs to hold remedial or tutoring because teachers who can plan and carry out learning evaluations are professional.

This result also strengthens the results of previous research that has been carried out by Wibowo (2019) in his research concluded that teacher professionals have a positive and significant effect on the achievement of production unit results. Another study conducted by Ngadimun et al., (2020) stated that teacher competence is positively and significantly related to the results of production units. The same result was found by Saleh et al., (2020) that there was a correlation of positive and significant teacher performance variables to the production unit outcome variables.

### **D. The Correlation Between Teacher Professional Competence and Work Motivation at SMK Negeri Kota Banjarmasin**

Based on the results of the path analysis test, there is a significant correlation between the variables of teacher professional competence and work motivation at SMK Negeri in Banjarmasin. In order to achieve the above expectations, education requires professional educators or teachers. So teachers who have high professionalism are needed to deal with situations regarding learning motivation.

Teachers must be able to encourage students so that students are willing to learn and motivated to achieve the desired goals A good teacher correlation in the learning process will effect student learning motivation. Professional teachers cannot only motivate students in terms of learning, but also must be able to provide solutions to students with complex problems, both family and community problems. The results of this study support previous research such as Aslamiah et al., (2018); Ngadimun et al., (2020); Wibowo (2019) which presented the same results in research on the existence of teacher professional competence and work motivation.

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### **E. The Correlation Between Work Motivation and Production Unit Results at SMK Negeri in Banjarmasin**

The research results from the regression equation show a positive correlation between work motivation and the results of production units at SMK Negeri in Banjarmasin. Teachers play an essential role in fostering motivation in the learning process; teachers have a closer correlation with students than with the principal so that teachers will know the talents and interests that exist in students, which will later be developed in the results of production units.

Furthermore, students as the main target of the production unit results program, the success or failure of the production unit results program run by the principal is very dependent on the motivation of students, if the motivation of students is able to explore their hidden talents and interests by producing a product or service that can be useful for themselves or others, then the activities of the production unit can be said to be in accordance with the objectives.

The results of this study are supported by research that has been carried out by Ngadimun et al., (2020); Sutriyati, (2020); Suhaimi et al., (2022) concluded that the positive correlation between work motivation and production unit results, this is evidenced by the higher the work motivation, the higher and the results of the production unit. Conversely, the lower the work motivation, the lower the output of the production unit.

### **F. The Correlation of Principal Entrepreneurial Competence Through Work Motivation and Production Unit Results**

The Sobel test calculation states that there is an indirect correlation between the principal's entrepreneurial competence variable and the results of the production unit through the work motivation variable, with the Sobel test calculation showing that work motivation can function as a mediation/intervening of the correlation between the principal entrepreneurial competence and the results of the production unit at SMKN Banjarmasin. Research in line such as Tamam et al., (2022); Metroyadi et al., (2021); Octavian (2020); Wibowo (2019) concluded that the higher the level of entrepreneurial competence in carrying out their duties, the higher the work motivation possessed by the teacher which is reflected in the achievement of high production unit results.

The implementation of entrepreneurship education in the Banjarmasin vocational high school has been utilizing production units. The principal's competence towards motivation can be seen from the production-based training vehicles for students; a vehicle for growing and developing an entrepreneurial spirit in vocational high school students; means of direct productive practice for students; assistance with funding for maintenance, facility additions, and other educational, operational costs; and increase the spirit of togetherness, because it can be a vehicle to increase students' productive activities and provide 'income' and improve welfare school residents.

### **G. The Correlation Between Teacher Professional Competence through Work Motivation with the Results of Production Units at SMK Negeri in Banjarmasin**

Based on the Sobel test calculation results shows an indirect correlation between the variables of teacher professional competence through work motivation with the results of production units at SMK Negeri in Banjarmasin. So, the mediating variable of teacher work motivation is significant. Thus, it can function as mediation/ intervening in the correlation between teacher professional competence and the results of production units at SMK Negeri Kota Banjarmasin.

The success of education in schools is primarily determined by the success of teachers in managing the implementation of classroom teaching and the professional competence of teachers and other resources available in schools. Teachers are one of the components of education that effect student achievement, in this case, is the results of production units. Teachers with professional work are responsible for implementing educational activities, school administration, fostering the potential of other students, and utilizing and maintaining facilities and infrastructure. It is becoming more critical as the demands of the teacher's task become more complex, which requires more effective and efficient motivational support.

Teachers also motivate students never to give up and the best alternative solutions are realized by overcoming competition with other schools at the same level, namely in a non-promotional way but through improving performance and increasing the use of information technology, preparing prospective student graduates as well as possible and collaborating with various parties. These results are in line with the study by Ngadimun et al., (2020); Aminuddin (2020); Metroyadi et al., (2021) and Suriansyah et al., (2021), the results of their research concluded that there was a significant correlation between the professional variables of teachers through intervening variables, namely work motivation related to the results of production units.

## **CONCLUSION**

In conclusion, there is a correlation between the principal entrepreneurial competence and the results of the production unit. Second, there is a direct correlation between the principal's entrepreneurial competence and work motivation. Third, there is a correlation between teacher competence and production from the production unit. Fourth, there is a direct correlation between teacher professional competence and work motivation. Fifth, there is a correlation between work motivation and production from the unit production. Sixth, there is a correlation of entrepreneurial competence through work motivation to the production results of the



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production unit. Finally, there is a correlation of professional competence of teachers through work motivation to the production results of the production unit.

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