Article

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THE INFLUENCE OF PRINCIPAL ENTREPRENEUR LEADERSHIP AND ORGANIZATIONAL CULTURE ON THE CREATIVITY OF TEACHERS

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ABSTRACT

This research aims to reveal and to study the influence of the principal entrepreneur leadership and organizational culture toward teacher creativity in the Tourism Vocational High Schools in Southern Jakarta. This research is one that is quantitative survey-based employing questionnaires and path analysis. Study population consists of all 226 teachers in those schools, applying Slovin's formula with sampled teachers amounting 144, and extra 30 teachers trial pre sampled teachers. Method applied in this research is Simple Random Sampling.This research has hypothesis, as follow: (1) there is direct positive influence of the principal entrepreneur leadership toward teacher creativity, (2) there is direct positive influence of the organizational culture toward teacher creativity, and (3) there is direct positive influence of the principal entrepreneur leadership toward organizational culture. Trial instrument is applied to obtain both validity of the statements provided and realibility of the instrument at the same time by using formula provided by Pearson Product Moment and reliabilities calculated by Alpha Cronbach formulation, and every instrument indicated that reliabilities of; teacher's creativity r_{ii}=0.886, principal entrepreneur leadership r_{ii}= 0.893 and organization culture r_{ii}= 0.909.Furthermore, the big of its influences measured by path analysis formulation for significance level α = 0,05, The result is concluded, zero hypothesis (H_0), explained there is not direct positive influence of the principal entrepreneur leadership and organizational culture toward teacher creativity is rejected, while alternative hypothesis (H_1), explained there is direct positive influence of the principal entrepreneur leadership and organizational culture toward teacher creativity is accepted.

Keywords: Entrepreneur, Creativity, Cultural, Leadership, Principal, Teacher

INTRODUCTION

Teachers as educators for students in schools are significant central figures in achieving educational goals. The teacher's role, which is also very strategic in the learning process, must be able to be expressed in the form of teacher competence both as educators and as facilitators. The ability of

teachers in this regard include, among others; how to manage students, manage classes and the ability to be creative. The creativity of a teacher in learning will make a positive contribution to the determination of strategies, directions and learning objectives. The creativity of the teacher will certainly make it easier for students to accept and understand the learning material provided, so that the targets and stages of learning will be achieved according to the lesson plan that has been set.

Building teacher creativity, of course, requires a process both in terms of how to build it and the time it takes, certainly not like turning the palm of the hand. Therefore, there is a process that needs to be carried out as a first step, namely: first, there is an attitude of wanting to learn from teaching experience, both obtained from own experience and from the experiences of other teachers. Teachers must be able to learn and reflect on the journey of the teaching and learning process into learning practices with students. Second, the emergence of a natural and wholehearted sense of love and affection towards his students so that they become useful human beings wherever they are. Third, there is a strong sense of responsibility towards their roles and duties. Fourth, teachers must have an attitude of willing and active learning to always improve the quality of their knowledge, personality and skills related to their duties and responsibilities as teachers. In this regard, according to Law Number 14 of 2005 concerning Teachers and Lecturers, four types of competencies that must be possessed by a teacher have been formulated, namely pedagogic competence, personality competence, social competence, and professional competence.

Of the four teacher competencies above, the creativity of an educator is in the professional competence group which is directly attached to his profession as an educator. The position of educators like this will have a very broad impact on interrelated stakeholders, namely students, parents/guardians of students, school components as well as the community as well as the government and the private sector. In the end, it is hoped that the level of quality of teacher creativity will be directly proportional to the level of quality of education in schools both in output and outcome in accordance with the expected educational goals.

The creativity of a teacher is not only determined by the breadth and depth of knowledge and insight, but also requires skills, talents, willingness and motivation to do "good deeds" for the sake of our beloved nation and country. Therefore, being a teacher who meets the above criteria must have an attitude as a good learner, teachable, and accustomed to doing "self learning". The development and understanding of non-linear knowledge, as an enrichment of knowledge treasures, is highly recommended so that initial ideas then become concepts of creativity and new innovations can be generated.

Creative teachers are ideally able to analyze the design of activities or work program plans related to the problems faced in the classroom, within the school environment and even outside the school by involving stakeholders. The harmony between education at school and the world of work is reflected in the Vocational High School (SMK). Vocational High School is a school that organizes ICT-based education (information and communication technology), and is responsible for producing graduates who have competencies and skills as well as strong and distinctive characters, which are expected to be able to answer the demands of the business world and industry. Vocational High School graduates are also expected to be able to fill a wide and varied employment opportunity. Therefore, the prepared workforce must be human resources and have competence in accordance with the demands of the profession/job, have adaptability and high competitiveness. On this basis, curriculum development in improving vocational secondary education must be able to accommodate changes in the strategic environment in the world of work with the right formula and effectively implemented. This demand requires all educators and education staff to make innovations in quality-based learning activities or graduates who are ready enter the world of work and be able to develop a professional attitude in their field.

