



# The influence of entrepreneurial leadership style on the performance of instructors of courses and training institutions

**Tri Budi Santosa**

Manajemen Informatika, Politeknik Harapan Bangsa Surakarta, Indonesia

---

## ARTICLE INFO

### *Article history:*

Received Apr 10, 2024  
Revised May 16, 2024  
Accepted May 18, 2024

### *Keywords:*

*Course And Training Institution;  
Entrepreneurial Leadership Style;  
Instructor Performance;*

---

## ABSTRACT

A This study aims to explore the impact of entrepreneurial leadership style on the performance of instructors at the Course and Training Institute in Surakarta. Employing a quantitative method, the study focuses on the entire group of LKP instructors in Surakarta, with 43 instructors selected as representatives through purposive sampling. The research instrument validation utilized the product moment correlation, while reliability was assessed using Cronbach's Alpha. Data were analyzed using multiple linear regression. The findings of this study affirm that entrepreneurial leadership style significantly contributes to the improvement of instructor performance in Surakarta, with a very low p-value of 0.000. Moreover, the percentage of entrepreneurial leadership style contribution to instructor performance reaches 40.3%.

*This is an open access article under the [CC BY-NC](#) license.*



---

### *Corresponding Author:*

Budi Santosa,  
Manajemen Informatika,  
Politeknik Harapan Bangsa Surakarta,  
Jl. Ir. Sutami No.46, Pucangsawit, Jebres, Surakarta, 57126, Indonesia,  
Email: [tribudisantosa@polhas.ac.id](mailto:tribudisantosa@polhas.ac.id)

---

## INTRODUCTION

Leadership is a major factor that can affect the performance and success of an organization (Julianto & Carnarez, 2021; Nurlina et al., 2021). Fatmawati, Ira (2022), asserted that "Effective leadership traits positively influence overall organizational performance and success". Furthermore, Saebah, Nur, and Alit Merthayasa (2023) in their research emphasized the importance of leadership in inspiring and motivating team members. The Path-Goal Theory developed by House, Robert J (1971) also underlines the important role of leaders in providing clear direction to subordinates. That assumption has been going on for generations, both the conservative generation and the leadership in this modern era. The demands and needs are very different and complex Zaccaro, Stephen J (2008) says that Leadership is not only about giving instructions, planning, dividing tasks, monitoring and evaluating but also motivating, guiding team members to achieve common goals. According to Rauch, Andreas (2009). "One of the leadership styles that has a positive impact on organizations in this modern era is the entrepreneurial leadership style".

One aspect that is currently gaining attention in contemporary management literature is entrepreneurial leadership. Recent studies by Gupta, Vipin, Ian C. MacMillan, and Gita Surie (2004) highlights the importance of entrepreneurial leadership in the context of organizational innovation and entrepreneurship development. Similarly, recent research by Rauch, Andreas (2009) shows that entrepreneurial leadership contributes to the intrinsic motivation of team members, which is

important in stimulating creativity and the spirit of innovation. In addition, Sung, Wookjoon, and Changil Kim (2021) assert that entrepreneurial leadership can influence organizational culture, creating an environment that supports risk-taking and experimentation. In this context, entrepreneurial leaders focus not only on achieving financial goals, but also on developing a bold vision and the ability to deal with market uncertainty, including educational organizations, namely courses and training institutions (Purhantara, 2010; Rachmat et al., 2023; Wardhani et al., 2023).

According to research conducted by Nasrika (2019) on "Development Strategies for Course and Training Institutions in the Era of Globalization", it is stated that the Course and Training Institution (LKP) is present as a non-formal education forum that aims to develop individual knowledge and skills in various disciplines.

In the implementation of its activities, LKP is faced with various challenges of a rapidly changing world, advances in communication and information technology that penetrate space and time, new cultural pressures that are freer, competitive and capitalist which affect all aspects of human life, encouraging LKP to be able to understand, understand, find problem solving and develop an independent entrepreneurial spirit that involves many aspects, both cognitive and effective knowledge, entrepreneurship, which has an impact on the creation of competent, professional and entrepreneurial instructors. Therefore, this journal is important, to provide solutions to these problems. Referring to the explanation, this study aims to investigate the impact of entrepreneurial leadership style on instructor performance in Courses and Training Institutions in Surakarta City.

