



Implementation of Principal's Entrepreneurship Competency in Building Competitive Advantage (Case Study at SMK 7 Malang, East Java, Indonesia)

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Abstract— *This study aims to analyze and describe the entrepreneurial competence of principals in building a competitive advantage at SMK 7 Gondanglegi, Malang Regency. This research approach uses a qualitative approach with the type of research being a multi-site study. Data collection techniques using in-depth interviews, participant observation, and documentation. The steps of data analysis consist of data collection, data reduction, data presentation, and drawing conclusions. The technique of checking the validity of the data is done through credibility, dependability, confirmability, and data transferability. The results of this study found the following new findings: the entrepreneurial competence of school principals in building competitive advantage in schools requires optimizing internal production loving and sustainable innovation, this can be done with the following notes: 1) Principals must be able to work hard in an effort to achieve school success as effective learning organization. 2) The principal must have a strong motivation to achieve success in carrying out his main duties and functions. 3) The principal never gives up and always looks for solutions in dealing with obstacles at school. 4) The principal must have an entrepreneurial instinct in managing school production/service activities as a source of student learning.*

Keywords— *Personality Competence, Principal/headmaster, Competitive Advantage, Vocational High School.*

I. INTRODUCTION

The principal is a central figure in improving the quality of education in schools. The success or failure of an educational institution, especially in educational units, is strongly influenced by the competencies of the principal.

The principal's competence as an education manager actually goes hand in hand with his ability in many ways, which ideally must be able to synergize management abilities and leadership abilities simultaneously. In this context, it must be properly understood that the principal is not the sole ruler and not the sole servant, therefore he

must be able to carry out management functions (Sudarwindan Suparno, 2009).

Decree of the Minister of National Education No. 045/U/2002 asserts that competence is a set of intelligent and responsible actions in carrying out tasks in accordance with certain jobs. Meanwhile, Eriyanto (2014) states that competence is knowledge, mastery, skills, attitudes, and values that are manifested in thinking, acting, and displayed through performance.

Vocational education is directly related to the preparation of a person to be better able to work in a work group or one field of work than in other fields of work, both for

himself, the world of work, and the development of his nation. Vocational education is secondary education that prepares students primarily to work in certain fields. Meanwhile, vocational high school which is part of vocational education is a form of formal education unit that organizes vocational education at the secondary education level. Government Regulation No. 37 of 1991, Article 3 paragraph 6 states that vocational education is education that prepares learning citizens to be able to work in certain fields.

Based on the results of research at SMK 7 Gondanglegi Malang, according to the observations of researchers this school has progressed very rapidly in the academic and non-academic fields. The school was founded in 1994. Several years ago it was classified as a less developed suburban school. Even from year to year the number of fans is decreasing. However, in a relatively short period of approximately five years, this school has made very significant progress due to the influence of the principal's leadership.

At least a series of achievements and reputations from 2013 to 2018 were achieved by this school, namely: (1) Leading trusted quality school from the global development foundation in 2015, (2) The best vocational school improvement from Anugrah Citra Indonesia in 2015, (3) The best inspiring leader from the Indonesia achievement center in 2015, (4) As the education and tutoring program from the Indonesia award center in 2016, (5) reliable Indonesian educator from the Indonesia development efficiency foundation in 2014, (6) The best education and educator from the Indonesian achievement award year 2017, (7) Indonesian award of education from the 2016 human achievement award, (8) Special international Islamic school robotic olympiad award in Malaysia in 2017, (9) National reference vocational school from the PSMK directorate of the Ministry of Education and Culture of the Republic of Indonesia in 2017, (10) Launching of Suryawangsa microbus by Ministry of Education and Culture of the Republic of Indonesia in 2017, (11) 1st place at the national level LKTI at the 2016 Olympics, (12) 3rd place at the 2016 Kemenristek RI national level robotics Olympiad, (13) 3rd place at the 2016 olympic national level PTK, (14) International gold medal islamic schoolrobotic olympiad in bandung 2016, (15) special award international islamic school robotic olympiad in bandung 2016, (16) overall winner ME Award in 2013, (17) 1st place indie film ME award in 2016, (18) 1st place mathematician ME Award in 2016, (19) 1st place in automotive skill contest ME Award in 2013, (20) 1st place in robotic theater ME award in 2013, (21) Anugrah energy from the Ministry of Energy and Mineral

Resources RI in 2013, and (22) Tallent scouting for the best principal national in 2013.

