



The Principal Entrepreneurial Competence and Teachers' Role Influence on the Green-Clean-Creative School Program Success at State Elementary Schools in Kebayoran Lama Sub-district

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Abstract

Principals and teachers have a role and a close relationship in achieving the success of program in schools. In this case, the principals' entrepreneurial competence and the teachers' role have a major role in the success of the school programs. This study aimed to obtain information about the principal entrepreneurial competence influence, the teacher's role influence, and the principal entrepreneurial competence and the teacher's role influence on the success of the "Green-Clean-Creative School" program. This research was conducted at public elementary schools in the Kebayoran Lama Sub-district. The method used was quantitative research. The data collection techniques were a questionnaire method, observation sheets, and documentation. The research samples were 11 principals of public elementary schools and 55 teachers of public elementary schools in the Kebayoran Lama Sub-district. The data analysis method in this study employed Pearson Product Moment correlation test on validity test, Alpha Cronbach test on reliability test, and Spearman Rank correlation test on hypothesis testing. The results found a significant influence between the principal's entrepreneurial competence and the teacher's role in the success of the Green-Clean-Creative School program because the F-count was 57.352 which was greater than the F-table (4.26). The test results also showed that the significance value of the F-test was 0.000 which was smaller than the specified probability α , i.e., $0.000 < 0.05$. Thus, it can be synthesized that the principal's entrepreneurial competence and the teacher's role had a significant effect on the Green-Clean-Creative program success at state elementary schools in the Kebayoran Lama Sub-district.

Keywords:

Principal Entrepreneurial Competence, Teachers' Role, Green-Clean-Creative School

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Abstrak

Kepala sekolah dan guru memiliki peran dan hubungan yang erat dalam mencapai keberhasilan program di sekolah. Dalam hal ini, kompetensi kewirausahaan kepala sekolah dan peran guru memiliki peran besar dalam keberhasilan program-program sekolah. Penelitian ini bertujuan untuk memperoleh informasi tentang pengaruh kompetensi kewirausahaan kepala sekolah, pengaruh peran guru, dan pengaruh kompetensi kewirausahaan kepala sekolah serta peran guru terhadap keberhasilan program “Sekolah Hijau-Bersih-Kreatif”. Penelitian ini dilakukan di Sekolah Dasar Negeri di Kecamatan Kebayoran Lama. Metode yang digunakan adalah penelitian kuantitatif. Teknik pengumpulan data menggunakan metode angket, lembar observasi, dan dokumentasi. Sampel penelitian ini adalah 11 kepala sekolah SD negeri dan 55 guru SD negeri di Kecamatan Kebayoran Lama. Metode analisis data dalam penelitian ini menggunakan uji korelasi Pearson Product Moment pada uji validitas, uji Alpha Cronbach pada uji reliabilitas, dan uji korelasi Spearman Rank pada pengujian hipotesis. Hasil penelitian ditemukan adanya pengaruh yang signifikan antara kompetensi kewirausahaan kepala sekolah dengan peran guru terhadap keberhasilan program Sekolah Hijau-Bersih-Kreatif karena F-hitungnya 57,352 lebih besar dari F-tabel (4,26). Hasil pengujian juga menunjukkan bahwa nilai signifikansi uji-F adalah 0,000 yang lebih kecil dari probabilitas yang ditentukan, yaitu $0,000 < 0,05$. Dengan demikian, dapat disimpulkan bahwa kompetensi kewirausahaan kepala sekolah dan peran guru berpengaruh signifikan terhadap keberhasilan program Sekolah Hijau-Bersih-Kreatif pada sekolah dasar negeri di Kecamatan Kebayoran Lama.

Kata Kunci: Kompetensi Kewirausahaan Kepala Sekolah, Peran Guru, Sekolah Hijau-Bersih-Kreatif

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INTRODUCTION

The environment is one of the natural resources that can affect the development of human life. In line with the opinion (Jaenudin and Marliani in Anwar et al., 2020), in essence, humans and the environment are one unit. Humans and the environment interact so that they cannot be separated. Both also produce a certain pattern of behavior. One example is that every human being wants to live in a clean environment. It is impossible for humans to choose to live in a dirty environment. Thus, a clean environment is the desire of all people.

