HEADMASTER LEADERSHIP IN IMPROVING STUDENT ENTREPRENEURSHIP CREATIVITY AND INNOVATION
(Case Study at SMK HKTI 2 Purwareja Klampok Banjarnegara) and SMK Al-Huda Kaliabu Salaman Magelang)

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ABSTRACT

This research is motivated by the low entrepreneurial competency of vocational school students, which has an impact on the lack of vocational school graduates who become entrepreneurs independently/open new job opportunities. This is because entrepreneurship education in schools has so far only touched on the level of introducing norms or values, not yet at the level of internalization and real action in everyday life. The purpose of this research is to determine and analyze the Principal's Leadership Management in increasing student creativity and Entrepreneurial Innovation. The research was conducted at SMK HKTI 2 Purwareja Klampok and SMK Al Huda Kaliabu Salaman Magelang with research subjects being principals, deputy principals, teachers and students. The policy underlying this research is Minister of National Education Regulation Number 13 of 2007 concerning Competency Standards for School/Madrasah Principals. This research is based on strategic management theory according to Thomas L Wheelen and J. David Hunger. The research method used is a case study. Research Results: 1) Vocational headmaster carry out transformational leadership characteristics, so that the principal has a high entrepreneurial ethos and can work together and mobilize the school community to create an entrepreneurial culture at school and outside school. 2) The Principal has implemented strategies to improve the quality of graduates but has not maximum. This is proven by the school only formulating the vision, mission and goals of the school, and establishing policy guidelines for achieving graduate competency, so that development, but to achieve these goals has not been outlined in the School Work Plan. 3) The implementation of entrepreneurship programs in vocational schools has been integrated with education and entrepreneurial values are very high and entrenched in schools. 4) There are several obstacles for headmaster in efforts to increase student creativity and entrepreneurial innovation, including less relevant learning methods and skill competencies, less effective teaching factories, and a lack of establishing partnerships with the business world, industrial world and the world of work. 5) There are solutions to overcome obstacles for headmaster in efforts to increase student creativity and entrepreneurial innovation, including vocational school students who are required to increase teacher competency in implementing learning technology, designing curriculum and facilitating facilities and infrastructure according to business and industry standards, organizing teaching factories and establishing collaborations. with partner agencies. The conclusion of this research is that the Principal has attempted to increase student creativity and entrepreneurial innovation through various programs in the field of expertise held, but the results have not been optimal.

INTRODUCTION

The root problem of this research is the low entrepreneurial competence of vocational students, which has an impact on the lack of vocational graduates who are entrepreneurs independently or open new jobs. This is due to entrepreneurship education in schools so far has only touched on the level of introduction of norms or values, not yet at the level of internalization and real action in everyday life.

From the headmaster is expected to have confidence as a strong aqidah base to make strategic decisions. Headmasters as leaders must also maximize their roles and functions, act in line and in harmony with all school members to implement entrepreneurship programs in accordance with the school's strategic plan and RKAS, so that they are expected to utilize all school resources in an effort to improve student entrepreneurship competencies.

The general purpose of this research is to find out, examine and analyze the headmaster's leadership in enhancing students' entrepreneurial creativity and innovation.

The specific purpose of this research is to know, examine and analyze the headmaster's leadership style, strategy, entrepreneurship program, obstacles faced by the headmaster and solutions to overcome the obstacles of the headmaster's leadership in increasing creativity and innovation of student entrepreneurship at SMK HKTI 2 Purwareja Klampok Banjarnegara and SMK Al Huda Kaliabu Salaman Magelang.