Based on the above background, researchers are interested in examining the entrepreneurial competence of principals in building competitive advantage at SMK 7 Gondanglegi Malang. However, to get an idea of the position of the problem under study with the problems studied previously, the researcher traced the results of previous studies that were relevant to the research that the author would do.

Based on this explanation above, the focus of this research is the entrepreneurial competence of school principals in building competitive advantage, with the formulation of research questions as follows: How is the implementation of the principal's entrepreneurial competence in technical skills in building the competitive advantage of SMK 7 Gondanglegi Malang Regency?; How is the implementation of the principal's entrepreneurial competence in human relation (human skills) in building the competitive advantage of SMK 7 Gondanglegi, Malang Regency?; and How is the implementation of the principal's Entrepreneurship competence in conceptual skills in building Competitive advantage at SMK 7 Gondanglegi Malang Regency?

II. LITERATURE REVIEW

2.1. Competence of the Principal

Competence comes from the word "competency" which is a noun which according to Powell (1997, p. 142) is defined as: 1) skill, ability, 2) authority. The adjective of competence is competent which means capable, adequate and agile. The definition of competence is in principle the same as the notion of competence according to Stephen Robbin (2008, p. 38) that competence is "the ability or capacity of a person to carry out various tasks in a job, where this ability is determined by 2 (two) factors, namely intellectual ability and physical ability.

The definition of competence as a skill or ability is also put forward by Robert A. Roe (2001, p. 73) as follows: (1) Competence is defined as the ability to adequately perform a task, duty or role. (2) Competence integrates knowledge, skills, personal values and attitudes. (3) Competence builds on knowledge and skills and is acquired through work experience and learning by doing". Competence can be described as the ability to carry out a role or task, the ability to integrate knowledge, skills, attitudes and personal values, and the ability to build knowledge and skills based on experience and learning carried out.

Based on the Regulation of the Minister of National Education No. 13 dated April 17, 2007 concerning the standard of principals/madrasahs, it is explained that a

school principal must master five dimensions of competence, namely, 1) Personality Competence, 2) Managerial Competence, 3) Entrepreneurship Competence, 4) Supervision Competence, 5) Social Competence

Based on Law no. 20 National Education System and PP. No. 19 of 2005 which is related to the articles that regulate the competence of school principals and refers to the decision of the Minister of National Education of the Republic of Indonesia Number 162/13/2003 concerning the assignment of teachers as principals, article 9 paragraph (2), it is explained that the aspect of principal assessment on the basis and responsibility of the principal as, 1) leader, 2) manager, 3) educator, 4) administrator, 5) entrepreneur, 6) creator of work climate, 7) supervisor

An entrepreneur is an innovator (Hisrich & Peters, 2002, p. 71). The skills required by an entrepreneur according to (Hisrich & Peters (2002, p. 32) are:

1. Technical skills

Ability to write, speak, listen, monitor the environment, business techniques, technology, organize, build networks, management style, train, work together in team work.

2. Business management

Ability to make business plans and set business goals, decision making, human relations, marketing, finance, bookkeeping, management, negotiation, and managing change.

3. Personal entrepreneurial spirit

Discipline, dare to take calculated risks, innovative, change oriented, hard working, visionary leader, and able to manage change.

Entrepreneurship involves three behaviors, namely creativity, commitment, and the courage to take risks from failure (Diktendik, 2009) which is supported by three competencies, namely knowledge, skills, and entrepreneurial nature. These three competencies are interrelated. Knowledge is a collection of information that is stored in the brain and can be recalled if needed. Skill is the ability to apply knowledge. Traits are a set of character qualities that make up a person's personality. According to Kuratko & Hodgetts (1989, p. 21), Kao (1991, p. 34), Hisrich & Peters (2002, p. 15) entrepreneurship is a process of energetic innovation and creation, broad-minded, has a business plan, aggressive, tenacious, sociable, enthusiastic, thrifty, negotiable in line with opinion (Anonymous, 2002, p. 1).

