



## THE ROLE OF PRINCIPAL LEADERSHIP AS AN EDUPRENEUR IN ACEH: A SYSTEMATIC LITERATURE REVIEW

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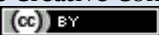
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### **ABSTRACT**

This Literature Search Analysis explores the evolving role of school principals as edupreneurs within the context of Aceh's educational landscape. Amidst increasing demands for innovation and sustainable school development, this study systematically reviews existing literature to examine the intersection of entrepreneurial leadership, educational management, and school performance. The analysis synthesizes key themes related to entrepreneurial leadership characteristics, strategies for fostering innovation, and the integration of entrepreneurial values in education. By analyzing a range of scholarly articles and empirical studies, this review identifies critical success factors, challenges, and opportunities associated with edupreneurship in Aceh's schools. The findings contribute to a deeper understanding of how school leaders can effectively drive educational innovation, promote school autonomy, and enhance overall school effectiveness through an entrepreneurial mindset and strategic resource management. This analysis highlights the need for further research to address existing gaps in the literature and inform policy recommendations for empowering school principals as edupreneurs in Aceh and similar educational settings.

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## INTRODUCTION

Education is one of the main pillars in the development of a nation, including in Aceh Province. In this context, the role of the principal as the leader of an educational institution has a significant influence on the quality of education. However, based on a survey conducted by the Aceh Education Office in 2022, it was found that 45% of schools in Aceh still face challenges in improving the quality of education, especially in terms of school management and the development of educational entrepreneurship (edupreneurship). This shows that the leadership of the principal as an edupreneur is not yet fully optimal.

A further survey conducted by the Syiah Kuala University Research Institute in 2023 revealed that only 30% of principals in Aceh had a deep understanding of the concept of edupreneurship. Edupreneurship, which combines entrepreneurial principles with educational practices, is considered one of the innovative solutions to improve the quality of education. However, its implementation is still hampered by the lack of training and support for principals in developing entrepreneurial-oriented leadership skills.

In addition, data from the Aceh Central Statistics Agency (BPS) in 2023 showed that the school participation rate in Aceh was still below the national average, with a relatively high dropout rate. This indicates that schools have not been able to create an interesting and relevant learning environment for students. The leadership of school principals who are oriented towards edupreneurship is expected to create innovation in learning and school management, so as to attract student interest and improve the quality of education.

Another challenge faced is the lack of collaboration between schools and the business world and industry. A survey conducted by the Aceh Chamber of Commerce and Industry (Kadin) in 2023 showed that only 20% of schools have active partnerships with business actors. In fact, this kind of collaboration is very important to create educational programs that are relevant to the needs of the job market. Principals as edupreneurs are expected to be able to build strong networks with various stakeholders, including the business world, to support the development of education.

On the other hand, the condition of educational infrastructure in Aceh is also an inhibiting factor. Data from the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) in 2023 showed that 35% of schools in Aceh still lack basic facilities, such as libraries, laboratories, and internet access. Innovative and edupreneurial principal leadership is expected to find creative solutions to overcome these limitations, for example through alternative funding or collaboration with the private sector.

In addition to external challenges, internal factors such as work culture and teacher motivation also affect the quality of education. A survey conducted by the Indonesian Teachers Association (PGRI) Aceh in 2023 revealed that 40% of teachers felt less motivated due to a lack of support from school leaders. Principal leadership that is oriented towards edupreneurship is expected to create an inspiring work environment and encourage innovation among teachers.

According to Mardiah & Fajri (2021), edupreneurship can be interpreted as entrepreneurship education, namely a learning process that focuses on entrepreneurial activities both in theory and practice. While Andrew et al (2021) argue that edupreneurship can be interpreted as entrepreneurship education, namely a learning process that focuses on entrepreneurial activities both in theory and practice. The emphasis on theory and practice here is none other than because entrepreneurship is not a myth, but rather a realistic or construct that can be learned through an intense learning process, training, simulation, and internship.

Agung (2024) explains that edupreneurs are individuals who combine the principles of entrepreneurship with education, aiming to create innovations that bring positive change to the education sector. Edupreneurs create, develop, and implement new solutions to improve the quality of learning and teaching. while Syauquillah (2023) Edupreneurship is the principles of entrepreneurship that must be carried out to improve and change the education system. Edupreneurship does not only discuss the creation of businesses in education, but also about the spirit of innovation and deep entrepreneurship to create positive changes in the world of education.