In education, the environment is an essential conditional factor in creating learning situations. A comfortable learning environment is crucial in realizing effective learning. However, the current reality reveals that awareness of maintaining and preserving the school environment has decreased. It is evidenced by the habit of littering, destroying school facilities (such as doodling), pulling plants on a whim, saving plastic waste, and others. In addition, most students do not feel that the actions taken are wrong and can harm the surrounding environment and many people. If left unchecked, these problems will cause more problems and disasters in the future. Therefore, it is very important to instill an attitude of caring for the environment as early as possible so that students understand the environment.

Moreover, schools are a means to educate the nation's next generation to realize a better life and as a place that holds the mandate to achieve educational goals. In addition, schools also have a role in delivering students to the future. Therefore, education must be able to develop capabilities and shape the character and civilization of a dignified nation to educate the nation's life. This educational paradigm will encourage students to empower themselves and take responsibility for their environment. Thus, to support the achievement of these educational goals, it is necessary to create a Green-Clean-Creative school environment.

According to Feigenbaum in *Total Quality Control*, leadership quality is a matter in which quality principles are the basis for guiding, empowering, and consistently supporting the achievement of excellence by

employees throughout the organization. Leadership qualities emphasize a strength that can foster trust in the environment, openness, and honest communication to encourage individual quality development and business improvement (Mujtahid & Rohman, 2021). Hence, in practice, the principal must be able to organize all the abilities of the school using the principle of "teamwork". According to Husaini Usman's opinion (in Mantara et al., 2014), in building "teamwork," there is a sense of togetherness, empathy, mutual willingness, mutual kindness, mutual assistance, mutually organized, mutual respect, and full of maturity.

School progress usually comes from the principal with an entrepreneurial spirit because he also acts as a driver of change in addition to being a leader. Principals with an entrepreneurial spirit usually have goals and plans related to school activities tailored to the abilities and supporting factors possessed by the school. A school principal with an entrepreneurial spirit must also have the ability and willingness to find opportunities in every school development activity (Lisnawati et al., 2021). To realize these conditions, school principals must have entrepreneurial competence by taking all decisions with full confidence and determination. Based on the definitions of several experts, it can be synthesized that the entrepreneurial competence of principals is the ability of principals who are continuously creating something new, need to work hard, must have a strong motivation to achieve success, always look for the best solutions, and have entrepreneurial instincts.

According to Permana and Kesuma (in Natuna & Rinaldi, 2017), a principal who has an entrepreneurial spirit is someone who has self-confidence, has a heroic spirit, and can work independently. Creative thinking can move the heart to dare to do new things that have value independently. According to Mulyasa (in Syapriyuda & Santosa, 2020), entrepreneurship in education refers to a person's condition when making decisions that encourage an independent system without any connection from other parties. Therefore, the role of the principal who has an entrepreneurial spirit plays a very important role as a driver of change, innovation, and school progress. According to Barnawi and Arifin in

Schoolpreneurship: Membangkitkan Jiwa dan Sikap Kewirausahaan Siswa [Schoolpreneurship: Arousing Students' Entrepreneurial Spirit and Attitude], principal competence can be interpreted as the role of the principal as a policy locomotive in school-preneurship. In addition, principals with a conservative mindset will have difficulty bringing schools into the school-preneurship genre. Thus, the spirit of entrepreneurship in the principal is highly anticipated to develop school activities.