The Grand Theory underlying this research is the Transformational leadership theory of (Burn, 1978 & Bass, 1985, which states: "Transformational leadership motivates subordinates to work to achieve organizational goals and satisfy their needs at a higher level" Source: (Files.Wordpress.com/2008/03/09- Leadership Theory)

Some characteristics of transformational leadership:
1. Transformational leadership transformation process: Encourage and raise subordinates' awareness and show them how to achieve it; put group interests first and elevate subordinates' needs.
2. As a result of transformational leadership: subordinates feel trust, admiration, loyalty, and respect and subordinates are motivated to do more than what is usually done and expected.
3. Behavioral Characteristics of Transformational Leadership;
   a. Charismatic Behavior; arises from rapidly changing, critical and stressful situations. Uses influence to support their imagination.
   b. Inspirational; evokes emotional qualities, feelings of excitement, encourages institutions, kindness in others.

c. Intellectual stimulation; the goal is to improve the ability of subordinates, emphasizing logic, analysis, rationality to generate innovation, new ways of solving problems, understanding the concept of thinking.

d. Individualized consideration; expressing job appreciation for work, constructively criticizing subordinates, providing special work so that subordinates' confidence rises, using subordinates' special talents and providing opportunities to learn. (Source: Wordpres.com/2008/03/09-theories of leadership)

The Middle Range Theory of this research is the Path Goal leadership theory developed by Robert House. The essence of this theory is that the leader is tasked with providing information, support, or other resources needed to followers so that they can achieve their various goals. Robbins (Zaelani & Setiaji, 2012: 87).

The Operational Theory of this research is the Kirzerian Entrepreneurship theory. Kirzer's theory highlights human performance, his tenacity, seriousness, seriousness to be independent in business, so that the progress and decline of a business depends on the efforts and tenacity of the entrepreneur. Kirzer uses the Misesian view of "Human Kirzer", in analyzing entrepreneurial. According to Kirzer, "by utilizing superior knowledge, an entrepreneur can generate profits". Kirzer also says, "This insight is simply that for any entrepreneurial discovery creativity is never enough: it is necessary to recognize one's own creativity." Dewi (2017:41).

In relation to the research title, these theories are very relevant to be applied in this study. Headmasters as leaders should be able to carry out management functions as much as possible to provide information, support and manage all school resources so as to improve student entrepreneurship competencies.

RESEARCH METHODOLOGY

The method used in this research is a case study. This research focuses intensively on one particular object studying it as a case. Case studies come from the English translation a case study or case studies. The word "case" is taken from the word case which according to the Oxford Advanced Learner's Dictionary of Current English (1989: 173) is defined as

(1) an instance or example of the occurrence of something..;

(2) actual state of affairs, situation; and

(3) circumstances or special conditions relating to a person or thing.

In order, this means

(1) an instance of something happening,

(2) The actual condition of the state or situation, and

(3) a particular environment or condition about a person or thing.

According to Prof. Dr. H. Mudjia Raharjo, M.Si. (2017: 5) concluded that a case study is a series of scientific activities carried out intensively, in detail, and in depth about a program, event, and activity, either at the level of an individual, group of people, institution, or organization to gain in-depth knowledge about the event. In general, the target of case study

research is something that is actual (real-life) and unique, not something that has passed or the past.

One of the important things to consider in choosing a case study method is the researcher's interest in the depth of the case of the low number of SMK student graduates who are entrepreneurs after graduation. By using the case study method, it is expected that researchers can explore data and information intensively, in detail and in depth. As Arikunto (2002: 10) argues, a case study is an approach that is carried out intensively, in detail and in depth to certain symptoms.

RESULTS AND DISCUSSION

A. Research Results

1. Headmaster's leadership traits in enhancing students' entrepreneurial creativity and innovation at SMK HKTI 2 Purwareja Klampok and SMK Al-Huda Kaliabu Salaman Magelang.

    Based on documentation studies, observations and interviews that have been carried out, the headmaster has a transformational leadership style. This is evidenced by the existence of an entrepreneurial leadership ethos that is reflected in the school curriculum as the basis for the learning process based on entrepreneurial values and there is also an organizational structure that shows the entrepreneurial bureaucratic line to the vice headmaster of SMK HKTI 2 Purwareja Klampok.

    The learning principles used in the development of entrepreneurship education seek to make students recognize and accept entrepreneurial values as their own and take responsibility for the decisions they make through the stages of recognizing choices, assessing choices, determining a stance, and then making a value in accordance with self-belief.