## RESEARCH METHODOLOGY

The chronological stages of the research, starting from planning, followed by the implementation stage, data analysis, and presentation of findings, followed a structured and detailed methodological procedure as follows:

### 1. Research Design

The research approach used in this study is explanatory with quantitative methods. Explanatory aims to reveal the relationship between variables or the influence of one variable on another (Sugiyono, 2017, 2019), while quantitative methods use numerical data and statistical analysis.

### 2. Population and Sample

The population studied in this scope is all educational and research entities (LKPs) in Surakarta City, which were specifically selected by the researcher based on predefined qualities and attributes for analysis and inference.

To reflect the population with the desired diversity and characteristics, the sample was drawn using purposive sampling method, which selects entities that represent the predetermined characteristics intentionally. This technique, as explained by Sugiyono (2016), is a sampling method with a specific purpose, where the researcher intentionally selects Course and Research Institute instructors who are considered most relevant or have specific characteristics that match the research objectives.

### 3. Instruments and Procedures

In the framework of this study, a questionnaire approach with a five-option Likert scale was adopted (Budiaji, 2013; Pranatawijaya et al., 2019).. The list of statements reflected various characteristics that influence entrepreneurial leadership and instructor performance. Each statement is designed in a multiple-choice format, where respondents can choose between five options: Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS).

The research process involves steps such as problem selection, preliminary studies to review theories and previous research, formulating problems and research designs, forming hypotheses, determining variables, preparing research designs, preparing instruments or data collection tools,

determining data sources, collecting data, processing and analyzing data, presenting results, and writing reports.

#### 4. Research Variables

The independent variable in this study is entrepreneurial leadership style, while the dependent variable is instructor performance. The entrepreneurial leadership style variable is divided into several aspects, including Leadership Vision, Entrepreneurial Leadership, Entrepreneurial Culture, and Competitive Advantage, which are explained through statements in the questionnaire. The focus of this leadership style is on direct leadership by the director of the institute, which involves role modeling, instruction, guidance, motivation, and coordination in carrying out tasks. The leadership vision includes hopes and dreams that the institute wants to realize. On the other hand, instructor performance evaluation focuses on the drive to achieve goals, which can come from internal individual factors as well as influences from the surrounding environment. The questionnaire consisted of 25 statements detailing these aspects. The aspects of performance examined include achievement, responsibility, career progression, challenging tasks, recognition, commitment, and satisfaction. The questionnaire consisted of 25 statements detailing these aspects.

#### 5. Data Analysis

Data analysis is a systematic process for investigating, cleaning, analyzing, and interpreting data with the aim of obtaining meaningful performance indicators and supporting decision making, as described in the book "Multivariate Data Analysis" by Møller, S. Frosch (2005). In this study, primary data were collected through questionnaires/questionnaires from the research sample, while secondary data were obtained from LKP instructors in Surakarta. The type of data used is qualitative, which is quantified using Likert scale technique.

#### 6. Data Analysis Method

##### a. Descriptive Analysis

The data analysis method applied in this study begins with descriptive analysis. Data related to the variables of entrepreneurial leadership style and instructor performance, collected through surveys distributed to all respondents, will be processed using a descriptive statistical approach with the help of SPSS 26 for Windows software. The results of the analysis will be presented in the form of means and standard deviations.

##### b. Research Prerequisite Analysis

###### 1) Instrument Quality Test

###### a. Content Validity

The validity test was conducted to assess the validity of the questionnaire instrument using item analysis and correlation of item scores with total scores using Product Moment Correlation in the SPSS 26 for Windows program (Bryman & Cramer, 2002; Fiddler et al., 2013).. All test results are documented in the SPSS output.

###### b. Reliability

Reliability testing was carried out with the aim of evaluating the consistency of the questionnaire instrument. The method used is to calculate Cronbach's Alpha value to measure the internal consistency of the questionnaire. After identifying valid and reliable statement items, the questionnaire was then prepared for the data collection process.

