



The Influence of Elementary School Principal's Transformational Leadership Behavior in Cultivating Entrepreneurial Character of the Millennial Generation

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Abstrak

Perubahan yang cepat dan kompleks dalam dunia pendidikan saat ini menuntut kehadiran pemimpin yang mampu mengatasi tantangan yang ada. Kepala sekolah yang mempraktikkan kepemimpinan transformasional mendorong para guru milenial untuk memiliki visi yang jelas, fleksibilitas, dan kemampuan untuk mengatasi perubahan yang terjadi dalam dunia pendidikan. Penelitian ini bertujuan untuk menganalisis pengaruh perilaku kepemimpinan transformasional kepala sekolah dasar dalam membangun karakter entrepreneurship generasi milenial di Kecamatan Tanjung Karang Barat Kota Bandar Lampung. Penelitian ini menggunakan pendekatan kuantitatif. Populasi dalam penelitian ini adalah 131 pendidik sekolah dasar Kecamatan Tanjung Karang Barat dengan 56 pendidik dipilih menjadi sampel. Pengumpulan data dilakukan dengan kuesioner. Analisis data menggunakan regresi sederhana yang sebelumnya telah dilakukan uji prasyarat regresi yaitu uji normalitas dan uji linieritas. Hasil penelitian ini menunjukkan bahwa terdapat pengaruh positif dan signifikan perilaku kepemimpinan transformasional kepala sekolah dasar dalam membangun karakter entrepreneurship generasi milenial di Kecamatan Tanjung Karang Barat Kota Bandar Lampung dengan perolehan nilai yaitu $5,276 > 2,005$. Kesimpulan dalam penelitian ini adalah dengan kepemimpinan yang inspirasional dan memberdayakan kepala sekolah dapat memotivasi dan mempengaruhi pendidik milenial untuk membangun sikap entrepreneurship, inovasi, dan kemandirian yang diperlukan untuk menghadapi tantangan dunia nyata dan berkontribusi positif dalam dunia pendidikan dan masyarakat secara luas.

Kata Kunci: *Generasi Milenial, Karakter Entrepreneurship, Kepala Sekolah, Kepemimpinan Transformasional*

Abstract

The rapid and complex changes in education today demand the presence of leaders who are able to overcome the challenges. Principals who practice transformational leadership

encourage millennial teachers to have a clear vision, flexibility and the ability to cope with changes in education. The purpose of this study was to analyze and determine the effect of transformational leadership behavior of elementary school principals on building the entrepreneurship character of the millennial generation in Tanjung Karang Barat Sub-district, Bandar Lampung City. This research uses a quantitative approach. The population in this study was 131 elementary school educators in Tanjung Karang Barat District, Bandar Lampung City so that 56 educators. Data collection was carried out using a questionnaire. Data analysis used simple regression which had previously been carried out regression prerequisite tests, namely normality test and linearity test. The results of this study indicate that there is a positive and significant effect of transformational leadership behavior of elementary school principals on the entrepreneurial character of the millennial generation in Tanjung Karang Barat District, Bandar Lampung City with the acquisition of the namely $5.276 > 2.005$. The conclusion in this study is that with inspirational and empowering leadership, principals can motivate and influence millennial educators to build an attitude of entrepreneurship, innovation and independence needed to face real-world challenges and contribute positively to the world of education and society at large.

Keywords: *Millennial Generation, Entrepreneurship Character, School Principals, Transformational Leadership*

Introduction

The rapid pace of technological advancement in the present era brings numerous benefits and advantages, but it also raises concerns in various sectors. One of the emerging concerns is the replacement of human jobs by automation (Pi & Fan, 2021). Advances in artificial intelligence and robotics have enabled machines to take over human tasks (Mazumder et al., 2023). Coupled with the continuous increase in the number of college graduates outpacing available job opportunities, this has led to a rising unemployment rate, which is a critical issue that needs to be addressed (Hestiningtyas et al., 2023; Maydiantoro et al., 2021).