    Thus it can be interpreted that through this transformational leadership style, the headmaster has a high entrepreneurial ethos so that he can work together and mobilize school members to create an entrepreneurial culture at school and outside school. The headmaster has integrated entrepreneurship education in the syllabus and lesson plans, as well as into local content as evidenced by local content subjects that have contained local cultural characteristics, skills, noble values of local culture and raised social and environmental issues that are ultimately able to equip students with basic skills (life skills) as a provision in life so that they can create independent jobs.

2. Constraints faced in the headmaster's leadership in improving students' entrepreneurial creativity and innovation at SMK HKTI 2 Purwareja Klampok and SMK Al-Huda Kaliabu Salaman Magelang.

    Based on the results of interviews, documentation studies, and observation studies, it can be interpreted that there are several obstacles for school headmasters in efforts to improve student entrepreneurship competencies in addition to the problem of financing entrepreneurship programs including:

    a. The lack of student motivation to start a business is due to the belief that starting a business requires large capital.

b. SMK graduates who are interested in working directly in companies/industries are more than those who are interested in entrepreneurship or opening new jobs after graduation.

c. The relevance of expertise programs to the needs of the world of work / industry is decreasing

d. The ineffectiveness of business center/technopark activities is because the expertise program is not dominant in the entrepreneurship program.

3. Solutions to overcome the obstacles of the headmaster's leadership in improving student entrepreneurship creativity and innovation at SMK HKTI 2 Purwareja Klampok and SMK Al-Huda Kaliabu Magelang.

   Based on the results of interviews, documentation studies, and observation studies, it can be interpreted that the headmaster has made various efforts to improve student entrepreneurial competence, these efforts include:

   a. Increase motivation and facilitate students to start entrepreneurship.

   b. Provide opportunities for students to practice entrepreneurship directly at school and at home.

   c. Modify existing expertise programs into excellent programs that can be an innovation and excellence of the school and in accordance with the needs of the world of work.

   d. Developing the production unit into a teaching factory (TEFA) is a learning model that brings an industrial atmosphere to schools, so that schools can produce products, collect, market and sell products made by students.

B. Discussion

1. Headmaster's leadership traits in enhancing students' entrepreneurial creativity and innovation at SMK HKTI 2 Purwareja Klampok and SMK Al-Huda Kaliabu Salaman Magelang.

   Leadership is one of the main factors in achieving an organizational goal. Leadership can only be done by leaders who have leadership skills, have the ability to influence the stance or opinions of others, as well as people who are active in making plans, coordinating, experimenting and leading to achieve common goals. As Daryanto (2011: 2017) in Rohmah (2017: 107) that "Leaders have both physical and spiritual responsibility for the success of the work activities of those led". In other words, leadership is the result of a process of character change or internal transformation in a person.

   According to Rohmah (2017: 178) in the results of his research stated that "Education is a priority because it is the main pillar for the progress of the nation. To advance education not only by changing the curriculum and completing facilities and infrastructure, but also the education managers (academic entrepreneurs). All school members starting from the headmaster, teachers, and education personnel need to have an understanding of entrepreneurship and entrepreneurial spirit in carrying out their duties." Leadership in an organization is directed to influence the people it leads to want to act in accordance with the expectations or directions of the person who leads it.

Entrepreneurship education directs and equips students to be able to quickly respond to changes and understand the socio-economic needs of the community. Good entrepreneurship education will be realized if the headmaster and teachers are highly committed and have knowledge about entrepreneurship. As Zaelani and Setiaji (2012: 87) explain that:

Entrepreneurship-based headmaster leadership is a practice of educational leadership (school headmaster) by applying entrepreneurial principles. The characteristics of entrepreneurship-based school headmaster leadership include transformative style leadership, following the entrepreneurial bureaucracy model/principles, school entrepreneurship leadership ethos as the basis of character and values, school entrepreneurship leadership strategies as the basis for implementation patterns.