###### 2) Classical Assumption Test

###### a. Normality Test

Normality checks aim to evaluate whether the variables in the regression model have a distribution pattern that resembles a normal distribution. The success of a regression model often depends on data that follows a normal or near normal distribution pattern. In the context of this research, normality assessment is carried out using the output of the SPSS 26 for Windows software, specifically by reviewing the normal probability plot.

###### b. Heteroscedasticity Test

Heteroscedasticity testing is carried out to evaluate whether the regression model used shows heteroscedasticity or homoscedasticity. The expected condition is a homoskedastic regression model, which indicates that the variance of the error does not vary with respect to changes in the independent variables. To test this, an analysis was conducted through the scatterplots graph generated from the SPSS 26 for Window software.

#### c. Autocorrelation Test

Autocorrelation testing is done to evaluate whether there is a significant correlation between the residuals. If there is no significant correlation between the residuals, it can be concluded that the residuals are random and random. In this study, the Autocorrelation Test was conducted using the Run Test with the support of the SPSS 26 for Windows program.

#### d. Inductive Analysis

Data regarding the relationship between variables in this study, which were obtained through questionnaires distributed to respondents, were analyzed using multiple linear regression analysis techniques with the help of the SPSS 26 for Windows program.

##### 1) Data Analysis Techniques

###### a) Regression Analysis

The analytical method used in this study is multiple linear regression, used to evaluate how much impact the entrepreneurial leadership style variable has on instructor performance.

$$Y = a + bX + e \quad (1)$$

The results of this analysis were then tested using the SPSS 26 for Windows computer program. By eliminating the need to display the statistical formula, it makes it easier to display data.

###### b) Coefficient of Determination Analysis

The coefficient of determination (R<sup>2</sup>) analysis was used to evaluate how much contribution or impact the independent variable, such as entrepreneurial leadership, has on the dependent variable, instructor performance.

###### c) Hypothesis Analysis

Null Hypothesis (H<sub>0</sub>): There is no significant influence between entrepreneurial leadership style and instructor performance of Courses and Training Institutions in Surakarta. Alternative Hypothesis (H<sub>1</sub>): There is a significant influence between entrepreneurial leadership style on the performance of instructors of Courses and Training Institutions in Surakarta. This hypothesis states that there is an influence of entrepreneurial leadership style on the performance of instructors of Courses and Training Institutions in Surakarta.

## RESULTS AND DISCUSSIONS

This study aims to deeply understand the changes in the performance of LKP instructors in Surakarta City by the entrepreneurial leadership style. The data was designed using a questionnaire through the help of google.form assisted by WhatsApp support to access all LKPs in Surakarta City..

### A. Descriptive Analysis

#### 1. Overview of the Characteristics of Respondents in the Study

**Table 1.** Frequency Distribution of Characteristics of Research Respondents (N=43)

No.	Characteristics of Respondents	Frequency	Percentage
1	Age		
	< 41 Years Old	17	39,53
	41 - 60 Years Old	23	53,49
2	Gender		
	> 60 Years Old	3	6,98
	Male	10	23,26
3	Female	33	76,74
	Last Education		

High School	14	32,56
Diploma	9	20,93
S1 (Bachelor)	19	44,19
S2 (Master)	1	2,33

The data regarding the review of the characteristics of the research respondents shows that the majority of them are between 51 to 60 years old, with a total of 23 people or around 53.49%. In addition, the majority of respondents are female, consisting of 33 people or around 76.74%. The majority of respondents have a Bachelor's degree (S1), as many as 19 people or around 44.19%.

## 2. Descriptive Research Data

**Table 2.** Descriptive Research Data (N=43)

	N	Minimum	Maximum	Mean	Std. Deviation
Entrepreneurial Leadership Style	43	88	122	106.23	10.254
Instructor Performance	43	75	120	82.74	8.258
Valid N (listwise)	43				

Based on the descriptive research data above, it shows that the variable entrepreneurial leadership style obtained an average score of 106.23 with a standard deviation value of 10.254, while for the variable performance of LKP instructors in Surakarta obtained an average score of 82.74 with a standard deviation value of 8.258.