Minister of National Education Regulation Number 13 of 2007 concerning Standards for Principals/Madrasah states five basic competencies that must be possessed by school principals, including personality, managerial, supervisory, social, and entrepreneurial competencies. Specifically, the fifth competency, entrepreneurial competence, is a new competency for school principals. According to the Directorate General of Quality Improvement of Educators and Education Personnel, the characteristics of school principals' entrepreneurial competencies are related to several things, such as creating innovations beneficial for the development of school activities by generating creative ideas in organizing school activities and carrying out innovative school activities, working hard to achieve school success by developing and implementing school programs or activities until they reach their goals to success, having a strong motivation with a high will to achieve success in carrying out their main tasks and functions as school leaders, never giving up and always looking for the best solution in dealing with problems or obstacles faced by schools by internalizing the entrepreneurial spirit in real life (never give up, optimism, and alternative thinking), and having entrepreneurial instincts in managing school activities as a source of student learning by having the courage to take risks from every decision determined (LPPKS in Ratmawati et al., 2020).

Academically, the educational process can be seen in the learning process implementation. The spearhead of implementing the learning process in schools is in the hands of the teacher. Teachers have a share and role in achieving educational goals. According to Biddle and Thomas, as cited by

Rahman & Amri in *Model Pembelajaran ARIAS Terintegratif [Integrated ARIAS Learning Model]*, the role is a set of rules that limit the expected behavior according to the leader. According to Usman (in Burhan & Saugadi, 2017), the role of the teacher is a series of created and interrelated behaviors carried out and have to do with changes in behavior and the development of students.

Meanwhile, there are seven roles of teachers according to Rahman & Amri (in Ratna et al., 2021): teachers as learners; teachers as teachers and mentors; teachers as an educator (nurturers); teachers as a model; communicators to the local community; administrative workers; loyal to the institution. As expressed by W. F. Connel, the role of the teachers is a real reality in life, where in addition to playing a role in the school, the teacher must also be able to play a role in society and even in all lines of life.

Furthermore, Makmun in *Psikologi Pendidikan [Educational Psychology]* argued that the role of teachers in education broadly and ideally could play a role, among others, as conservators, innovators, transmitters, transformers, and organizers. As a conservator (maintainer), the teacher is tasked with maintaining a value system, where the value system is a source of maturity norms. The teacher then acts as an innovator (developer) of the science and technology value system studied in the learning system from the existing value system. Thus, the teacher's role is not only to maintain the value system but also to develop it to a wider and superior elaboration. Furthermore, the teacher as a transmitter (successor) plays a role in transmitting the value system to students. This position is vital. The teacher must pass something on to the next generation so that someone will continue the existing system. In addition, as a transformer (translator), the teacher is tasked with being able to interact well with students. Therefore, a good personality and character must be attached to the teacher's personality. Thus, a good interaction process with students is expected to form good attitudes and morals in students. Then, as the organizer, the teacher plays a role in organizing all educational activities. Teachers must also try to create learning

activities according to the plan and can be accounted for.

In this case, a Green-Clean-Creative school really supports students' comfort in the learning process. It has become a concern for the principal as the supervisor regularly. In line with the Head of the Education Sub-department Region 1 South Jakarta program, schools must implement the Green-Clean-Creative school program. Meanwhile, what is said to be a green school is a school that manages its environment to create a beautiful and cool environment, such as planting plants (fostering plants), planting school medicinal plants (TOSA), making compost, and green building. Meanwhile, a clean school is an environment that is free from dirt and looks beautiful with a beautiful, nice, elegant, and comfortable appearance. This condition can be realized with a clean school environment from larvae, using non-disposable eating and drinking places, sorting organic and non-organic waste, managing waste (composting), recycling waste or used goods, and having a healthy canteen. For schools, it is said to be creative if the atmosphere of the school, especially the classroom, is different from other schools and has its characteristics, such as the class being painted according to the learning theme, the existence of a reading corner in every corner of the school, the existence of a school hall for artistic and creative activities, and others.

In connection with the problems that the researchers presented above, the bad habits that have become entrenched must be broken by changing the mindset and pattern of living for a better one. Therefore, the "Green-Clean-Creative School" program is highly appreciated and is expected to address and educate stakeholders in the school environment, especially students, to create a green, clean, and creative environment. To make the "Green-Clean-Creative School" program a success, the principal has the task of cooperating with teachers as change agents who can encourage and manage so that all parties are motivated to play an active role in making these changes. Thus, the main indicator in determining the success of school activity programs is the level of change so that school goals are achieved.