The World Economic Forum (WEF) has found that nearly a quarter of jobs will be transformed in the next five years, with about 23% of jobs facing disruption due to the emergence of new roles that use digital technologies (Schwab & Zahidi, 2020). Experts also state that the dominant factor influencing current unemployment rates is the mismatch between the skills learned and the skills demanded by the labor market (Okoye et al., 2022). Therefore, the demand for higher competencies is crucial to respond to the changes in this increasingly

competitive era (Anindhita & Hasbi, 2022). This poses a challenge for the education sector to prepare a generation capable of adapting to and meeting future challenges (San-Martín et al., 2021; Peters-burton & Stehle, 2019).

In recent decades, the educational paradigm has shifted from the traditional university to the entrepreneurial university (Ashari et al., 2022). This transformation is believed to influence prosperity and shape human mindset not only to adapt to new industries but also to create job opportunities (Colombelli et al., 2022). It is rooted in the belief that educational institutions are not only places of learning, but also places that foster innovation and creativity, nurture the entrepreneurial spirit, and prepare the next generation for leadership (Martins et al., 2022; Colombelli, Loccisano, et al., 2022).

Entrepreneurial traits are integrated into elementary schools through learning designs that include project assignments that encourage students to think critically, collaborate, seek solutions, and develop communication skills (Kakouris & Liargovas, 2021). These project assignments often focus on activities that have real-world relevance and motivate

students to apply the knowledge and skills they have learned in a more practical context (Suciptaningsih et al., 2023).

Instilling entrepreneurship traits from an early age is an effort to equip learners with the skills they will need in the future (Buasuwan et al., 2022). Entrepreneurship traits refer to a person's mental attitude, which includes beliefs, desires, and intentions to behave well when responding to problems and making decisions, even under pressure (Dimov & Pistrui, 2022). Entrepreneurship traits also aim to equip individuals with leadership, innovation, creativity, communication, problem-solving skills, self-efficacy, and risk-taking (Martínez-Gregorio et al., 2021). This is an effort to enhance knowledge, creativity, and competence to reach their full potential and equip learners with relevant skills (Gularso, 2022).

In addition to inculcating entrepreneurial traits from an early age, educational institutions also need to equip learners with digital skills, commonly known as digital literacy. Digital literacy refers to a person's ability to use technology, utilize social media, and process information effectively (Kusumo et al., 2022). In the current digital era, entrepreneurial traits and digital literacy are emerging as essential elements in fostering innovative learning with new approaches that employ technology, such as digital-based educational games, using online platforms to promote ideas, and adopting trends and developments in the world of education (Dvorakova & Polents, 2021).

Based on the desired goals, educators play a key role in the success of achieving these goals (Joensuu-Salo et al., 2021). In the current digital era, educators are not only expected to deliver optimal performance, but are also emphasized to be creative, productive, innovative, and digitally literate individuals (Rahma & Titi Kadi, 2022). This is in line with the increasing complexity of societal demands that require educators to enhance their skills

and competencies to adapt and respond to changes (Herwin et al., 2021). Therefore, millennial educators in an organizational context require stimulation to develop 21st century skills to meet future needs (Meeuwisse et al., 2023).

Based on the research conducted in West Tanjung Karang Sub-district Elementary Schools, the researchers identified issues related to the entrepreneurial characteristics of the millennial generation. These issues include time and resource constraints within the schools, insufficient support from the school environment and other stakeholders, some educators not considering entrepreneurial skills as essential for students, uneven integration of entrepreneurial skills in teaching practices, and factors such as limited educators with background and experience related to entrepreneurship, as well as limited access to training opportunities that support entrepreneurial skills.

Given the issue of the importance of entrepreneurial traits among millennial educators, transformational leadership of the principal is expected to address these concerns. As a leader in the school, the principal should be able to respond to the changes and challenges in the current digital era in order to improve the quality of education in their institution (Aas et al., 2020). Transformational leadership is considered as an effective leadership concept to respond to the increasingly complex era (Vermeulen et al., 2022). This concept emphasizes that a leader should inspire and guide subordinates to achieve common goals and respond to change in innovative ways (Poturak et al., 2020).

A school principal who has the authority to implement transformational leadership can lead with a clear vision that aims for positive change, thus having a holistic picture of what the institution will look like in the future when all goals and objectives are achieved (Andriani et al., 2018).