Meanwhile, Hartinah (2011:87) cites that in the present and future, SMK leadership is required to have the following abilities:

1) Identifying oneself as a change agent
2) Courageous and resolute
3) Having trust in others
4) Can play a value-driven role
5) Have a lifelong learning attitude
6) Ability to deal with complexity and uncertainty
7) Visionary

Locke in Hartinah, (2011: 89), defines transformational leadership as a leader who involves change in the organization. This leadership, as leadership that requires motivating subordinates to be willing to work for "high-level" goals that are considered to be in their personal interest at that time. In line with that, Tjiptono (in Hartinah, 2019: 95) said that:

Transformational style leaders, have the ability to change their traditional leadership behavior and less responsive to renewal into leaders who are able to transform the course of the wheels of the organization, in accordance with its role as a direction, seven in the future (direct setter), change agent (change agent), negotiator (spokesman), and as a coach (coach).

In the field of education, along with the renewal efforts made, the form of leadership is important to formulate. Bass (in Hartinah, 2011: 95) states:

Transformational leadership consists of 3 components (1) charisma, (2) intellectual sensitivity and (3) intellectual stimulation. Transformational leadership is described as a form of leadership that is able to increase staff commitment, communicate a vision and its implementation, provide satisfaction at work and develop a client-oriented focus.

Transformational leaders are leaders who are able to maximally empower all organizational resources to achieve targeted goals. As according to Danim (in Antonius, 2020: 55):

Transformational leadership is the ability of a leader to work with others and through others to optimally use organizational resources to achieve useful goals in accordance with predetermined targets.

Based on these opinions, it can be concluded that the headmasters of SMK HKTI 2 Purwareja Klampok and SMK Al-Huda Kaliabu Magelang are transformative leaders with high entrepreneurial ethos. Headmasters are able to empower and mobilize all resources owned to achieve school goals, namely increasing the entrepreneurial competence of graduates.

2. Headmaster's leadership strategy in enhancing students' entrepreneurial creativity and innovation at SMK HKTI 2 Purwareja Klampok and SMK Al-Huda Kaliabu Magelang
   a. Environmental analysis

   SWOT analysis is used in education to evaluate the curriculum development function, planning and evaluation function, calmness function, finance function, teaching and learning process function, and community relations service function. To achieve the level of readiness of all these functions, a SWOT analysis is carried out. (Setyaningsih, 2020: 79). This is as explained by Akdon (2007: 118):

   SWOT analysis is a systematic identification of several factors to formulate a company's strategy, namely each company must be able to maximize the strength components (S/strength) and opportunities (O/opportunities) and be able to minimize the weakness components (W/weakness) and threats (T/threats). SWOT analysis tries to balance the internal strength and weakness components with the opportunity and threat components of the external environment of an organization. Through this approach, the first issue in an organization must be analyzed thoroughly and carefully. So that the strategy formulation must be able to lead to various conditions of an organization that are important and urgent to be overcome.

   Badrudin (in Yushyda, 2016: 25) states that: Environmental analysis aims to see changes in the environment, demographic, political, social, economic that will affect the organization. By understanding the vision, mission, and strategy of the organization, it will have a framework that can see what influences have the greatest effect on the organization. Analysis of the organization's strategic environment includes conditions, situations, circumstances, events, and influences within and around the organization that have an impact on the life of the organization in the form of strengths, weaknesses, opportunities, and challenges.

   The internal environment includes the strengths and weaknesses of the organization. This is as explained by Badrudin (in Yushdya, 2016: 25) who states that:

   Strengths are positive internal situations and capabilities that enable the organization to meet strategic advantages in achieving the vision and mission. While weaknesses are situations and factors outside the organization that have a

negative style and prevent the organization from achieving or exceeding the achievement of the vision and mission. The external environment includes organizational opportunities and challenges. Opportunities are situations and factors outside the organization that have a positive style and help the organization achieve or be able to exceed the achievement of the vision and mission. While challenges (threats) are factors outside the organization that have a negative style and cause the organization to fail in achieving the vision and mission.

Based on these opinions, it can be concluded that the headmaster has observed the environment from two aspects both internally and externally so that the out put produced can be absorbed in the world of work. As a result of these environmental observations, there are many program innovations in line with the development of the needs of the world of work, so that schools get various awards and achievements.

b. Strategy Formulation (Vision, mission, and goals)
    Strategy is a framework that can be used as a reference for setting the style and direction of the organization. As Chandler (in Yushyda, 2016: 33) states that;
    > Strategy is the framework that guides and controls the choices that set the style and direction of an educational organization. In short, strategy can be described as doing the right things.