Some researchers looked at the entrepreneurial competence of school principals and the role of teachers separately, such as the research on "*Entrepreneurial Competence of State Junior High School Principals (SMPN) in Bantul Regency*" compiled by Mutiarani (2015). The research results revealed that the entrepreneurial competence possessed by the Head of SMPN throughout Bantul Regency as a whole obtained a percentage of 84.65% in the very good category. Based on the result recapitulation, the average result for each variable dimension was 84.81%, and specifically, having entrepreneurial instincts of 84.20% were categorized as very good. Then, the previous study on "*the Influence of the Learning Environment and the Role of Teachers on Students' Learning Motivation in Economics at SMA Negeri 1 Masbagik*" was compiled by Utomo et al. (2017). Meanwhile, the research results showed that the learning environment variable had a significant effect on students' learning motivation, and the teacher's role variable had a significant effect on students' learning motivation in economics at SMAN 1 Masbagik in the 2015/2016 academic year. Regarding school programs, a previous study entitled "*Evaluation of the Green School Program at SMA Negeri 7 Purworejo as Preparation for the Swaliba Pioneer (School with Environmental and Disaster Mitigation)*" was compiled by Windawati & Setyowati (2015). The research results uncovered that the green school program had been implemented well in accordance with the *Adiwiyata* guidelines.

Based on the description of the results of previous studies, it can be seen that the research carried out by these researchers is different from previous studies. The three variables studied in this study are new, have never existed before and have the potential to be interconnected. However, if looking at the results of previous studies described, it can be synthesized that the entrepreneurial competence of school principals and the role of teachers can affect the success of the "Green-Clean-Creative School" program in public elementary schools in the Kebayoran Lama Sub-district.

For this reason, this research is expected to be a solution to the existing problems that

the principal's entrepreneurial competence and the teacher's role can affect the success of the "Green-Clean-Creative School" program at public elementary schools in the Kebayoran Lama Sub-district. Thus, this study aims to (1) analyze the effect of the principal's entrepreneurial competence on the success of the "Green-Clean-Creative School" program, (2) analyze the influence of the teacher's role on the success of the "Green-Clean-Creative School" program, and (3) analyze the influence of the entrepreneurial competence of the principal and the role of the teacher simultaneously on the success of the "Green-Clean-Creative School" program at public elementary schools in Kebayoran Lama Sub-district.

METHODS

This research method was quantitative research. This research was conducted in public elementary schools in Kebayoran Lama Sub-district. Meanwhile, the research subjects were principals and teachers of public elementary schools in the Kebayoran Lama Sub-district. This study's data collection techniques used a questionnaire method, observation sheets, and documentation. The research samples were 11 principals of public elementary schools and 55 teachers of public elementary schools in the Kebayoran Lama Sub-district.

In this study, two research questionnaires were used, consisting of instruments for the entrepreneurial competence of the principal and the teacher's role. In addition to the questionnaire, there was also an observation sheet to measure the program's success "Green-Clean-Creative School." The making of the instrument was based on indicators of each variable. The instruments used to collect data in this research were validated first by expert lecturers.

The data analysis method in this study used the Pearson Product Moment correlation test for validity and reliability tests and the Rank Spearman correlation test for hypothesis testing with the help of SPSS 25 software. The Pearson Product Moment correlation test examines the relationship between two variables using ratio or interval scale data. Meanwhile, the Rank Spearman correlation

test examines the relationship between research variables on non-parametric statistics (ordinal scale).

RESULTS AND DISCUSSION

The data description was carried out to describe the principal's entrepreneurial competence, the teacher's role, and the success of the Green-Clean-Creative School program in the Kebayoran Lama Sub-district, presented in the form of a frequency distribution table, bar chart, and score categorization.

Principal Entrepreneurial Competence

The principal's entrepreneurial competency data were obtained from an instrument in a questionnaire consisting of 20 statements validated and tested for validity and reliability. Questionnaires were distributed to 11 respondents, namely principals in public elementary schools in Kebayoran Lama Sub-district.

