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# THE LEADERSHIP OF THE PRINCIPAL OF SMAN 3 BANGKO IN THE DEVELOPMENT OF ENTREPRENEURSHIP BASED ON REGIONAL POTENTIAL

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**ABSTRACT**

School entrepreneurship is an important strategy for improving independence, competitiveness, and quality of education, especially in areas with limited resources and access such as SMAN 3 Bangko. This program not only serves as a means of learning skills, but also as an effort to strengthen local identity through the utilization of regional potential. This study aims to gain an in-depth understanding of how school leadership plays a role in developing Malay-based entrepreneurship through an approach that utilizes available local potential. The research uses a qualitative method with a narrative inquiry design that allows researchers to explore the experiences of principals, teachers, and students as the main actors in the implementation of the school entrepreneurship program. Data were collected through in-depth interviews, participatory observation, and documentation, then analyzed through a thematic coding process to find strategic patterns in leadership and program implementation. The results of the study show that the principal applies a transformational and collaborative leadership style with strategies that include school branding, innovation of entrepreneurship programs based on local products such as VCO coconut oil and palm frond crafts, and cross-stakeholder collaboration. The main challenges were found to be limited resources, product marketing, and initial interest among students, but these can be overcome through mentoring, technical training, and strengthening motivation to learn. These research findings confirm that visionary leadership plays a significant role in building school entrepreneurship based on regional potential as an effort to strengthen character, independence, and educational sustainability.

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## 1. INTRODUCTION

Educational leadership plays a strategic role in determining the direction, quality, and sustainability of school development. A principal not only functions as an administrator but also as an agent of change who is capable of building culture, character, and innovation in learning (De Jong & Den Hartog, 2010). In the era of 21st-century education, leadership is required to be responsive to the needs of creativity, digital literacy, collaboration, and the development of entrepreneurial competencies in students. National education policy also emphasizes the importance of the principal's role in encouraging school transformation to be more adaptive, innovative, and relevant to the needs of society (Cichocka, 2016; Hidayat & Khalika, 2019).

School entrepreneurship is increasingly recognized as an important strategy in equipping students with the ability to be independent, think critically, and have life skills based on real experiences. Entrepreneurship education does not only focus on the ability to create products, but also trains students to take risks, be creative, and solve problems (Ikhwan, 2019). Through the Merdeka Curriculum and the Pancasila Student Profile Strengthening Project (P5), the government encourages schools to integrate learning based on local potential so that it is in line with the culture, social conditions, and needs of the region (Madjid, 2002). However, the implementation of school entrepreneurship still faces a number of challenges, such as limited facilities, low student interest, and suboptimal marketing networks and program assistance (Miller & Josephs, 2009).

SMAN 3 Bangko in Rokan Hilir Regency, Riau Province, is an interesting case study because this school is located in an area with limited access, yet it has been able to develop entrepreneurship based on local potential through the utilization of local resources such as coconuts and agricultural waste. Products such as VCO oil and palm frond crafts are part of the school's entrepreneurial strategy and identity. This effort demonstrates that visionary, collaborative, and adaptive leadership can turn limitations into opportunities and enhance the school's competitiveness (Rakhmat, 1989).

Based on this context, this study aims to explore and understand how the leadership of the principal of SMAN 3 Bangko plays a role in developing school entrepreneurship based on regional potential. This research was conducted using a narrative approach to reveal the experiences, strategies, challenges, and results of program implementation. The findings of this study are expected to contribute theoretically to the fields of educational leadership and school entrepreneurship and to serve as a practical reference for other schools in developing regional potential-based educational innovations.

## 2. METHOD

This study uses a qualitative approach with a narrative inquiry design to understand the experiences and leadership practices of school principals in developing entrepreneurship programs based on regional potential. This approach was chosen because it allows researchers to explore stories, the meaning of experiences, and in-depth interpretations from key informants who are directly involved in the program development process. The research subjects consisted of school principals as central decision-makers, teachers involved in program implementation, and students who played a role in carrying out entrepreneurial activities. Subject selection was conducted using purposive sampling techniques based on their involvement and the relevance of their experiences to the research focus.

The research procedure was carried out in three stages, namely the preparation stage, the data collection stage, and the analysis stage. In the preparation stage, the researcher compiled interview guidelines, observation sheets, and documentation formats to ensure the regularity of the data collection process. The main instrument of this research was the

researcher himself, supported by auxiliary instruments in the form of semi-structured interview guidelines, participatory observation formats, and document recording sheets. Data was collected through in-depth interviews with informants, observation of entrepreneurial activities at the school, and document review, such as photos of activities, program profiles, and artifacts of school entrepreneurial products.

Data analysis was conducted through data reduction, categorization, and theme determination using thematic coding techniques to identify narrative patterns related to leadership, implementation strategies, and challenges in entrepreneurship development. Data validity was strengthened through source triangulation and member checking techniques, which involved asking informants to verify the accuracy of the transcribed and interpreted data. With this procedure, the study produced findings that were credible, reflective, and representative of the authentic experiences of participants in the context of school education and entrepreneurship.

## 3. RESULTS AND DISCUSSION

This study uses a qualitative approach with a narrative inquiry design to understand the experiences and leadership practices of school principals in developing entrepreneurship programs based on regional potential. This approach was chosen because it allows researchers to explore stories, the meaning of experiences, and in-depth interpretations from key informants who are directly involved in the program development process. The research subjects consisted of school principals as central decision-makers, teachers involved in program implementation, and students who played a role in carrying out entrepreneurial activities. Subject selection was conducted using purposive sampling techniques based on their involvement and the relevance of their experiences to the research focus.

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The results of the study reinforce the view that visionary and participatory school leadership has a direct influence on the successful implementation of entrepreneurship programs based on regional potential. The innovations carried out by SMAN 3 Bangko prove that schools with limited resources can still develop if the leadership is able to mobilize the internal and external potential of the school. These findings support the theory that the development of school entrepreneurship depends not only on the curriculum, but also on the exemplary behavior, motivation, and managerial skills of school leaders in building a productive and contextual learning ecosystem (Cichocka, 2016; Hidayat & Khalika, 2019).

## 4. CONCLUSION

This study shows that school principal leadership plays an important role in developing entrepreneurship based on regional potential. Through the transformational leadership style demonstrated by the principal of SMAN 3 Bangko, the entrepreneurship program was successfully developed not only as a learning activity but also as the school's identity and empowerment strategy. The strategies implemented, such as integrating entrepreneurship into the curriculum, collaborating with the community, fostering an entrepreneurial culture, and optimizing regional potential, have made a tangible contribution to improving student competencies and the school's image.

This study also reveals that challenges such as limited facilities, student motivation, and marketing networks can be overcome through mentoring, ongoing training, and external partnerships. This shows that adaptive and collaborative leadership can turn limitations into opportunities for school development.

The results of this study are expected to serve as a reference for other schools, especially those in areas with limited access, to develop entrepreneurship programs based on local potential. Further research is recommended to explore models for evaluating the sustainability of school entrepreneurship, developing digital marketing systems for schools, and involving students in the development of product innovations based on local culture.

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