    The vision statement needs to be interpreted so that it can be a reference in the implementation of an organization (school). In schools, the vision becomes a picture of the future that the school will achieve, to determine it must pay attention to developments and challenges in the future. Sukaningtyas (2017: 56) states that: Vision in an organization (school) is very important, so there are several things that must be considered in compiling or determining a vision, the following things must be considered in formulating a vision, namely: 1) Vision must be able to provide guidance / direction and motivation. 2) Vision must be disseminated among members of the organization (stakeholders) 3) Vision can be used in spreading important organizational decisions and actions.
    The school vision is actually structured in such a way that can have implications for the basis of orientation, motivation, socialization, and organizational policy making. Akdon (in Iskandar, 2018: 116);
    > There are several criteria in formulating a vision, namely: (1) The vision contains a picture of the future to be achieved; (2) The vision can motivate members in realizing good performance; (3) Can inspire and be ready to face future challenges; (4) Connecting the present and the future; (5) A realistic and credible view of a bright future; and (6) Temporary style is not forever.

Mission is the main task of an institution to realize the vision or ideals. The mission of the school is as a goal, the goal whether organized in the school education unit or outside the school is the same (Sukaningtyas, 2017: 57). The important thing that must be considered in developing the mission of educational units is the creation of synergy between the organization of educational units.

Goals are measurable achievements and are a translation of the vision, mission and values. The purpose of education in schools cannot be separated from the purpose of education. The purpose of education is also mentioned in Law No. 20 of 2003 in article 3 as follows "Education aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".

Meanwhile, strategy formulation is the development of long-term plans for the effective management of environmental opportunities and threats, seen from the strengths and weaknesses of the company. Strategy formulation includes determining the company's mission, determining achievable goals, developing strategies, and setting policy guidelines. (Hunger and Wheelen, 2003: 17-19).

Based on the research findings and opinions, it can be concluded that the headmaster has formulated/formulated strategies but not optimally, this is because the school only formulates the vision, mission and objectives of the school, and sets policy guidelines for achieving graduate competencies, but the development of strategies to achieve these goals has not been outlined in the School Work Plan.

c. Strategy Implementation (Program, budget and SOP)

Hunger (2012: 17-19) defines that strategy implementation requires madrasah institutions to set a goal, make rules, motivate teachers, and allocate resources so that the strategy that has been set can be carried out properly. Implementation of strategy in madrasah management involves a major effort aimed at transforming strategic goals into the action of madrasah organization. The process of strategic implementation of madrasah management includes all the activities of leaders that include circumstances such as motivating, compensation, reward management and supervision processes.

In order for the strategy implementation process to run as expected, there must be an appropriate controlling system. Implementation of the strategy also includes mobilizing employees or madrasah heads to put the planned strategy into action. for that strategic implementation requires personal discipline, commitment, high sacrifice from leaders, employees and staff.

Implementation of a strategic plan is the process by which management implements its strategies and policies through program development actions, administration and procedures. In theory, strategy implementation requires companies (schools) to implement annual objectives, namely: 1) Program. Program is a statement of activities and steps that are determined in completing the plan once. The program involves the school apparatus internal cultural changes madrasah or the beginning of a new research

effort. Implementation of an advertising program or promoting madrasah to increase customer interest in madrasah products. 2) Budget. A budget is a program that is made in nominal form. Each activity will be stated in detail in the costs used by management to plan and control. 3) Procedure. Procedures or SOPs are systematic systems or steps that describe in detail an activity in the madrasah or a task can be completed. It records the various activities that must be carried out to complete a madrasah program.