The researchers displayed statistical data descriptively in the form of frequency distribution results described through SPSS 25 software. The following describes the frequency distribution of school principals' entrepreneurial competencies.

Table 1. Frequency Distribution of Principal Entrepreneurial Competence

Principal Entrepreneurial Competence				
Score	Freq	%	Valid %	Cumulative %
77	1	9.1	9.1	9.1
79	1	9.1	9.1	18.2
80	1	9.1	9.1	27.3
82	2	18.2	18.2	45.5
85	1	9.1	9.1	54.5
89	1	9.1	9.1	63.6
92	1	9.1	9.1	72.7
95	3	27.3	27.3	100.0
Total	11	100.0	100.0	

Source: Results of data processing with SPSS 25, 2020

Thus, data on the entrepreneurial competence of school principals can be presented through the categorization table of principals' entrepreneurial competence scores in the following table.

Table 2. Principal Entrepreneurial Competence Scores Categorization

Score	Frequency	Relative Frequency	Category
81-100	8	72.8 %	Very High
61-80	3	27.2%	High
41-60	-	-	Moderate
21-40	-	-	Low
0-20	-	-	Very low
Total	11	100.00 %	

Based on data on the entrepreneurial competence of school principals, it can be seen that the entrepreneurial competence of school principals in the Kebayoran Lama Sub-district was included in the very high category, with a percentage of 72.8%.

Teacher's Role

The teacher's role data were obtained from an instrument in a questionnaire consisting of 20 statements, which were validated and tested for validity and reliability. Questionnaires were distributed to 55 respondents, teachers, in public elementary schools in Kebayoran Lama Sub-district. The following describes the frequency distribution of the teacher's role.

Table 3. Frequency Distribution of Teacher's Role

Teacher's Role				
	Freq	%	Valid %	Cumulative %
75	6	10.9	10.9	10.9
78	2	3.6	3.6	14.5
80	11	20.0	20.0	34.5
81	5	9.1	9.1	43.6
83	8	14.5	14.5	58.2
85	7	12.7	12.7	70.9
86	1	1.8	1.8	72.7
88	1	1.8	1.8	74.5
89	1	1.8	1.8	76.4
90	1	1.8	1.8	78.2
91	3	5.5	5.5	83.6
92	1	1.8	1.8	85.5
93	4	7.3	7.3	92.7
96	1	1.8	1.8	94.5
97	1	1.8	1.8	96.4

98	1	1.8	1.8	98.2
100	1	1.8	1.8	100.0
Total	55	100.0	100.0	

Source: Results of data processing with SPSS 25, 2020

Thus, the teacher role data can be presented through the teacher role's score categorization table in the following.

Table 4. Teacher Role Score Categorization

Score	Frequency	Relative Frequency	Category
81-100	36	64.8 %	Very High
61-80	19	35.2%	High
41-60	-	-	Moderate
21-40	-	-	Low
0-20	-	-	Very low
Total	55	100.00 %	

Based on the teacher role data, it can be seen that the teacher's role in Kebayoran Lama Sub-district was included in the very high category, with a percentage of 64.8%.

Green-Clean-Creative School Program

The data for the Green-Clean-Creative School program was obtained from an instrument in the form of a questionnaire consisting of 14 statements, which were validated and tested for validity and reliability. The questionnaire for the Green-Clean-Creative School program was filled out by observers at 11 public elementary schools in the Kebayoran Lama Sub-district. Meanwhile, observers filling out the questionnaire for the Green-Clean-Creative School program were school guards accompanied by researchers. This questionnaire was filled out by observing the real conditions of the school. The following is a description of the frequency distribution of the Green-Clean-Creative School program.