Utama et al (2021) opinion Edupreneurship can be interpreted as entrepreneurship education, namely a learning process that focuses on entrepreneurial activities both in theory and practice. Edupreneurship combines an entrepreneurial mindset with creative qualities, the ability to create new opportunities, and a willingness to take risks in the realm of education.

On the other hand, Mardiah & Fajri (2021) the functions of entrepreneurship are; (1) Making important decisions and taking risks regarding goals and objectives, (2) Making decisions about goals and objectives (3) Determining the business sector and market to be served (4) Calculating the desired business scale, (5) Determining the desired capital (own capital or external capital), (6) Selecting and determining the criteria for teachers and employees or motivating them, (7) Carrying out control effectively and efficiently.

In addition, Mardiah & Fajri (2021), the factors that influence the formation of entrepreneurship are as follows: factors originating from the personal abilities of an entrepreneur such as commitment, vision, leadership, managerial ability, age, and locus of control. Sociological factors including networks, parent groups, family, and role models. Factors originating from the organization including groups, structure, culture, and strategy.

Another opinion of Andrew et al (2021) explains the factors that influence entrepreneurship are; (1) Environment, this is because an entrepreneur often sees the people around him, be it parents, siblings, other family, friends, and also successful entrepreneurs as idols or as motivators. (2) Personal Values, namely the desire to produce superior products, the desire to serve consumers with quality service, flexible in adapting to changes, the ability to manage. (3) Age, concerned with lack of experience for those who are still young or too late to take steps for those who are old. (4) Education, that the level of education of entrepreneurs is also important, especially in maintaining the continuity of their business. (5) Employment History, many employees who have worked for years and have complex skills and knowledge about their work then quit their jobs and start their own businesses.

Based on these data, it can be seen that the leadership of principals as edupreneurs has a strategic role in overcoming various educational challenges in Aceh. However, its implementation still faces various obstacles, both in terms of understanding, skills, and external support. Therefore, this study is important to identify factors that influence the effectiveness of principal leadership as an edupreneur and formulate strategies that can support this role.

This study is expected to provide a real contribution to improving the quality of education in Aceh, especially through strengthening the role of principals as edupreneurs. By understanding the dynamics and challenges faced, it is hoped that more effective policies and programs can be formulated to support principals in carrying out their role as agents of change in the world of education.

In this study, the aim of the principal is to have edupreneurship skills and provide good knowledge to teachers effectively and be able to increase understanding of innovation in learning and school management in the Aceh region, with the following questions:

1. What is the role of principal leadership as an edupreneur in improving the quality of education and creating learning innovations in schools in Aceh?

In this question, the author will answer the question above with an explanation based on the results of articles that have been selected from several sources.

## METHOD

The method of writing this article uses a literature approach or literature study by searching for various research articles from scientists in 2013-2024 using Google Scholar. The literature search focused on the first keyword " edupreneur of school principals" obtained 29 articles. Because the literature review wants to be able to find out the problems of edupreneur of school principals in the Aceh region. A total of 29 articles will be identified, which involves a more in-depth analysis of a problem. Data selection (screening) is also needed, and don't forget to do a feasibility test.

## RESULT AND DISCUSSION

The results of the study of 29 articles, after identification, data selection, feasibility testing, produced 10 articles that were the same and relevant to the research objectives. Research articles measuring principal leadership towards edupreneurship. Analysis of 10 articles is shown in Table 1.

**Table 1.** Literature Search Analysis

No	Author and Title	Journal Name	Method	Analysis Results
1	Dewi et al., "Entrepreneurial Competence of School Principals in Developing Edupreneurship in Vocational High Schools"	Journal of Education and Counseling (2022)	Descriptive Qualitative	The implementation of edupreneurship is running well thanks to committed human resources; the entrepreneurial competence of school principals is effective in encouraging the development of edupreneurship in Vocational High Schools with a positive impact on the edupreneurship development program and school business units.