Based on these opinions, it can be concluded that headmasters have developed programs that are integrated with education and entrepreneurial values, compiled and used budgets according to program needs and established implementation procedures (SOP). However, there are some budgets that are not used as planned because there are several innovation programs that are not included in the RKAS.

d. Strategy Evaluation and Control

Strategy evaluation is the activity of assessing evaluating, and providing feedback on organizational performance. The process through which organizational activities and performance results are monitored and actual performance is compared with desired performance. (Hunger, 2012: 19). Thus, strategy evaluation is also one of the strategic management functions that must be applied to educational institutions, because educational institutions also need the achievement of educational goals in their institutions. Meanwhile, to determine the achievement of educational goals in an educational institution, an evaluation of the process and learning outcomes in each educational unit must be carried out. This is as explained by Kharisma (2020: 22)

> Evaluation of the education perspective strategy is an activity to examine to find out whether the strategy that has been formulated and implemented in educational institutions or schools has been running as expected or vice versa. And in strategy evaluation there are activities such as analyzing internal and external factors, measuring performance, and taking corrective action.

In the implementation of evaluation, there are several components that must be considered, as argued by Kharisma (2020: 27);

> The scope of this evaluation has three components: 1). Evaluation of the teaching program, which includes evaluation of learning objectives, evaluation of the teaching program, and evaluation of teaching and learning strategies. 2). Evaluation of the teaching implementation process, which includes the conformity between teaching and the specified program, teacher readiness in teaching, student interest in the lesson, student activeness and participation, teacher and student communication during learning, motivating students, and giving assignments to students.

Based on these opinions, it can be concluded that the headmaster has implemented a comprehensive evaluation and control strategy. The evaluation is conducted on the teaching program and on the teaching implementation process.

3. Entrepreneurship program in improving students' entrepreneurial creativity and innovation at SMK HKTI 2 Purwareja Klampok and SMK Al-Huda Kaliabu Salaman Magelang.

Entrepreneurship is still very interesting because it can contribute to the economic and social sectors. Government efforts to improve the quality of human resources, both high school and higher education graduates, to become entrepreneurs continue to be improved.

The implementation of entrepreneurship education in schools is carried out by all school members. This is an effort to create an entrepreneurial atmosphere and internalize entrepreneurial values. The values contained in entrepreneurship education are the values and characteristics of an entrepreneur. This is revealed by Mulyani, et al in Setiawan (2019: 80), namely;

There are 17 values in entrepreneurship that can be developed for students according to their level of development, including honesty, discipline, hard work, creativity, innovation, independence, responsibility, cooperation, leadership, perseverance, risk-taking, commitment, realistic, curiosity, communicative, strong motivation to succeed and action-oriented.

In accordance with the opinion of Siregar (in Setiawan, 2019: 83), it is stated that;
The entrepreneurship program aims to create student characters who have entrepreneurial abilities in addition to being creative, innovative and independent students. The implementation of entrepreneurship programs delivered by teachers must be in accordance with applicable modules or regulations. However, under certain conditions, schools are allowed to innovate and expand the study of entrepreneurship. It is hoped that in its application students will be enthusiastic and able to provide feedback.

Based on these opinions, it can be concluded that the implementation of the entrepreneurship program at SMKN has been integrated with very high entrepreneurial education and values. The hope is that students have the value of self-confidence, creativity, independence, sense of responsibility, innovation, to be able to find ideas for business opportunities and entrepreneurship. In practice, these values have indeed been prepared and embedded in a Learning Implementation Plan and syllabus. As in the basic competencies, there is the value of entrepreneurship, namely future-oriented and risk-taking.

4. Constraints faced in the headmaster's leadership in enhancing students' entrepreneurial creativity and innovation at SMK HKTI 2 Purwareja Klampok and SMK Al-Huda Kaliabu Salaman Kaliabu.

Life in the 21st century has limitless connections so that the challenges faced by teachers increase. The learning situation will change from face-to-face learning to virtual learning. Berry (in Mulyatiningsih, 2015:115), has predicted the events that teachers will experience in 2030 as follows.

Some of the things that teachers will experience in 2030 include: First, students will need knowledge and skills that teachers have never learned before. Second, virtual tools and networks have opened up limitless learning territories for students of all ages,

anytime and anywhere. Third, policymakers, education professionals will look for ways to eliminate cumbersome practices that can inhibit gifted individuals from learning to learn. Fourth, teachers are required to have complex professional competencies. Fifth, the world of education pays attention to students and teachers who are smart, ambitious, so that they can develop personally and professionally.