In detail, entrepreneurial competence in Permendiknas No. 13 of 2007 consists of five competencies, namely:

1. Creating innovations that are useful for school/madrasah development.

2. Work hard to achieve the success of the school/madrasah as an effective learning organization.
3. Have a strong motivation to succeed in carrying out their main tasks and functions as a school/madrasah leader.
4. Never give up and always look for the best solution in dealing with obstacles faced by schools/madrasah.
5. Have entrepreneurial instincts in managing school/madrasah production/service activities as a source of student learning.

If a leader has and masters and implements entrepreneurial competencies in real action, the organization he leads will have quality assurance as expected by all stakeholders. Both external and internal stakeholders (students, educators, and education staff).

The principal who has an "entrepreneurial" spirit reflects the personality that gives the school the strength to have a sustainable culture of achievement (Sagala, 2010, p. 91)

2.2. Competitive Advantage

Competitive advantage has the same meaning as competitive advantage. According to Kotler (2001, p. 95), competitive advantage is an advantage over competitors that is obtained by delivering greater customer value, through lower prices or by providing more benefits that match higher prices.

According to Tangkilisan (2003, p.51) that competitive advantage refers to the ability of an organization to formulate strategies that place it in a favorable position related to other companies. Competitive advantage arises when customers feel that they receive more value from transactions made with a competing organization. Then in the Indonesian Dictionary by Zain (1994) it is stated that competitive advantage is competitive and competitive.

Day & Wensley (1998) argues that increasing the high capability of sources which results in lower costs and increases value for customers, this is a controlling position of advantage. In addition, it is also said to achieve competitive advantage, a company or organization must be able to recognize the various basic elements to achieve competitive advantage as follows:

- a. Price or value
- b. Pleasing consumers
- c. Consumer Experience
- d. The product attributes obtained are recorded.
- e. Unique service benefits

Competitive advantage develops from the value it is able to create for its buyers that exceeds the firm's costs of

creating it. Competitive advantage stems from the many different activities a firm undertakes in designing, producing, marketing, delivering and supporting its products. Each activity can support a relative cost position and create differentiation.

2.3. Efforts to build competitive advantage

Efforts to build a competitive advantage according to Hermawan Kartajaya's version, the manager (principal) must build a grand design which is contained in the nine core elements of marketing, namely: (1) Market segmentation, (2) targeting, (3) positioning, (4) differentiation, (5) marketing mix (product, price, place, promotion) (6) selling, (7) brand, (8) service, and (9) process. Then Hermawan Kartajaya made the nine marketing elements a strategy to build a competitive advantage of a brand and corporation. The nine marketing elements are made into the core strategy of building competitive advantage into three main elements including positioning, differentiation, and branding. Every successful product or brand must have succeeded in gaining a unique and strong position in the minds of consumers, because the process of determining positioning is a fundamental part of any marketing strategy. Because the success of something is influenced by the strength of its positioning.

WTO gain a competitive advantage, it must also be supported by a strong infrastructure, superior human resources and the technology used is more sophisticated than other organizations. In terms of human resource infrastructure, Emma-Sue Prince (2013) says that to achieve success and excellence, superior human resources must fulfill seven potentials, namely: 1) adaptability, 2) critical thinking, 3) empathy, 4) integrity, 5) optimistic, 6) proactive, and 7) toughness

III. METHOD

This research uses a qualitative approach which studies about the existing problems and working procedures with the aim of describing what is currently happening to obtain information about the existing situation. In fact, researchers determine the research approach used in order to solve research problems, this is reinforced by the opinion of Denscombe (2007, p. 3)

The type of research used in this study is a case study. This type of research was chosen because it is a form of qualitative research that can be used primarily to develop theories adopted from several similar research backgrounds, so that theories can be generated that can be transferred to a wider and more general situation. This is as stated by Tellis (2015, p.89)

According to Miles & Huberman (1992, p.226) argue that qualitative research aims to obtain an overview with respect to the characteristics of research subjects, such as the achievement of learning standards. Thus, this research is a qualitative research which has the following characteristics, 1) descriptive in nature, 2) process analysis, 3) more attention to process, and 4) the researcher is a key instrument.