2	Rahmattullah & Sariakin, "Integration of Edupreneurs in Entrepreneurship Learning"	Jurnal Tunas Bangsa (2023)	Descriptive	Research shows that the principal plays an important role in developing a vision for entrepreneurship education that involves all stakeholders as facilitators of entrepreneurship training programs.
3	Zainal & Hasan, "The Contribution of Participative Leadership Style and Work Motivation to Teacher Performance"	Journal of Elementary Education (2024)	Quantitative Descriptive	The principal's participative leadership style has a significant positive relationship with teacher performance; work motivation also contributes to teacher performance.
4	Suyitno & Rachmawati, "The Role of School Principals as Edupreneurs in Improving the Quality of Education"	Indonesian Action Research Journal) (2021)	Descriptive	Research identifies that school principals who act as edupreneurs can improve the quality of education through innovations that are relevant to the needs of the digital age.
5	Dewi et al., "Efforts of School Principals in Improving the Pedagogical Competence of Madrasah Diniyah Teachers"	Edudeena Journal (2017)	Descriptive	This study shows the efforts of school principals in improving the pedagogical competence of teachers through various systematic training programs.
6	Mulyatiningsih & Lestari, "The Influence of Principal Entrepreneurial Competence on Entrepreneurial Practices"	Journal of Education and Learning (2017)	Descriptive	Shows that principal entrepreneurial competence has a significant influence on teacher entrepreneurial practices and school businesses.
7	Nurhiliati & Sari, "Edupreneurial Leadership of School Principals in Increasing School Independence"	UPI Journal of Educational Administration (2017)	Descriptive	This study emphasizes the importance of edupreneurial leadership to increase school independence through sustainable innovation.
8	Rohmah & Santosa, "Analysis of the Influence of Principal Leadership on Teacher Work Motivation"	Journal of Educational Sciences (2017)	Descriptive	The results of the study show that principal leadership directly influences teacher work motivation and their performance.
9	Syapriyuda & Santosa, "Transformational Leadership of School Principals and Its Impact on Learning Innovation"	Journal of Elementary Education (2020)	Descriptive	Shows that transformational leadership of school principals can encourage better learning innovation in elementary schools.
10	Agrawal, "Edupreneurship: The Role of School Leaders in Educational Innovation and Development in Indonesia"	International Journal of Educational Management (2013)	Descriptive	This study discusses the role of school principals as innovative educational leaders to create a better learning environment that is relevant to the needs of modern society.

Table 1 shows 10 articles that demonstrate several methods used in efforts to improve edupreneur with the leadership of the principal so as to be able to motivate teachers to be able to teach with enthusiasm.

Dewi et al (2022) research entitled "Entrepreneurial Competence of School Principals in Developing

Edupreneurship in Vocational High Schools". This study aims to analyze the implementation of edupreneurship in Vocational High Schools (SMK), with a focus on the effectiveness of the principal's entrepreneurial competence in implementing and developing the edupreneurship program. This study uses a qualitative descriptive approach and collects data through interviews, observations, and documentation in four vocational high schools in Bantul. The use of qualitative descriptive methods allows researchers to gain a deep understanding of the implementation of edupreneurship in vocational high schools. Data collection through interviews, observations, and documentation provides strong data triangulation. The results of the study indicate that the principal's entrepreneurial competence has a positive impact on the implementation and development of edupreneurship in vocational high schools. This is evidenced by the growth of business units, the formation of teaching factories, and collaboration with industry.

Zainal, & Hasan, (2024) research entitled "Contribution of Participatory Leadership Style and Work Motivation to the Performance of Elementary School Teachers in Indrapuri District, Aceh Besar Regency". This study aims to determine the teacher performance model built on the associative causal relationship between exogenous variables and endogenous variables of teacher performance. Specifically, this study examines the contribution of the principal's participatory leadership style and work motivation to the performance of elementary school teachers in Indrapuri District, Aceh Besar Regency. The research method used is quantitative with a descriptive correlational study type. Data were collected from 62 randomly selected teachers. This study uses a quantitative method with a correlational design that is appropriate to test the relationship between variables. This study uses appropriate statistical analysis to test the hypothesis, including correlation coefficients and determination. The results of the study indicate that the principal's participatory leadership style and work motivation have a positive and significant relationship to teacher performance.