The development of virtual technology causes the learning process to change. Uniform subjects, traditional learning methods and learning media that are not based on information technology are no longer relevant, the mindset and learning style of students have also changed. Some of the phenomena that can be observed daily are: communication between students and other students, or between students and teachers have used a variety of sophisticated communication channels so that they do not have to come face to face. Looking for references does not have to come to the library, academic guidance and learning processes can be carried out via the internet. The role of the teacher as a learning source is no longer absolute, students can get learning resources from anywhere. The learning process is more sharing style to facilitate students to obtain their learning goals. Teachers who cannot adapt to changes in virtual technology will be further left behind and their careers are threatened with sinking.

The challenges faced by vocational teachers are not only limited to learning technology but also technological challenges from the world of work. Technological developments in the world of work run so fast that when SMK teachers just start learning new technology, the world of work has replaced other, newer technologies. This condition causes the competencies taught in SMK to be irrelevant to the competencies needed by the world of work. SMKs must make periodic changes to the curriculum and learning facilities. The new curriculum also requires teachers to teach new material. If teachers are slow to update their skills, they are likely to be less valued by students because they are seen as old-fashioned, obsolete and gaptek (stuttering technology). Many learning challenges and problems require teachers to make changes.

Berry (in Mulyatiningsih, 2015:116) predicts that teachers who will survive in the 21st century are creative and innovative;

> In the 21st century only those workers who can create creative works will actually be employed. Teachers who have many creative and innovative works can set an example for their students. Creative and innovative are some of the characteristics of an entrepreneur. Teachers who have creative and innovative endeavors in accordance with their profession to achieve academic and economic success are called teacherpreneurs. Teachers have many characteristics and not all have the strength to develop themselves. Teachers who are lazy to learn/work, do not keep up with technological changes, and do not develop their intellectual potential will fall further behind other teachers who are younger and more energetic. The next threat follows when the supply of innovative work exceeds the demand, so only quality work can guarantee teachers a place in the competition. Although competition is difficult and must be fought for, teachers are advised not to use shortcuts in achieving victory.

Based on these opinions, it can be concluded that leadership constraints in improving entrepreneurial competencies include:

1) Currently, traditional learning methods and learning media that are not based on information technology are no longer relevant, which greatly impacts vocational schools that require more hands-on practicum.

2) The competencies taught in SMK are less relevant to the entrepreneurial competencies currently needed by students to open new business fields independently in the digital era.

3) The lack of effectiveness of business center/technopark activities is because the expertise program is not dominant in the digital era entrepreneurship program, so students are not motivated to become entrepreneurs after graduation and SMKN graduates are ultimately more interested in working directly in companies/industries rather than continuing to college or entrepreneurship to create new jobs.

4) Lack of partnerships with entrepreneurs / SME, so that field work practices are only carried out in companies / industries that are partners and in the end graduates are more interested in working in the companies / industries where they are interning. This causes a lack of stimulus for students to become entrepreneurs, even though there is a lot of motivation, potential, relationships and business opportunities that can be developed and obtained from business actors / SME.

5. Solutions to overcome the obstacles of the headmaster's leadership in improving student entrepreneurship creativity and innovation at SMK HKTI 2 Purwareja Klampok and SMK Al-Huda Kaliabu Salaman Magelang.

The implementation of entrepreneurship education needs to be improved, so that the objectives of entrepreneurship education are achieved. One of the goals of entrepreneurship is the emergence of independence, students who have an attitude of independence become students who can do everything including facing the challenges of becoming an entrepreneur (Sutina and Widiarto, 2020: 111). "This requires cooperation, both parents, teachers, schools and the community, so that the implementation of entrepreneurship education is well realized in increasing students' entrepreneurial interests and abilities" (Alifah, 2020: 96).