Table 5. Frequency Distribution Green-Clean-Creative School Program

Green-Clean-Creative School Program				
Score	Freq	%	Valid %	Cumulative %
55	1	9.1	9.1	9.1

56	2	18.2	18.2	27.3
60	2	18.2	18.2	45.5
65	3	27.3	27.3	72.7
69	1	9.1	9.1	81.8
70	2	18.2	18.2	100.0
Total	11	100.0	100.0	

Source: Results of data processing with SPSS 25, 2020

Thus, the Green-Clean-Creative School program data can be presented through the categorization scores in the following table.

Table 6. Green-Clean-Creative School Program Score Categorization

Score	Frequency	Relative Frequency	Category
57-70	8	72.8%	Very High
43-56	3	27.2%	High
29-42	-	-	Moderate
14-28	-	-	Low
0-14	-	-	Very low
Total	11	100.00 %	

Based on data from the Green-Clean-Creative school program, it can be seen that the Green-Clean-Creative School program in Kebayoran Lama Sub-district was included in the very high category, with a percentage of 72.8%.

Based on the hypothesis testing results, the entrepreneurial competence variable of the principal had a positive influence or relationship with the Green-Clean-Creative School program variable with a very strong relationship. It can be seen from the coefficient value of the two variables of 0.981 with a significance value of 0.000. Thus, these two variables greatly affected where the entrepreneurial competence of the principal increased so that the success of the Green-Clean-Creative School program also increased. Vice versa, if the entrepreneurial competence of the principal decreased, the success of the Green-Clean-Creative school program decreased.

Table 7. The Spearman Rank Correlation Test Results between Principal Entrepreneurship Competencies and Green-Clean-Creative School Program

Correlations	
	Green-Clean-Creative School Program
Principal Entrepreneurial Competence	<i>Correlation Coefficient</i> .981**
	<i>Sig. (2-tailed)</i> .000
	<i>N</i> 11

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Results of data processing with SPSS 25, 2020

It is in line with the opinion of Haryadi (2020) that the competence of the principal can be interpreted as the role of the principal as a policy locomotive in school-preneurship. Principals should not be trapped in the old era. Old school principals will have difficulty in bringing schools with the school-preneurship genre. Thus, the spirit of entrepreneurship in the principal is highly anticipated to be able to develop school activities. The ability of the principal's entrepreneurial innovation will determine the success of the school he leads because the principal can address the needs, desires, and expectations of the community for educational services. Thus, a school principal needs to have and develop entrepreneurial competency characteristics.

The teacher's role variable also had a positive influence or relationship with the Green-Clean-Creative School program variable with a very strong relationship. It can be seen from the coefficient value of the two variables of 0.834 with a significance value of 0.001. Thus, these two variables greatly affected in which the role of teachers increased, so the success of the Green-Clean-Creative School program also increased.

Table 8. Spearman Rank Correlation Test Results between Teacher Role and Green-Clean-Creative School Program

Correlations	
	Green-Clean-Creative School Program
Teacher's Role	<i>Correlation Coefficient</i> .834**
	<i>Sig. (2-tailed)</i> .001
	<i>N</i> 11

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Results of data processing with SPSS 25, 2020

In line with the theory (Makmun in Muqit & Djuwairiyah, 2017), the role of the teacher is very diverse, including as a conservator, innovator, transmitter, transformer, and organizer. As a conservator (maintainer), the teacher is tasked with maintaining a value system, where the value system is a source of maturity norms. The teacher acts as an innovator (developer) of the value system of science and technology studied in the learning system from the existing value system. Thus, the teacher's role is not only to maintain the value system but also to develop it to a wider and superior elaboration.

As a transmitter (successor), the teacher plays a role in transmitting the value system to students. This position is very important. Teachers must also pass on the value system to the next generation, who will continue the existing value system.

As a transformer (translator), the teacher is in charge of translating the value system into his behavior. Therefore, a good personality and character must be attached to the teacher's personality. Through interaction with students, the value system is hoped to be embedded in students.

As the organizer, the teacher, plays a role in organizing all learning activities. Here, the teacher must try to create a situation, lead, stimulate, move, and direct learning activities according to the plan. Thus, teachers act as resource persons, consultants, and wise leaders in the sense of democracy.