Based on the issues presented and previous research conducted, considering the importance of cultivating entrepreneurial characteristics among millennial educators to improve the quality of education, and the limited research examining the behavior of elementary school principals' transformational leadership in cultivating entrepreneurial characteristics among the millennial generation, researchers are interested and need to further explore the contribution of elementary school principals' transformational leadership behavior in cultivating entrepreneurial characteristics among the millennial generation.

Research Methodology

The approach used in this research is quantitative. The research uses a non-probability sampling technique, considering several criteria, such as elementary schools that have entrepreneurship learning programs or curricula that support entrepreneurial characteristics. The samples are selected from elementary schools that have distinct characteristics compared to other elementary schools in West Tanjung Karang Sub-district, such as collaborating with external parties, having their own managed website or platform, and having a representative number of millennial educators. The population in this study consists of 131 educators from elementary schools in West Tanjung Karang Sub-district, Bandar Lampung City, with 56 educators selected as the sample.

Data is collected using a Likert scale questionnaire ranging from 1 (strongly disagree) to 5 (strongly agree), which was first validated by expert validators, followed by a field pilot study. Data analysis in this research uses simple linear regression after conducting regression prerequisites, including tests for normality and linearity.

The results of the instrument test showed that for the variable of transformational leadership behavior of elementary school principals, 31 statement

items were declared valid, and for the variable of entrepreneurial characteristics, 36 statement items were declared valid. The determination of validity was carried out using SPSS version 26, based on the decision criteria that if the calculated correlation (r) is greater than the tabled correlation (r table) and the significance value (sig.) is less than 0.05, the item is considered valid.

The reliability of the instrument was also tested using SPSS. The results of the calculation showed that the Cronbach's alpha coefficient for entrepreneurial characteristics was 0.969, and for transformational leadership behavior it was 0.972. Based on these results, all alpha coefficients for both variables are reliable and can be used for data collection in the research.

Results and Discussion

The millennial generation, also known as Generation Y, is a demographic group that follows Generation X and precedes Generation Z (Islah, 2022). One of the most important characteristics of millennials is their desire to make a difference. They are motivated by a sense of purpose and a desire to use their skills and talents to create positive change (Silva et al., 2020). This factor shapes their values and attitudes, making them an important group to consider in the field of entrepreneurship.

The characteristics and values of the millennial generation have influenced their preferences for leaders who can effectively lead and inspire (Meilinda et al., 2020). One type of leadership that aligns with the characteristics of the millennial generation is transformational leadership (Perpék et al., 2021). Transformational leaders can motivate and inspire their team through charismatic actions (Bernarto et al., 2020). Transformational leaders can articulate compelling and challenging visions and encourage followers to work toward higher goals (Farahnak et al., 2020). Millennials, who seek meaning and purpose in their

work, are drawn to leaders who can provide meaningful goals and inspire a sense of purpose in their work.

Transformational leaders also pay attention to personal development and encourage the growth of their followers through coaching and mentoring approaches (Vermeulen et al., 2022). Millennials, who tend to value a collaborative work culture and seek opportunities to learn and grow, feel comfortable working under transformational leadership (Cahyono, 2022).

It is important for leaders to understand the preferences and values of the millennial generation, which currently dominates the job market, including the education sector. Based on the research data, the majority of respondents are millennials between the ages of 23 and 35, accounting for 67.9%. This finding indicates that the millennial generation, with its relatively young age, is now dominating the job market.

Next, both variables were categorized and it was found that for the entrepreneurship variable, 10.7% of the respondents were in the very low category, 12.5% in the low category, 14.3% in the moderate category, 32.1% in the high category, and 30.4% in the very high category. This finding reveals the variation in the level of entrepreneurial characteristics among millennial teachers, ranging from low to very high, and provides insights for relevant parties to understand the entrepreneurial potential of millennial teachers and design appropriate support strategies to further develop their potential.

Then, the calculation was done for the variable of transformational leadership behavior of elementary school principals. It was found that 5.4% of the respondents were in the very low category, 21.4% in the low category, 16.1% in the moderate category, 14.3% in the high category, and 42.9% in the very high category. This finding suggests that elementary school principals with high transformational

behavior tend to create an environment that supports and motivates millennial teachers to develop entrepreneurial characteristics.