There are two advantages of Education at this Vocational High School, firstly, graduates from

this institution can fill job opportunities in the business/industry world, because it is related to a certification held by graduates through the Competency Ability Test. Through this certification, Vocational High School graduates have the opportunity to work. Second, Vocational High School graduates are able to continue to a higher level of education, as long as the graduates meet the requirements, both grades and study programs or majors in accordance with the required criteria. In the future, Vocational High Schools will develop, in line with the government's desire to provide opportunities for the community to establish schools or known as community based education and one of them is the Tourism Vocational High School (SMK).

Based on these conditions, it is important for Tourism Vocational High Schools to be able to improve the quality of education, of which one of the supporting factors for quality education is quality teachers through creativity in work.

Related to the above, the writer is interested in writing about "The Influence of Principal Entrepreneur Leadership and Organizational Culture on the Creativity of Teachers of the State Tourism Vocational High School in South Jakarta".

METHOD

The affordable population in this study were teachers at the Tourism Vocational High School in South Jakarta, totaling 226 teachers from 5 schools based on data in 2016. In this study, the sample was taken at random (proportional random sampling), which means that each element of the sample level, have an equal chance of being selected as a sample. The research sample was obtained through the Slovin formula as follows:

$$n = \frac{N}{1 + Ne^2}$$

n = sample
N = Population
e = Margin of Error (0.05)

With a population of 226 teachers, the samples obtained are:

$$n = \frac{226}{1 + 226x\ (0{,}05)^2}$$

$$n = \frac{226}{1{,}565}$$

$$n = 144{,}40 \approx 144 \text{ people}$$

Tabel 2
Population, Sample and Trial of Research Instruments

No	School Name	Population	Sampel	Trial
1	SMKN 28 Jakarta	70	144/226 x 70 = 44	30/226 x 70 = 9
2	SMKN 30 Jakarta	33	144/226 x 33 = 21	30/226 x 33 = 4
3	SMKN 32 Jakarta	31	144/226 x 31 = 20	30/226 x 31 = 4
4	SMKN 37 Jakarta	39	144/226 x 39 = 25	30/226 x 39 = 5
5	SMKN 57 Jakarta	53	144/226 x 53 = 34	30/226 x 53 = 8
	Total	**226**	**144**	**30**

Data collection technique

Collecting data using an instrument/questionnaire with a Likert model scale distributed to the respondents, totaling 144 teachers.

Research Instruments

The instrument or data collection tool is non-test, in this research it is in the form of a questionnaire, where the questionnaire is a number of written statements used to obtain information from respondents in terms of reports about their personalities, or other things they know. The research instrument was used to obtain research data. The instrument used in the study was a questionnaire on teacher creativity, principal entrepreneur leadership and organizational culture. A set of questionnaires in the form of a scale and then given to respondents who directly fill it out.

Research methods

This study uses a causal survey method by distributing questionnaires and this study uses a Path Analysis approach. This method is intended to obtain an overview of the effect of exogenous variables (X1 and X2) on endogenous variables (X3).

Research design

This research is descriptive quantitative, which explains the effect of independent variables on the dependent variable by analyzing numerical data (numbers) using statistical methods through hypothesis testing. The design used in this study is as illustrated in the constellation of the influence of the variables and the dependent variable below:

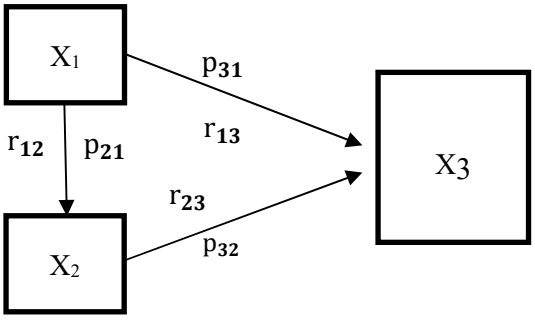


Figure 1: Constellation of Research Problems

Information:

X_1= Principal Entrepreneur Leadership

X_2= Organizational Culture

X_3= Teacher Creativity

P_{31}= The coefficient of the influence of the principal's entrepreneurial leadership on teacher creativity

P_{32}= Coefficient of influence of organizational culture on teacher creativity

P_{21}= The coefficient of the influence of the principal's entrepreneurial leadership on organizational culture

R_{13}= The correlation coefficient of the principal's entrepreneurial leadership with teacher creativity