Hence, it can be synthesized that the role of the teacher is a strategic component in determining the progress of the nation, where the presence of the teacher is a *conditio sine quanon* factor, which cannot be replaced by any component in the life of the nation, even in the current era of the industrial revolution 4.0. The role of teacher also has an essential role in determining the quality of learning and school activity programs.

Table 9. F-Test Results

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	304.406	2	152.203	57.352	.000 ^b
Residual	21.231	8	2.654		
Total	325.636	10			

a. Dependent Variable: Green-Clean-Creative School Program

b. Predictors: (Constant), Teacher's Role, Principal's Entrepreneurial Competence

Source: Results of data processing with SPSS 25, 2020

Based on the hypothesis test results above, it was found that there was a significant influence between the entrepreneurial competence of the principal and the role of the teacher on the success of the Green-Clean-Creative School program because the F-count was 57.352. It indicates that the F-count (57.352) was greater than the F-table (4.26), and the significance level was $0.000 < 0.05$. The test results also showed that the significance value of the F-test was 0.000. Thus, the significance value obtained was smaller than the specified probability α , i.e., $0.000 < 0.05$. Thus, it can be synthesized that H03 was rejected, and Ha3 was accepted. It denotes that the principal's entrepreneurial competence and the teacher's role had a significant effect on the success of the Green-Clean-Creative program at public elementary schools in the Kebayoran Lama Sub-district.

Discussion

The urgency of developing a green-clean-creative school program as an alternative character strengthening program is indeed following current conditions where some learning must be contextual and have character attributes (Rasul, 2013). The entrepreneurial ability of the principal and the role of the teacher is proven to be related to the implementation of the program, especially because in this program the teacher is the spearhead and also requires a willingness from the principal for a comprehensive policy (Oktavia, 2014; Ayub & Achmad, 2021). The combination of the entrepreneurial ability of the principal and the role of the teacher simultaneously has an effect and is predicted

to strengthen the implementation of the program. This supports several previous studies (Sariyasni & Budiyo, 2019).

Increasing the competence of both will greatly affect the success of other similar programs. The results of this study also show that there is an agreement with the theory that the skills of both principals and teachers have been shown to improve the results of implementing the Green-Clean-Creative school program (Suharti, 2021). This supports some of the results of previous research where the items are proven to be related (Kalimantara, 2020). Teachers and school principals are expected to continue to see this program improve personal competencies to be developed and utilized to improve the quality of programs in schools.

CONCLUSION

The researchers present some conclusions and suggestions referring to the research results. Based on the descriptive data results, the entrepreneurial competence of principals in the Kebayoran Lama Sub-district was included in the very high category, with a percentage of 72.7%. For the teacher's role variable, it was also included in the very high category, with a percentage of 64.8%. The variable for the Green-Clean-Creative School program in Kebayoran Lama Sub-district was also included in the very high category, with 72.8%.

Based on the hypothesis test analysis results, it can be concluded that there was a positive and significant influence on the entrepreneurial competence of the principal on the success of the Green-Clean-Creative School program. The positive influence here means that if the entrepreneurial competence of the principal is getting better, the success of the Green-Clean-Creative School program will also increase. In addition, there was also a positive and significant influence on the role of teachers in the success of the Green-Clean-Creative School program. The positive influence here also means that if the teacher's role is getting better, the success of the Green-Clean-Creative School program will also increase. Also, there was a positive and significant influence on the entrepreneurial competence of principals and the role of

teachers in the success of the Green-Clean-Creative School program.

The researchers convey several suggestions to the principal, teachers, and further researchers based on the study results. Principals should be able to improve their entrepreneurial competence of school principals so that school activity programs can develop and be carried out properly. Teachers should be able to act as conservators (maintainers), innovators (developers), transmitters (successors), transformers (translators), and organizers to increase the success of existing program activities in schools. Future researchers should be able to discuss better studies on the entrepreneurial competence of school principals, the role of teachers, and the Green-Clean-Creative School program to produce better research.

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