The normality test in this study was performed using the Kolmogorov-Smirnov technique with the exact p-value approach. This was based on the use of a relatively small sample size in the research. The exact method can be applied to various sample sizes, but it is more effective and provides more accurate results for small or moderate sample sizes (Mehta, C.R., and Patel, 2007). Based on the normality test calculation, the exact two-tailed significance value obtained was 0.203, which is greater than 0.05. Therefore, it can be concluded that the data are normally distributed.

After performing the normality test and confirming that the data are normally distributed, the linearity test was performed. The result of the deviation from linearity test for the relationship between the transformational leadership behavior of elementary school principals and the development of entrepreneurial characteristics among the millennial generation showed a significance value of 0.326. Based on this result, since the significance value for deviation from linearity is greater than 0.05, the regression model is considered linear.

The hypothesis proposed in this study is that there is an influence of the behavior of elementary school principals' transformational leadership in cultivating entrepreneurial characteristics among the millennial generation, with the decision criterion that if the significance value (sig.) is greater than 0.05, the regression equation is considered significant. Based on the regression calculation, the obtained t-value is 5.276, which is greater than the t-table value with degrees of freedom (df) equal to $n-2 = 56-2 = 54$, which is 2.005. The probability (sig.) is 0.000, which is less than 0.05. Therefore, it can be concluded that the behavior of transformational leadership of elementary school principals

significantly influences the development of entrepreneurial characteristics of the millennial generation.

Based on the calculation results of the correlation coefficient, it is known that the value of R is 0.583, which means that there is a moderately strong and positive relationship between the two variables, but it does not reach a very strong correlation level. The coefficient of determination in this study is 0.340, which means that about 34% of the variation in millennial entrepreneurial characteristics can be influenced by transformational behavior, while the remaining 66% is influenced by other variables. Furthermore, the R-squared variation value is 0.328, indicating that the simple regression model used to link transformational behavior with entrepreneurial characteristics can explain about 32.8% of the variation in entrepreneurial characteristics based on the available data. The standard error estimation result is 12.652, which means that the average prediction error generated by the regression model is approximately 12.652. The analysis results show that the relationship between transformational behavior and the development of entrepreneurial characteristics is significant.

Based on the research results, it can be concluded that the transformational leadership behavior of elementary school principals has a positive and significant effect on the development of entrepreneurial characteristics of the millennial generation in elementary schools. Elementary school principals who implement transformational leadership serve as role models, inspire, foster good relationships among school members, and motivate followers with innovative behaviors, enabling the organization's vision and goals to be achieved and sustained in the face of challenges in a competitive era. This is consistent with previous research conducted by (Khorshid et al., 2023; Almaududi Ausat et al., 2022).

Transformational behavior of elementary school principals motivates

educators and keeps them focused, which makes the teaching and learning process transformative. In this context, elementary school principals create a conducive working environment and pay attention to the individual needs of educators, such as supporting their professional development, encouraging them to try innovative teaching approaches, introducing new technologies, and sharing best practices to create a dynamic learning environment and foster trust among followers. This is in line with previous research conducted by (Pennell, 2023; Rahaju Supandi, 2023; Wulandari, 2022; Lai et al., 2020).

The transformational behavior of primary school principals is also a determinant factor that influences the attitudes, perceptions, and behaviors of millennial teachers by fostering a relationship of mutual trust between leaders and followers and reducing the conflicts that often occur in the organization. This is consistent with previous research conducted by (Arifudin, 2020).

Conclusion

Based on the results of data analysis, it can be concluded that there is a significant influence of the leadership behavior of elementary school principals in developing entrepreneurial characteristics among the millennial generation in elementary schools in Tanjung Karang Barat Subdistrict, Bandar Lampung City. This is supported by the data analysis using t-test, which shows that the obtained t-value is greater than the t-table value, with $t = 5.276 > t\text{-table} = 2.005$, and the significance value is $0.000 < 0.05$. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This means that the transformational behavior of elementary school principals can be implemented to develop entrepreneurial characteristics among the millennial generation in elementary schools.

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