R_{23}= Correlation coefficient of organizational culture with teacher creativity

R_{12}= The correlation coefficient of the principal's entrepreneurial leadership with organizational culture

Instrument Trial

For testing the instrument, the SPSS program was used in the data analysis. The following tests were carried out on the instrument:

1. Validity Test

   The instrument testing was carried out by analyzing the data from the instrument test results to test the validity of the instrument items, namely the internal validity (criteria validity) using the correlation coefficient between the item scores and the total score of the instrument. The statistic used is Pearson product moment correlation (r_{ii}).

$$r_{y1}=\frac{n\sum X_1Y_1-(\sum X_1)(\sum Y_1)}{\sqrt{\left\{n\sum X_1^2-\left(\sum X_1\right)^2\right\}\left\{n\sum Y_1^2-\sum \left(Y_1\right)^2\right\}}}$$

   r_{y1} = correlation coefficient (item validity)

   n = Number of test takers (number of samples)

   X_1 = Score for each participant on item 1

   Y_1 = Total score of each participant

   The test criteria are when the price $r_{y1}hitung$ greater than $r_{yi}tabel$, then the item of the instrument is valid. The criteria used for item-validity-test are rtable with α = 0,05 it means that if the ri-count is greater than the ri-table then the item is considered valid, while if the ri-count is smaller than or equal to the ri-table then the item is considered invalid and subsequently dropped or not used. Based on the results of the analysis of the Teacher Creativity instrument that was distributed in the trial as many as 34 statement items, there were 29 valid items, 5 items dropped at the significance level. 0,05 , n = 30 with r tabel = 0,361. The results of the analysis of the Principal Entrepreneur Leadership instrument distributed in the trial were 34 statement items, there were 30 valid items, so there were 4 statements that dropped at the significance level. 0,05 , n = 30 with tabel = 0,361. The results of the analysis of the Organizational Culture instrument distributed in the trial were 33 statement items, there were 30 valid items, so there were 3 statements that dropped at the significance level. 0,05 , n = 30 with r tabel = 0,361.

2. Reliability Calculation

   The instrument items that are already valid are then calculated for reliability using the alpha coefficient formula (Cronbach's alpha).

$$rii=\frac{k}{k-1}\left[1-\frac{\sum S_i^2}{S_t^2}\right]$$

   α = Reliability Coefficient

   k = Number of items valid

   $\sum S_i^2$ = The number of variances from the score of each item

   S_t^2 = total score variance

The results of the reliability calculation show rii for the variable instrument X3 = 0,886 > 0,70 means a reliable instrument. The results of the reliability calculation show rii for the variable instrument X1 = 0,893 > 0,70 means a reliable instrument. The results of the reliability calculation show rii for the variable instrument X2 = 0,909 > 0,70 means a reliable instrument. From the calculation results of the three variable instruments (teachers' creativity (X3), principal entrepreneur leadership (X1) and organizational culture (X2) are declared reliable to be used.

Data analysis technique

Data analysis techniques are presented in descriptive and Infential statistics. Descriptive analysis consists of presenting data with histograms, calculating the mean, media, mode, standard deviation and theoretical range. Infrensial analysis, hypothesis testing using path analysis (Path Analysis). For data analysis using SPSS program.

1. Test Data Analysis Requirements
   a. Normality Test of Estimated Regression Error
      The normality test is intended to determine whether the regression estimation error data obtained in the study is normally distributed or not, the calculation is carried out through the "Liliefors" test. The research data is normally distributed if the value of L count < L table with a significant level of 0.05.
   b. Homogeneity Test
      After the data obtained are believed to be normally distributed, the next step is to investigate the similarity of variance (homogeneity) of the distribution of the endogenous and exogenous variables variants carried out based on the "Barlet" test. .
   c. Regression Linearity Test
      Regression linearity test is intended to determine whether the regression value obtained can be used as a benchmark in decision making which means it is meaningful at the conclusion. The calculation of the linearity test is carried out with the "Anova" table. The variable has a linear regression if it meets the following requirements F count < F table, then it is stated that the regression has a significant relationship if it meets the following requirements for the price Fcount > F table, the calculation is assumed to take a significance level of 0.05 or 5% confidence level.

2. Hypothesis Test
   Hypothesis testing is intended to determine the truth of the research hypothesis by using path analysis or path analysis.
   a. View the path coefficients through the correlation coefficient matrix

	X_1	X_2	X_3
X_1	1	$.r_{12}$	$.r_{13}$
X_2		1	$.r_{23}$
X_3			1

   b. Correlation coefficient relationship with path coefficient
      $r_{12} = p_{.21}$ ……...1
      $r_{13} = p_{31} + p_{32}r_{21}$ ……. 2
      $r_{23} = p_{31}\ r_{12} + p_{23}$ ……...3
      by knowing the correlation coefficient of each research data, from equations 1, 2 and 3 obtained p21, p31 and p32 with the criteria if p <0.05 is not significant and the conclusion has no effect.