## B. Analysis of Research Prerequisites

The research prerequisite analysis includes a research instrument quality test and a classical assumption test which analyzes the validity of the research data used in this study.

### 1. Instrument Quality Test

Content validity aims to evaluate the extent to which the statement items in the research instrument can be considered valid. How to find out the validity of the statement items by correlating each statement item with the total score obtained by the statement. The output of SPSS 26 for Windows Release shows the results as follows:

**Table 3.** Research Instrument Validity Test Results

Item	r <sub>count</sub>	r <sub>table</sub>	The decision	Item	r <sub>count</sub>	r <sub>table</sub>	The decision
X_1	0,581	0,304	Sahih	Y_1	0,606	0,304	Sahih
X_2	0,773	0,304	Sahih	Y_2	0,459	0,304	Sahih
X_3	0,514	0,304	Sahih	Y_3	0,350	0,304	Sahih
X_4	0,590	0,304	Sahih	Y_4	0,341	0,304	Sahih
X_5	0,665	0,304	Sahih	Y_5	0,376	0,304	Sahih
X_6	0,609	0,304	Sahih	Y_6	0,379	0,304	Sahih
X_7	0,373	0,304	Sahih	Y_7	0,358	0,304	Sahih
X_8	0,416	0,304	Sahih	Y_8	0,597	0,304	Sahih
X_9	0,658	0,304	Sahih	Y_9	0,568	0,304	Sahih
X_10	0,734	0,304	Sahih	Y_10	0,349	0,304	Sahih
X_11	0,452	0,304	Sahih	Y_11	0,503	0,304	Sahih
X_12	0,665	0,304	Sahih	Y_12	0,471	0,304	Sahih
X_13	0,519	0,304	Sahih	Y_13	0,621	0,304	Sahih
X_14	0,790	0,304	Sahih	Y_14	0,639	0,304	Sahih
X_15	0,763	0,304	Sahih	Y_15	0,329	0,304	Sahih
X_16	0,777	0,304	Sahih	Y_16	0,495	0,304	Sahih
X_17	0,797	0,304	Sahih	Y_17	0,435	0,304	Sahih
X_18	0,762	0,304	Sahih	Y_18	0,482	0,304	Sahih
X_19	0,760	0,304	Sahih	Y_19	0,620	0,304	Sahih

X_20	0,763	0,304	Sahih	Y_20	0,766	0,304	Sahih
X_21	0,842	0,304	Sahih	Y_21	0,634	0,304	Sahih
X_22	0,811	0,304	Sahih	Y_22	0,482	0,304	Sahih
X_23	0,515	0,304	Sahih	Y_23	0,623	0,304	Sahih
X_24	0,766	0,304	Sahih	Y_24	0,457	0,304	Sahih
X_25	0,612	0,304	Sahih	Y_25	0,362	0,304	Sahih

	Cronbach Alpha	Critical Value	The Decion
Entrepreneurial Leadership Style	0,944	0,70	Reliable
Instructor Performance	0,813	0,70	Reliable

Based on the table above, it shows that the content validation is declared valid, and the reliability test is declared reliable, so with these results, the instrument in the form of a research questionnaire is declared feasible as a research instrument.

## 2. Classical Assumption Test

### a. Normality Test

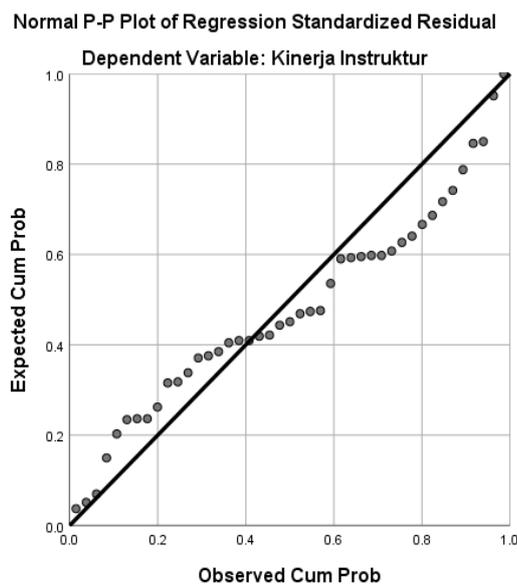


Figure 1. Normality Test

The dots on the P-P Plot graph above spread around the regression equation line, so it is concluded that the data is normally distributed.