The object of research is the entrepreneurial competence of the principal in building competitive advantage at SMK 7 Gondanglegi Malang. Which includes Technical Skills, Human Skills, and Conceptual Skills of principals in building a school's competitive advantage.

The research locations here are: SMK 7 Gondanglegi Malang which is located on Jl. KH. Ahmad Dahlan No. 20 Gondanglegi Malang district. The reason researchers are interested in doing research here is because in the midst of the proliferation of SMK that are established in Malang Regency, SMK 7 can be excellent among the community, besides that there are many achievements that have been achieved both academic and non-academic achievements, the changes are very prominent at SMK 7 so that they are able to compete with public and private SMK in the Malang Regency, even being able to create a competitive advantage that is the main attraction of the community to encourage their sons and daughters in the SMK. This research was conducted April 2021-Nov 2021.

Because the scope of this research is qualitative research, the sources of data in this study are informants, namely school principals, teachers, student school supervisors and school committees. The data used in this study are primary data and secondary data. Primary data is data obtained directly from informants and direct observation at the research location, namely about the entrepreneurial competence of school principals in building competitive advantage at SMK 7 Gondanglegi Malang. While secondary data is data that has been processed in the form of written texts/documents, in this study secondary data is very necessary, because secondary data in the form of syllabus, lesson plans, and other documents related to the entrepreneurial competence of principals in building competitive advantage in SMK 7 Gondanglegi Malang.

Then, for the data collection techniques in this study used three data collection techniques, namely participant observation, in-depth interviews, and study of documents. The data analysis technique in this study uses descriptive analysis techniques with more descriptions and results of interviews and documentation studies. The data obtained will be analyzed qualitatively and described in descriptive form in order to obtain data related to entrepreneurial competencies, principals.

The steps of data analysis techniques in this study used two stages as follows: Single site data Analysis for data condensation and data display for conclusion drawing/verification.

IV. RESULTS AND DISCUSSION

Based on the overall description of the data exposure that has been stated previously, the notes found by the researcher relate to several indicators of competence, namely: 1) create innovations that are useful for school development, 2) work hard to achieve school success, as an effective learning organization, 3) have a strong motivation to succeed in carrying out their main tasks and functions as school leaders, 4) never give up and always look for the best solutions in dealing with obstacles faced by schools, 5) have entrepreneurial instincts in managing school production/service activities as a source of student learning, 6) endless innovation is proven by new innovations that can attract public attention.

The school is an organization that has the function of providing services to the community in the field of education. As an organization, of course, schools have goals that are always strived to be achieved optimally. Success in achieving educational goals in schools, is very dependent on the efforts made by schools. Likewise, schools in attracting the sympathy of parents and the community in order to seek support for the smooth implementation of education, this is also very dependent on the efforts made by the school.

In accordance with the function and position, the principal who must be responsible for carrying out the various efforts referred to above is the principal. One way that is directed at the problem of the principal's ability to make efforts in achieving educational goals, is by means that the principal must have entrepreneurial or entrepreneurial competence. Entrepreneurial competence is very important for school principals, because attitudes, personality, behavior, and entrepreneurial principles will be very useful for managing schools. The characteristics of being persistent, confident, active, creative, dynamic, daring to take risks, not easily discouraged, always result-oriented, sensitive to change and development, etc. These are characteristics that should be owned by the principal as an education unit manager.

By paying attention to the challenges of change and the characteristics of entrepreneurial leaders, as well as the role that school principals must play as educational leaders, it appears that the world of education in this case schools requires leadership that can face various challenges of change and entrepreneurial leadership will be able to make a significant contribution to school

organizations, in responding to the challenges of change. this is as stated by Caldwell and Spinks in their research on creativity, confidence, and an enduring contribution to the community

To apply entrepreneurial tips in building a competitive advantage at SMK 7 Gondanglegi, Malang Regency, the principal must have a minimum competence on entrepreneurship which includes the following activities:

- 1) The principal must be able to create innovations that are useful for school development.
- 2) The principal must be able to work hard in an effort to achieve school success as an effective learning organization.
- 3) The principal must have a strong motivation to achieve success in carrying out his main duties and functions.
- 4) The principal never gives up and always looks for solutions in dealing with obstacles at school.
- 5) Principals must have entrepreneurial instincts in managing school production/service activities as a source of student learning.