Statistical Hypothesis
Based on the submission of the hypothesis, the statistical hypothesis can be formulated as follows:

hypothesis 1	H_0 : p_{31}	$\leq$	0
	H_1 : p_{31}	$>$	0
hypothesis 2	H_0 : p_{32}	$\leq$	0
	H_1 : p_{32}	$>$	0
hypothesis 3	H_0 : p_{21}	$\leq$	0
	H_1 : p_{21}	$>$	0

Keterangan:
H_0 : null hypothesis
H_1 : Research hypothesis
p_{31} = The coefficient of the influence of the principal's entrepreneurial leadership on teacher creativity
p_{32} = The coefficient of the influence of organizational culture on teacher creativity
p_{21} = The coefficient of the influence of the principal's entrepreneurial leadership on organizational culture

FINDINGS AND DISCUSSION

Data Description
The description of the data provided by the results of this study is intended to provide a general description of the distribution of data obtained in this area. The presented data are presented as raw data and processed using descriptive statistical methods. The interpretation of these data is displayed using a histogram in the form of frequency distribution, total score, mean item value, standard deviation, mode, median, mode, maximum score, and minimum score. The data description provides a useful description of the frequency distribution of the data, the most common trends, central trends, distribution patterns (top-down), and distribution pattern or homogeneity of the data.

1. Teacher Creativity Data(X3)
   the summary of teacher creativity variable data (X3) can be seen in the table below:

Table 3
Teacher Creativity Variable Statistics Data

Statistics

Kreativitas Guru

N	Valid	144
	Missing	0
Mean		124.95
Median		124.00
Mode		122
Std. Deviation		9.514
Variance		90.508
Range		39
Minimum		103
Maximum		142
Sum		17993

Dari Tabel 3 di atas, diperoleh skor rentangan kreativitas guru antara 103- 142, rata-rata (M) 124,95 simpangan baku (SD) 9,514 modus (Mo) 122 median (Me) 124 dan varians 90,508, adapun distribusinya pada tabel berikut.

Tabel 4

Distribusi Frekuensi Skor Hasil Kreativitas Guru

Variable Score X_1	Median	Frequency	Percentage (%)
103 – 107	105	6	4,17
108 – 112	110	8	5,56
113 – 117	115	14	9,72
118 – 122	120	35	24,31
123 – 127	125	24	16,67
128 – 132	130	22	15,28
133 – 137	135	18	12,50
138 – 142	140	17	11,81
Jumlah		**144**	**100**

From the data distribution, the histogram can be presented as follows.