## b. Heteroscedasticity Test

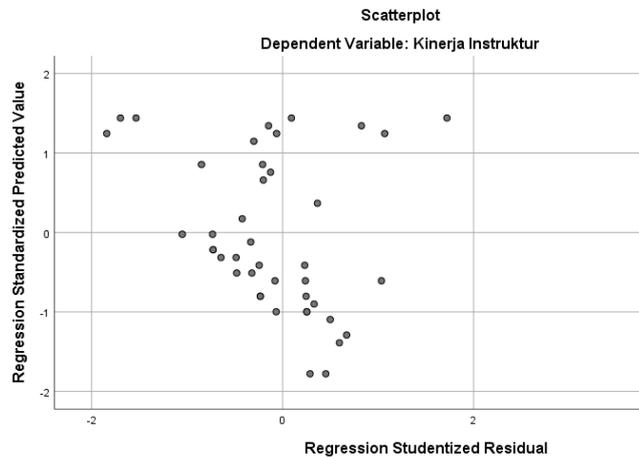


Figure 2. Heteroscedasticity Test

The Scatterplot graph above shows that the dots are homogeneously distributed research data, this is indicated by data points below 4 and above -4.

## c. Autocorrelation Test

Table 4. Autocorrelation Test Results

	Abs_Residual
Test Value <sup>a</sup>	2.30
Cases < Test Value	21
Cases >= Test Value	22
Total Cases	43
Number of Runs	18
Z	-1.232
Asymp. Sig. (2-tailed)	.218
a. Median	

The table shows p-value > 0.05, meaning there is no autocorrelation problem in the regression equation.

## C. Inductive Analysis

## 1. Simple Linear Regression Test

Table 5. Simple Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	27.469	10.245		2.681	.011
Entrepreneurial Leadership Style	.520	.096	.646	5.420	.000

a. Dependent Variable: Instructor Performance

According to the table data, the results of simple regression can be represented through the following simple linear regression equation

$$Y = 27,469 + 0,520 + e \quad (2)$$

Interpretation: (a). The constant value (a) of 27.469 is positive, indicating that instructor performance is 27.469 without an entrepreneurial leadership style.(b). The regression coefficient value (b) of 0.520, is positive, indicating that the entrepreneurial leadership style of 0.520 is positive, meaning that if the entrepreneurial leadership style is increased by 1 unit, the instructor's performance will also increase by 0.520..

## 2. Determination Coefficient Test

**Table 6.** Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.646 <sup>a</sup>	.417	.403	6.380

a. Predictors: (Constant), Entrepreneurial Leadership Style

b. Dependent Variable: Instructor Performance

The results of simple linear regression obtained an adjusted R Square value of 0.403. This means that the instructor's performance is contributed by the entrepreneurial leadership style of 0.403 or 40.3%, there is still 59.7% left which is contributed by other independent variables besides those studied.

## 3. Hypothesis Test

In the context of hypothesis testing, the results of the t and F tests show a significant influence between the entrepreneurial leadership style and the performance of LKP instructors in Surakarta City.

**Table 7.** Results of the t-test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.469	10.245		2.681	.011
	Entrepreneurial Leadership Style	.520	.096	.646	5.420	.000

a. Dependent Variable: Instructor Performance

**Tabel 8.** F Test Results

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1195.463	1	1195.463	29.372	.000 <sup>b</sup>
	Residual	1668.723	41	40.701		
	Total	2864.186	42			