Based on the research findings, the principal of SMK 7 has mastered entrepreneurial competence well, this can be seen from the fast progress of the school, from the various kinds of businesses built by the school, but there is only a slight difference in terms of courage, the principal of SMK 7 is very brave in take risks, but that does not mean without consideration, everything is still considered properly and with good mastery as well. In principle, trying but failing is better than not trying at all.

At SMK 7 Malang, several skill competencies were opened, with the hope that what was needed would be provided, like a salesperson selling something that was not available in other stores, and each of these skill competencies had already collaborated with several business and industrial worlds, so that It is not feared that graduating students have not found jobs, because most students graduate directly to work, even being recruited for work before graduating. This shows that the school has collaborated with several businesses and the industrial world, and it has been confirmed that the principal of SMK 7 Gondanglegi Malang has mastered the entrepreneurship competence of the principal.

At SMK 7 Malang instilling an entrepreneurial spirit in students not just getting theory but directly practicing for students created to become people who can open up business opportunities so they don't become people who just get jobs, this is reflected in teaching and learning activities every Thursday students wear batik uniforms with different colors and motifs because what they wear is the result of their own work, this is done so that students

have skills and can respect their own work and the work of others. The opinion above is in accordance with the opinion of Barnawi (2010, p. 15) that to awaken the spirit and entrepreneurship of students must start early, starting from school.

The development of SMK 7 Gondanglegi which from a suburban school became a favorite school cannot be separated from the entrepreneurial spirit of the principal who is so strong who dares to take risks, so with this courage, SMK 7 becomes an excellent school, has several business fields created by the school and is able to have buildings and facilities. Other infrastructure that is not owned by SMK in general. And never stop innovating, almost every year there are innovations starting from the creation of the Suryawangsa 1 electric car, and continued on Suryawangsa 2, in the past few years, to the successful construction of the highest vocational high school building at the national level, all of which is based on mastering the entrepreneurial competence of the principal school.

Still based on research data at the school, the principal always innovates in order to develop the school in accordance with the ideals of the vision and mission that was developed which was built according to the developing context at that time, the innovation carried out was a form of hard work with strong motivation and never giving up through various efforts. Creative activities aimed at building a school's competitive advantage.

Hisrich, R.D. & Peters, M.P. in his book *Entrepreneurship* asserts in his grand theory that the skills needed by an entrepreneur are: 1) technical skills which include the ability to write, speak, listen, monitor the environment, business techniques, technology, organize, build networks, style management, training, working together in teamwork, 2) business management, which includes the ability to make business plans and set business goals, decision making, human relations, marketing, finance, bookkeeping, management, negotiation, and managing change. 3) personal entrepreneurial spirit includes discipline (self-control), dare to take calculated risks, innovative, change-oriented, hard working, visionary leader, and able to manage change.

Research findings on the entrepreneurial competence of school principals to build school competitive advantages, researchers can contribute to the theory of Hisrich, R.D. & Peters, M.P, namely the need to add new indicators, namely the need to optimize internal production loving and sustainable innovation, namely loving the production of the nation's children and continuous innovation, which can attract public attention.

V. CONCLUSION

Based on the focus of research and exposure to research results on the entrepreneurial competence of principals in building competitive advantage in vocational schools, it can be concluded to apply entrepreneurial tips in building a competitive advantage at SMK 7 Gondanglegi, Malang Regency, the principal must have a minimum competence on entrepreneurship which includes the following activities: The principal must be able to create innovations that are useful for school development; The principal must be able to work hard in an effort to achieve school success as an effective learning organization; Principals must have a strong motivation to achieve success in carrying out their main tasks and functions; The principal never gives up and always looks for solutions in dealing with obstacles at school; and Principals must have entrepreneurial instincts in managing school production/service activities as a source of student learning.

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