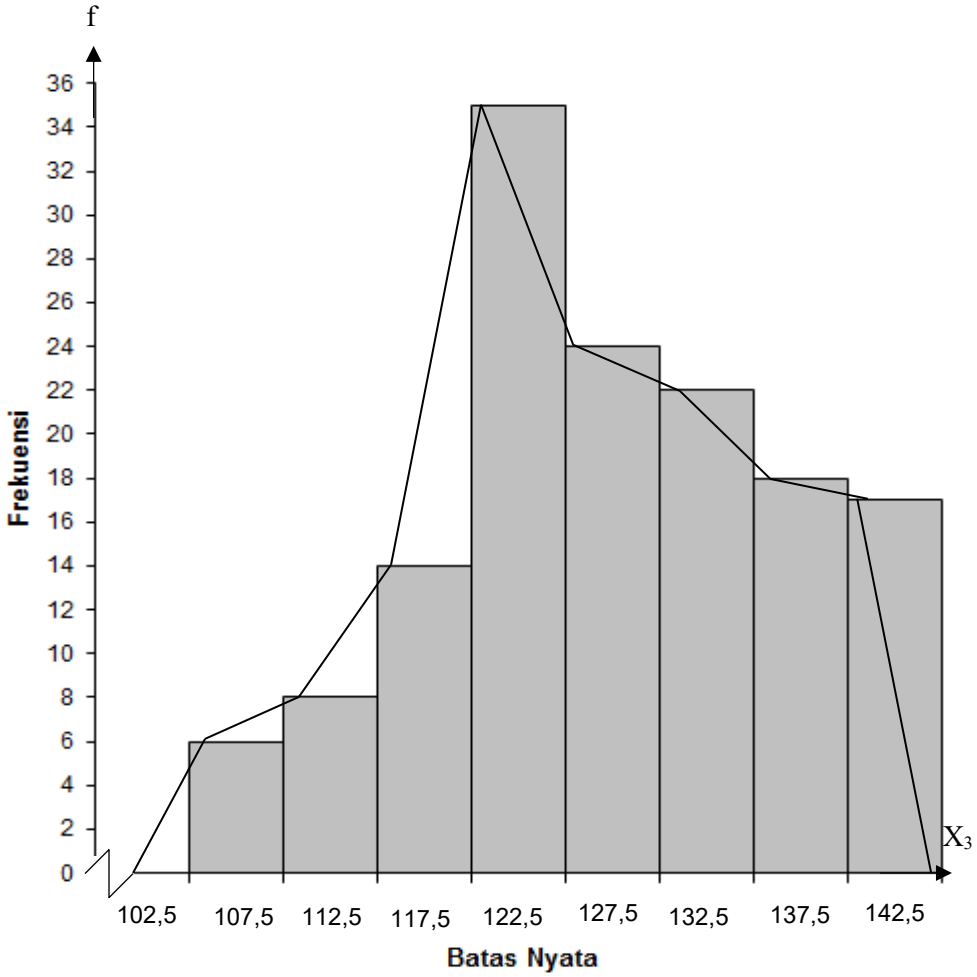


Figure 2: Histogram of Teacher Creativity Score

From the histogram in Figure 2 above, it is clear that the average value (124.95), median (124), and mode (122) of the distribution of teacher creativity scores lies in one part of the histogram which has a median value (124) with a frequency 35. This fact shows that the teacher's creativity data is predicted to be normally distributed, and is shown to the histogram which tends to be symmetrical.

2. Principal Entrepreneur Leadership Data (X1)
   The data on the principal entrepreneur leadership variable (X1) can be seen in the table below:

Table 5
Statistical Data on Principal Entrepreneur Leadership Variables

Statistics

Kepemimpinan Entrepreneur Kepala Sekolah

N	Valid	144
	Missing	0
Mean		129.66
Median		130.50
Mode		141
Std. Deviation		10.580
Variance		111.946
Range		39
Minimum		109
Maximum		148
Sum		18671

From table 5 above, the principal entrepreneur leadership range scores between 109 - 148, the average (M) 129.66 standard deviation (SD) 10,580 mode (Mo) 141 median (Me) 130.50 and variance 111.946. The data distribution of the principal entrepreneur leadership variable (X1) can be seen in the frequency distribution list below:

Table 6
Frequency Distribution of Principal Entrepreneur Leadership Score (X1)

Variable Score X_1	**Median**	**Frequency**	**Percentage (%)**
109 – 113	111	11	7,64
114 – 118	116	14	9,72
119 – 123	121	22	15,28
124 – 128	126	17	11,81
129 – 133	131	22	15,28
134 – 138	136	21	14,58
139 – 143	141	24	16,67
144 – 148	146	13	9,03
Total		**144**	**100**

Based on the table above, a histogram of principal entrepreneur leadership (X1) can be arranged as follows:

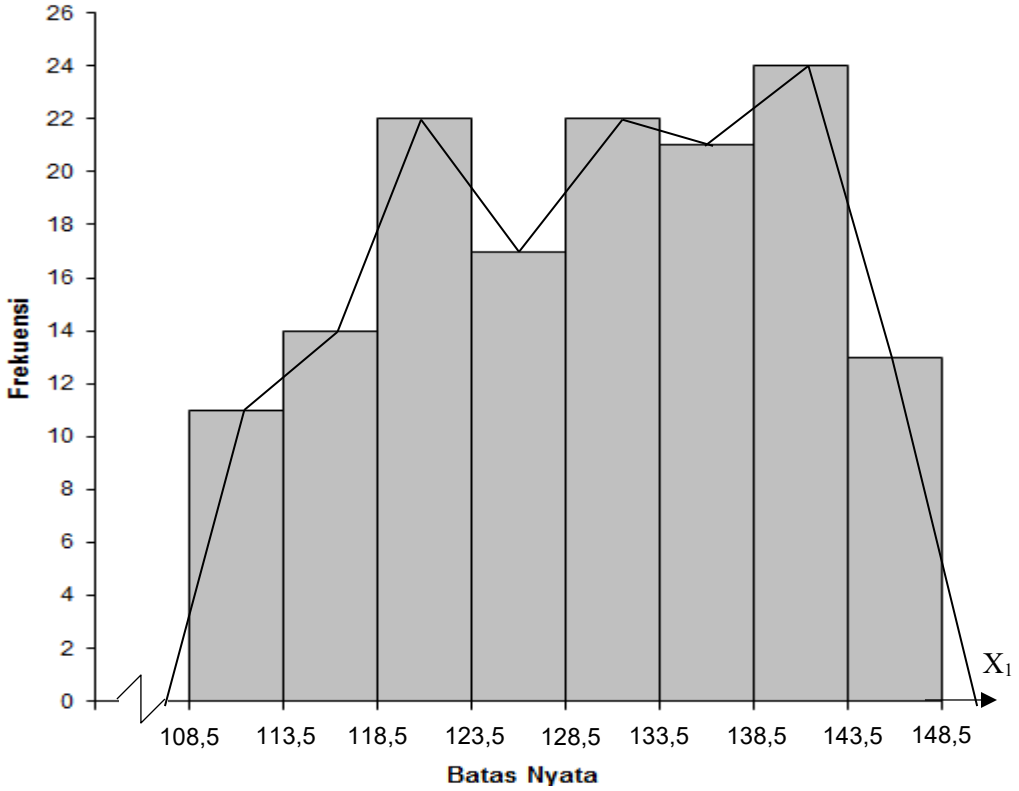


Figure 3: Histogram of Principal Entrepreneur Leadership Score Frequency (X1)

From the histogram in Figure 3 above, it is clear that the mean value (129.66), median (130.50), and mode (141) of the distribution of principal entrepreneur leadership scores lies in one part of the histogram which has a median value (130, 50) with the largest frequency 22. This fact shows that the principal entrepreneur leadership data is predicted to have a normal distribution, and is shown in the histogram which tends to be symmetrical.

3. Organizational Culture Data (X2)
   Organizational culture variable data (X2) can be seen in the table below:

Table 7
Organizational Culture Variable Statistical Data

Statistics

Budaya Organisasi

N	Valid	144
	Missing	0
Mean		128.16
Median		127.00
Mode		127
Std. Deviation		11.266
Variance		126.932
Range		39
Minimum		110
Maximum		149
Sum		18455

From table 7 above, the score ranges for organizational culture (X2) between 110 – 149, also obtained an average (M) 128.16, standard deviation (SD) 11.266 mode (Mo) 127, median (Me)

127 and variance 126,932. The distribution of organizational culture variable data (X2) can be seen in the frequency distribution list below:

Table 8
Organizational Culture Score Frequency Distribution (X2)

Variable Score X_1	Median	Frequency	Percentage (%)
110 – 114	112	23	15,97
115 – 119	117	16	11,11
120 – 124	122	20	13,89
125 – 129	127	21	14,58
130 – 134	132	18	12,50
135 – 139	137	18	12,50
140 – 144	142	14	9,72
145 – 149	147	14	9,72
Jumlah		**144**	**100**

Based on the table above, a histogram of organizational culture (X2) can be arranged as follows: as follows :