a. Dependent Variable: Instructor Performance

b. Predictors: (Constant), Entrepreneurial Leadership Style

The views of experts who confirm that entrepreneurial leadership has a positive impact on the performance of team members include (Ruzzier et al., 2006), entrepreneurial leadership facilitates the creation of a work environment that supports experimentation, innovation, and the development of new ideas. Employees in such an environment feel more motivated and better able to contribute creatively to company goals (Rauch et al., 2009). By having leaders who encourage entrepreneurship, employees tend to feel more engaged in their work and have a sense of belonging to the overall success of the organization (Cardon et al., 2011). In connection with the above assumptions, the results of the study showed a significant effect of entrepreneurial leadership style on the performance of instructors of Courses and Training Institutions (LKP) in Surakarta at a p value of 0.000 and the results of simple linear regression analysis showed an adjusted R Square value of 0.403, which can be interpreted that about 40.3% of the variation in instructor performance can be explained by entrepreneurial leadership style. Thus it can be concluded that this research is important and

useful which is useful for entrepreneurial leadership or in other words that the entrepreneurial leadership style has a significant effect on improving the performance of LKP instructors.

This finding is in line with previous research that highlights the importance of entrepreneurial leadership in the context of developing organizational innovation and entrepreneurship (Darling-Hammond et al., 2020). In addition, research by (Rauch et al., 2009) also shows that entrepreneurial leadership contributes to the intrinsic motivation of team members, which plays a key role in stimulating creativity and the spirit of innovation. With that, the results of this study make a significant contribution in strengthening the understanding of the importance of entrepreneurial leadership in improving the performance of MFI instructors in the contemporary era.

Nonetheless, it is important to note limitations that may affect the interpretation and generalizability of the results of this study. One of them is the lack of previous studies that specifically examined the relationship between entrepreneurial leadership style and instructor performance in MFIs, which may affect the in-depth understanding of this phenomenon. In addition, constraints in data access and time limitations may also affect the overall quality of the investigation. Therefore, it is important for future researchers to pay attention to these aspects in designing a more comprehensive and in-depth study.

Furthermore, in terms of practical implications, the findings of this study have important consequences in the context of LKP management in Surakarta. It indicates that entrepreneurial leadership style contributes positively to instructor performance. It can be the basis for the development of more effective management strategies. In light of these findings, NPF leaders can focus more on developing a bold vision, providing intrinsic motivation to instructors, and creating an environment that supports risk-taking and experimentation. This is expected to help improve the performance and quality of services offered by LKPs to the community.

As a recommendation for future research, it is recommended to explore additional factors that could potentially influence the relationship between entrepreneurial leadership style and instructor performance. These include individual instructor characteristics, organizational support, and relevant environmental factors. In addition, longitudinal research can also provide deeper insights into the dynamics of the relationship between these variables over time. Thus, future research can provide a more comprehensive and detailed understanding of the important role of entrepreneurial leadership in improving instructor performance in LKPs. In this section, it is explained the results of research and at the same time is given a comprehensive discussion.

## CONCLUSION

The findings of this study indicate that entrepreneurial leadership style has a significant impact on instructor performance in Courses and Training Institutions in Surakarta (p value 0.000). The percentage contribution of entrepreneurial leadership style to instructor performance is 40.3%. However, it should be noted that the results of this research should be taken with caution given the limited number of aspects that need to be considered. These involve the paucity of previous research on this subject, the data collection approaches and techniques used, as well as barriers in accessing data, and also time constraints that affected the overall quality of the investigation. The results of this study indicate the low influence of entrepreneurial leadership style on instructor performance. Therefore, for future researchers to add other independent variables to measure the performance of LKP instructors in Surakarta. For the relevant agencies, it is hoped that they can increase the allocation of operational funding assistance for LKPs in Surakarta in carrying out their operations, so that it is hoped that the performance of the instructors will increase.

## ACKNOWLEDGMENTS

Finally, this scientific work exists because of the support of various parties, both individuals and institutions, therefore I really give my deepest appreciation and gratitude to those who have contributed, supported, or helped during the process of research or writing this scientific work.