A locally appropriate learning process requires effort and coordination. Appropriate teaching methods and curriculum can be the cornerstone of education to teach in the classroom. Curriculum adjustments can be made by looking at the changing needs of the digitalization era, so that students can prepare properly. This readiness must be done, so that students have adequate competence.

In the research of Nuriyanti and Ati (2020: 105) it is stated that if you look at vocational education, it has functions, namely:

First, organizing vocational secondary education serves to improve, live out, and practice the values of faith, noble character, and noble personality. Second, to improve, appreciate, and practice national values and love for the country. Third, to equip students with science and technology as well as vocational skills for professions in accordance with the needs of society. Fourth, to increase sensitivity and ability to appreciate and express beauty, subtlety, and harmony. Fifth, channeling talents and

abilities in the field of sports, both for health and physical and spiritual fitness. Sixth, improve physical and mental readiness to live independently in the community and/or continue education to higher education (Government Regulation No.17/2010). Vocational High Schools should focus more on how graduates are ready to work in the industrial world, and also ready to create fields.

Based on these constraints, it can be concluded that there are several solutions for school headmasters in an effort to improve student entrepreneurship competencies including:

1) SMKs are required to facilitate and improve teacher competence in implementing learning technology, as well as designing the curriculum in such a way that student practicum activities can be fulfilled.

2) SMKs must make periodic changes to the curriculum and learning facilities in accordance with the changes and demands of scientific and technological developments. Curriculum adjustments can be made by looking at changes in industry 4.0 needs (Critical Thinking, Communication, Collaboration, Creativity and Innovation), so that students can prepare properly. This readiness must be done, so that students have adequate competence.

3) SMKs must facilitate and manage business centers/technoparks creatively and innovatively in order to inspire and motivate students to develop their entrepreneurial potential and start their businesses early.

4) SMKs establish partnerships with national or international businesses/MUMKMs to serve as internship/PKL sites, so that students can be motivated and inspired to develop their talents and interests to start a business and have a high fighting spirit to run their business early on.

Thus, when viewed from the point of view of the six value systems, school headmasters are expected to have confidence as a strong aqidah basis for making strategic decisions. Headmasters as leaders must also maximize their roles and functions, act in line and in harmony with all school members to implement entrepreneurship programs in accordance with the school's strategic plan and RKAS, so that they are expected to utilize all school resources in an effort to improve student entrepreneurship competencies.

CONCLUSIONS

The conclusions of this study are as follows:

1. General Conclusions

In general, the results of the study can be concluded that the headmaster has tried to increase student entrepreneurial creativity and innovation through various programs in the field of expertise organized, but even so, the entrepreneurial competence of graduates is still low. This is evidenced by the lack of graduates who are independently entrepreneurial before graduation and after 1 year of graduation.

2. Special Conclusions
   a. The headmaster exercises a transformational leadership style, so that the headmaster has a high entrepreneurial ethos and can cooperate and mobilize school members to create an entrepreneurial culture in school and outside school. The headmaster has integrated entrepreneurship education into the syllabus and lesson plans, as well as into the local content.
   b. School headmasters have implemented strategies to improve students' entrepreneurial competencies. The strategy has basically been internalized into the school curriculum and become a curriculum innovation for schools. The school strategy in the School Work Plan, in the RKAS the school only compiles the vision, mission and objectives.
   c. The implementation of entrepreneurship programs in SMK has been integrated with very high entrepreneurial education and values. In practice, these values have been prepared and embedded in a Learning Implementation Plan and syllabus. As in the basic competencies, there are entrepreneurial values, namely future-oriented and risk-taking.
   d. There are several obstacles for school headmasters in an effort to increase student entrepreneurial creativity and innovation, including learning methods and current expertise competencies that are less relevant to learning technology and workplace technology, so that technology-based teaching factory management is very low.
   e. There are solutions to overcome obstacles for school headmasters in increasing student entrepreneurial creativity and innovation, including SMK being required to improve teacher competence in implementing learning technology, designing curriculum and facilitating infrastructure according to entrepreneurial world standards, organizing entrepreneurship-based teaching factories and collaborating with partner agencies, especially Micro, Small and Medium Enterprises (MSME).

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