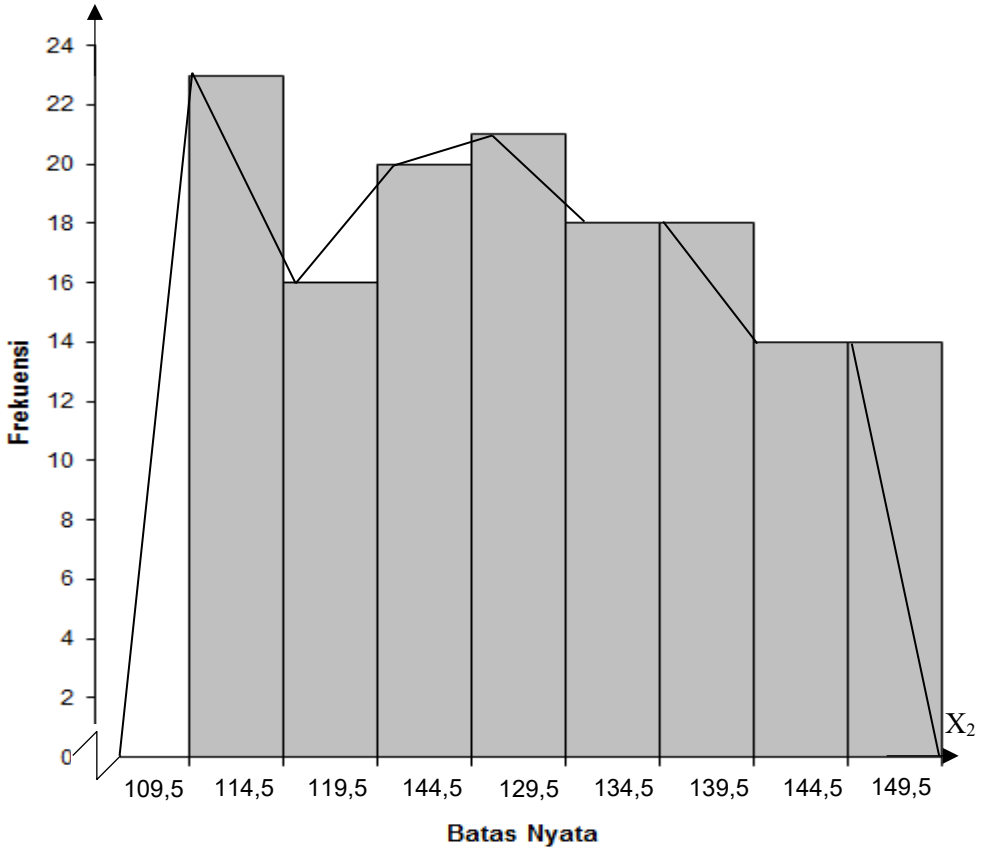


Figure 4: Histogram of Organizational Culture Score

From the histogram in Figure 4 above, it is clear that the mean value (128.16), median (127), and mode (127) of the distribution of organizational culture scores are located in one part of the histogram which has a median value of 127 with the largest frequency of each. -23. This fact shows that the organizational culture data is predicted to be normally distributed, and is shown against the histogram which tends to be symmetrical.

Testing Requirements Analysis

1. Normality Test

The data normality test used the "Kolmogorov-Smirnov Test" (Liliefors). If Sig > 0.05 then the data is normally distributed, if Sig < 0.05, then the data is not normally distributed

Table 8
Summary of Data Normality Test Results

Variabel	N	Sig. hitung	α	description
X_3	144	0,200	0,05	Normal
X_1	144	0,097	0,05	Normal
X_2	144	0,092	0,05	Normal

2. Homogeneity Test
Test the homogeneity of the data using the "Levene Statistic" test. If Sig > 0.05 then the data variance is homogeneous, if Sig < 0.05, then the data variance is not homogeneous.

Table 9
Summary of Data Homogeneity Test Results

No.	Varians	Sig. hitung	α	conclusion	description
1	X_3 over X_1	0,075	0,05	Accept H_o	Homogen
2	X_3 over X_2	0,061	0,05	Accept H_o	Homogen
3	X_2 over X_1	0,160	0,05	Accept H_o	Homogen

3. Linearity Test
Test the linearity of the data see Sig. Deviation from Linearity. If Sig > 0.05 then the data is linear, if Sig < 0.05, then the data is not linear.
   a. Linearity Test X3 over X1

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kreativitas Guru * Kepemim[pinan Entrepreneur Kepala Sekolah	Between Groups	(Combined)	7400.945	38	194.762	3.690	.000
		Linearity	5750.551	1	5750.551	108.957	.000
		Deviation from Linearity	1650.395	37	44.605	.845	.715
	Within Groups		5541.714	105	52.778		
	Total		12942.660	143			

   b. Linearity test X_3 over X_2

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Kreativitas Guru * Budaya Organisasi	Between Groups	(Combined)	7390.563	38	194.489	3.678	.000
		Linearity	5420.480	1	5420.480	102.51	.000
		Deviation from Linearity	1970.083	37	53.245	1.007	.473
	Within Groups		5552.096	105	52.877		
	Total		12942.660	143			

   c. Linearity Test X_2 over X_1

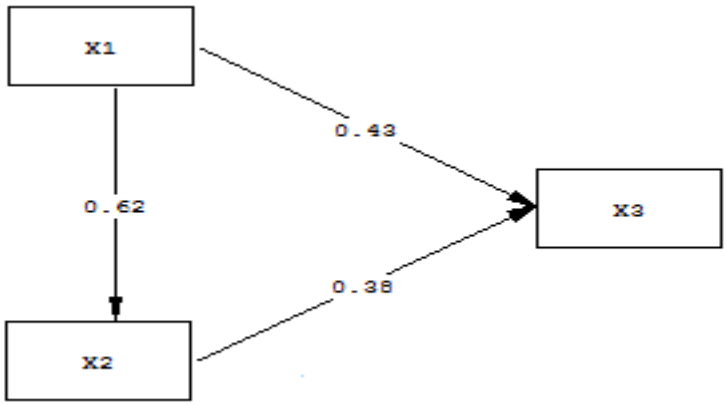
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Budaya Organisasi * Kepemimpinan Entrepreneur Kepala Sekolah	Between Groups	(Combined)	8538.598	38	224.700	2.454	.000
		Linearity	7002.735	1	7002.735	76.491	.000
		Deviation from Linearity	1535.863	37	41.510	.453	.996
	Within Groups		9612.729	105	91.550		
	Total		18151.326	143			

The results of the data analysis on the linearity test above inform that all data have linear data because Sig > 0.05.