Agrawal's (2023) research entitled "Edupreneurship: The Role of School Leaders in Educational Innovation and Development in Indonesia". This article discusses the role of school leadership in innovation and educational development in Indonesia through the edupreneurship approach. Researchers interpret edupreneurship in two different meanings. First, edupreneurship is more profit-oriented. This study explores how principals can adopt entrepreneurial characteristics to improve the quality of education and develop schools independently. This study raises a topic that is relevant to the needs of educational development in Indonesia, namely edupreneurship, which emphasizes innovation and school independence. This journal is published in an international journal, which allows this study to reach a wider audience and provide a global perspective on edupreneurship in Indonesia. This study provides practical implications for principals and other education stakeholders in developing innovation and improving the quality of education through the edupreneurship approach.

Rahmattullah & Sariakin's (2023) research entitled "Integration of Edupreneurs in Entrepreneurship Learning at SDN 1 Indrapuri Aceh". This article discusses the integration of edupreneurs in entrepreneurship learning at State Elementary School (SDN) 1 Indrapuri. Tunas Bangsa Journal is a scientific journal published by the Elementary School Teacher Education Study Program (PGSD) at Bina Bangsa Getsempena University. This study explores how the concept and practice of edupreneurship can be integrated into the curriculum and entrepreneurship learning activities at the elementary school level. Integrating edupreneurship into entrepreneurship learning in elementary schools is an innovative and relevant topic. This is in line with efforts to prepare the younger generation to have an entrepreneurial spirit from an early age. This study focuses on elementary education, which is an important foundation for the development of students' character and skills. The study was conducted at SDN 1 Indrapuri, which provides insight into the implementation of edupreneurship in the context of elementary schools in Indonesia.

## CONCLUSION

In conclusion, this Literature Search Analysis reveals a consistent emphasis on the pivotal role of school principals as edupreneurs in fostering educational innovation and enhancing school performance, themes that are highly relevant to the context of Aceh. The reviewed literature underscores that principals who embody entrepreneurial characteristics such as innovation, creativity, strong motivation, and resilience are better positioned to drive meaningful change within their institutions. These traits are essential for navigating the challenges of the modern educational landscape and capitalizing on opportunities for growth and development. The concept of edupreneurship extends beyond mere profit-seeking, encompassing a broader vision of school autonomy, strategic resource management, and the cultivation of a culture that values creativity and continuous improvement.

The reviewed studies highlight various strategies employed by edupreneurial principals to improve the quality of education and prepare students for the demands of the 21st-century workforce. These strategies include fostering collaboration with industry partners, implementing innovative teaching methods such as teaching factories, and creating learning environments that promote student engagement and practical skill development. Furthermore, the literature emphasizes the importance of distributed leadership and empowering teachers to take on leadership roles, fostering a sense of shared responsibility and collective efficacy within the school community. This collaborative approach enables



schools to leverage the diverse talents and expertise of their staff, leading to more sustainable and impactful innovation.

However, the analysis also identifies several challenges and limitations associated with edupreneurship in schools. These include the need for adequate resources and support, the potential for resistance to change from stakeholders, and the importance of aligning entrepreneurial initiatives with national educational policies and standards. Moreover, there is a need for further research to explore the specific contextual factors that influence the success of edupreneurship in different educational settings, particularly in regions like Aceh with unique cultural and socio-economic characteristics. Addressing these challenges requires a comprehensive approach that involves providing targeted training and professional development for school leaders, fostering a supportive policy environment, and promoting collaboration among schools, communities, and other stakeholders.

The existing body of literature provides valuable insights into the key competencies, strategies, and challenges associated with edupreneurship. Principals should be encouraged to adopt a proactive and innovative approach to school management, seeking out opportunities to improve teaching and learning, engage with the community, and generate additional resources for their schools. By embracing edupreneurship, school leaders can transform their institutions into dynamic learning communities that are responsive to the needs of students and the demands of the 21st-century workforce.

In conclusion, this Literature Search Analysis advocates for a more nuanced understanding of the role of school principals as edupreneurs in Aceh and beyond. By synthesizing existing research and highlighting both the opportunities and challenges associated with edupreneurship, this analysis provides a foundation for future research and policy initiatives aimed at empowering school leaders to drive educational innovation and improve student outcomes. Future studies should focus on developing context-specific models of edupreneurship that take into account the unique cultural, economic, and social factors that shape the educational landscape in Aceh and other regions.

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