## References

- Bryman, A., & Cramer, D. (2002). *Quantitative data analysis with SPSS release 10 for Windows: A guide for social scientists*. Routledge.
- Budiaji, W. (2013). Skala pengukuran dan jumlah respon skala likert. *Jurnal Ilmu Pertanian Dan Perikanan*, 2(2), 127-133.
- Cardon, M. S., Stevens, C. E., & Potter, D. R. (2011). Misfortunes or mistakes?: Cultural sensemaking of entrepreneurial failure. *Journal of Business Venturing*, 26(1), 79-92.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140.
- Fatmawati, I. (2022). Komunikasi Organisasi Dalam Hubungannya Dengan Kepemimpinan Dan Perilaku Kerja Organisasi. *Revorma: Jurnal Pendidikan Dan Pemikiran*, 39-55.
- Fiddler, L., Hecht, L., Nelson, E. E., Nelson, E. N., & Ross, J. (2013). *SPSS for Windows version 16.0: a basic tutorial*.
- Gupta, V., MacMillan, I. C., & Surie, G. (2004). Entrepreneurial leadership: developing and measuring a cross-cultural construct. *Journal of Business Venturing*, 19(2), 241-260.
- House, R. J. (1971). A path goal theory of leader effectiveness. *Administrative Science Quarterly*, 321-339.
- Julianto, B., & Carnarez, T. Y. A. (2021). Faktor-Faktor Yang Mempengaruhi Organisasi Professional: Kepemimpinan, Komunikasi Efektif, Kinerja, Dan Efektivitas Organisasi (Suatu Kajian Studi Literature Review Ilmu Manajemen Terapan). *Jurnal Ilmu Manajemen Terapan*, 2(5), 676-691.
- Møller, S. F., von Frese, J., & Bro, R. (2005). Robust methods for multivariate data analysis. *Journal of Chemometrics: A Journal of the Chemometrics Society*, 19(10), 549-563.
- Nasrika, N. (2019). Pengembangan sumber daya manusia pada era globalisasi. *Revitalisasi Manajemen Pendidikan Anak Usia Dini (PAUD) Di Era Revolusi Industri 4.0*.
- Nurlina, N., Safrida, S., Musmulyadi, M., & Burhan, B. (2021). Gaya kepemimpinan dan motivasi mempengaruhi kinerja pegawai. *Journal Of Administration and Educational Management (ALIGNMENT)*, 4(1), 1-7.
- Pranatawijaya, V. H., Widiatry, W., Priskila, R., & Putra, P. B. A. A. (2019). Penerapan skala Likert dan skala dikotomi pada kuesioner online. *Jurnal Sains Dan Informatika*, 5(2), 128-137.
- Purhantara, W. (2010). Kepemimpinan bisnis Indonesia di era pasar bebas. *Jurnal Ekonomi Dan Pendidikan*, 7(1).
- Rachmat, Z., Baali, Y., Rukmana, A. Y., Wonua, A. R., Sudirjo, F., Handiman, U. T., Ekopriyono, A., & Irawan, I. A. (2023). *Pengembangan Kewirausahaan*. Get Press Indonesia.
- Rauch, A., Wiklund, J., Lumpkin, G. T., & Frese, M. (2009). Entrepreneurial orientation and business performance: An assessment of past research and suggestions for the future. *Entrepreneurship Theory and Practice*, 33(3), 761-787.
- Ruzzier, M., Hisrich, R. D., & Antoncic, B. (2006). SME internationalization research: past, present, and future. *Journal of Small Business and Enterprise Development*, 13(4), 476-497.
- Saebah, N., & Merthayasa, A. (2023). Peran Kepemimpinan dalam Mengelola Perubahan Bisnis yang Disebabkan oleh Krisis Global. *Syntax Idea*, 5(7), 865-871.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sugiyono, P. D. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D (Sutopo)*. Bandung: CV. Alfabeta.
- Sung, W., & Kim, C. (2021). A study on the effect of change management on organizational innovation: Focusing on the mediating effect of members' innovative behavior. *Sustainability*, 13(4), 2079.
- Wardhani, M. F., Puspitasari, D., & Mujib, M. (2023). Peran Menanamkan Nilai Kewirausahaan Pada Anak Usia Dini Dalam Menghadapi Revolusi Industri 4.0. *BISECER (Business Economic Entrepreneurship)*, 5(2), 14-22.
- Zaccaro, S. J., Heinen, B., & Shuffler, M. (2008). Team leadership and team effectiveness. In *Team effectiveness in complex organizations* (pp. 117-146). Routledge.