Hypothesis test

Hypothesis testing using regression and correlation formulas. The first, second and third hypotheses were analyzed against simple regression and correlation formulas. Based on the results of the correlation between X1, X2 and X3 above, we get r13 = 0.667, r23 = 0.627 and r12 = 0.621, the next step is to look for path analysis, we get p21 = 0.62, p31 = 0.43 and p32 = 0 .38 above 0.05 which means the path analysis is significant.



The results of the path analysis show that the principal's entrepreneurial leadership has a direct effect on teacher creativity, organizational culture has a direct effect on teacher creativity and principal's entrepreneurial leadership can have a direct effect on organizational culture.

DISCUSSION

1. The Effect of Principal Entrepreneur Leadership (X1) on Teacher Creativity (X3)

   Based on these results, it can be concluded that the superintendents have a positive guidance to close the school. Teacher, this contribution can be reflected in the 44.40% fixed value, which is straightforward and significant. Additionally, considering the comparison between professional leadership and average teacher creativity, = 47.240 + 0.599 x 1 may represent a partial overall contribution to institutional leadership spike. This would increase teacher productivity and retention by 0.599 units 47,240. Based on the results of the simple design between the principal business managers and the teacher sample, the overall correlation was 0.667 and the overall risk was 0.43. This value establishes a correlation between principal entrepreneurship and teacher creativity, which is relatively high and positive, suggesting that the higher the principal entrepreneurship, the higher the teacher creativity and vice versa on the other hand, too. It is more evident that the dominant leadership in promoting teacher creativity is 44.40% and 55.60% elsewhere.
2. The Influence of Organizational Culture (X2) on Teacher Creativity (X3)

   Based on the results of the calculations, it can be concluded that the organizational culture has a direct positive effect on the creativity of teachers, which shows a direct and significant 41.90%. 54,916 + 0.546X2 = 54,916 Given the regression equation of the change in

organizational culture with teacher creativity, each part of organizational culture is 0.546 units and the teacher creativity increases by 54,916. Based on the results of a simple link between organizational culture and teacher creativity, the correlation coefficient value is 0.627, and the effect coefficient value is 0.38 This value is significantly higher and positively correlates between organizational culture and teacher creativity. More organizational culture, more teacher creativity, and vice versa. It is still clear that aspects of organizational culture play a role in 41.90% of teacher creativity and 58.10% in other factors.

3. The Effect of Principal Entrepreneur Leadership (X1) on Organizational Culture (X2)

From the results of the calculations it can be concluded that the conclusion has a direct positive effect on corporate leadership and organizational culture, this effect can be expressed at a specific value of 38 , 60%, e of specificity and it is necessary. Furthermore, looking at the regression matching for the key regions of corporate leadership and organizational culture, we can predict = 58,808+ 0.618X1 with the principal factor increase in ' business leadership growing 0.618 units in organizational culture. Values provide a high and positive relationship between business leadership intentions and organizational culture, ie. the higher the business leadership. high organizational culture and vice versa. It has been observed that 38.60% in organizational culture development and 61.40% in other areas are business leadership factors.

CONCLUSIONS

The results showed that there was a direct influence of the principal's entrepreneurial leadership on the creativity of the teachers of the State Tourism Vocational High School in South Jakarta, with an influence coefficient (P31) of 0.43. There was a direct influence of organizational culture on the creativity of teachers at the State Tourism Vocational High School in South Jakarta. , with a coefficient of influence (P32) 0.38, which means the level of influence of organizational culture on teacher creativity is relatively high. And there is a direct influence of the principal's entrepreneurial leadership on organizational culture at the Tourism State Vocational High School in South Jakarta, with an influence coefficient (P21) of 0.62. Although the strength of the influence of the principal's entrepreneurial leadership, and organizational culture in this study have significant results on teacher creativity, it has not been able to describe the true creativity of teachers. Therefore, the coefficient of influence only provides an overview of the possible magnitude of the factors that have an influence on teacher creativity. Regarding the entrepreneurial leadership of the principal, the principal's leadership role is as an entrepreneur, as Wahjosumidjo said, that in this role the principal must always try to improve the appearance of the school through various kinds of thinking about new programs, as well as conducting surveys to study various issues that arise. arise in the school environment. Then the principal becomes an inspiration for the emergence of creative and innovative ideas in managing schools, dares to take risks, is good at reading opportunities and is willing to work hard. The principal's role is to see opportunities and take advantage of opportunities for the benefit of the school, namely; ability to create innovations that are useful for school development, ability to work hard to achieve effective results, strong motivating ability to achieve success in carrying out main tasks and functions.

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