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**THE CULTIVATION OF ENTREPRENEURSHIP VALUES
AMONG STUDENTS OF SENIOR HIGH SCHOOL IN DKI
JAKARTA**

Sugiono Purnama Syae Purrohman

Universitas Muhammadiyah Prof. Dr. HAMKA, Jakarta, Indonesia.

*Corresponding Author: *sugi.sugiono.91@gmail.com*

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ABSTRACT

The unemployment rate of a country, especially an undeveloped one, is a social problem that needs dire attention to be resolved. Entrepreneurship education through schooling system or curriculum is one distinguish effort from the state to reduce unemployment rate. Many research have proved that entrepreneurship education positively reduced the unemployment. The process of introducing and cultivating entrepreneur values inside schooling system are expected to reroute the students life orientation from job seeker to become job creator orientation. This study used qualitative descriptive research method in which the data was collected using semi-structured interviews, observations, and active participatory study documents. Using interactive analysis models, three activities were found to cultivate the entrepreneurship values and they were instruction, extracurricular program, and habituation activities. All three played an important role in the formation of students' characters and positively contribute in cultivating entrepreneurship values. The results of this research positively contribute to policy making well as on teachers' perspective on inculcating entrepreneurship values.

Keywords: *entrepreneurship, entrepreneurial values, high school, unemployment.*

INTRODUCTION

Indonesia is the fourth most populous country in the world, after China, India, and United States of America. (Maryati, 2015:125). In 2020-2030, Indonesia is predicted to be in a *demographic bonus* situation, which means that the composition of the population in Indonesia will be dominated by the people from the productive age, ranging between 15 – 64 years old. This could either create an opportunity or challenge for the Indonesian government. However, in this paper's context, the demographic bonus will be interpreted as an economics advantage, which could help to accelerate the economic growth of the country.

Data from Indonesia Central Bureau of Statistic in February 2018, showed the decrease of the unemployment rate from 5.5% to 5.13%. The slight reduction in percentage is 140.000 people managed to secure employment (The source: BPS Indonesia, 2018). In term of educational level, senior high school graduates positioned the third order, which accounted for 21.32 million alumni or equal to 16.78 %. This calls for strategic efforts to tackle this issue and one of the ways is through entrepreneurship education.

The government's concern about entrepreneurship can be traced back in 1995 in No. 4 Presidential Instruction on the national level movement to cultivate and promote entrepreneurship education. The only goal was to give mandate to the communities to develop entrepreneurship programs. The policy expected to stimulate the standings of tough and competitive young entrepreneurs, stimulate economic growth, and resolved the unemployment problem.

LITERATURE REVIEW

Indonesia, like many other countries face the challenges of globalization era, social development, competition and the economic downturn. The biggest future challenges of Indonesia to be considered through the administration of World Trade Organization, ASEAN Community, APEC and CAPTA are the science and technology convergences; the knowledge-based economy; creative industries and creative cultures trends; world economic leader shifting, and; the swift up of science

and technology, quality assessment, investments mode, educational sectors as well as on the transformation of the materials of the TIMSS and PISA scales.

Hendro (2011) illustrated the tremendous impact of entrepreneurship to minimize the unemployment rate. If a student graduated and become entrepreneur, hence he or she is likely to invite her/his friend to serve as partners of cooperation and perhaps one of his friends will be invited to become employees. If there are 10% of graduates who are entrepreneurs, then those who join him would thus be 20%. The results of this absorption of entrepreneurship that contributes to job seekers and entrepreneurship can be used as an alternative to reduce unemployment rate. Li & Liu (2011) stated that the increasing of entrepreneurship and entrepreneurial education were the solution to the problem of the job availability and the workers quality. Entrepreneurship is a positive phenomenon that would boost the economic growth, reduce unemployment, and encourage social reinforcement and innovation (Ghina, 2014; Soomro & Shah, 2014).

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The 2003 Indonesia Law No. 20 of the National Education System, article 3, affirmed that: National Education serves to develop the ability to form character and the civilization of a nation of dignity in the framework of the intellectual life of the nation, aiming to the development potential of learners in order to become a man of faith and piety to God Almighty, precious, healthy, have learned, accomplished, creative, independent, and become citizens of a democratic and accountable. The purpose of investigation by education is supplemented with a policy of regulation by the Minister of National Education, number 63-year 2009 Quality Assurance System of Education on the part of Third Paradigm and Principles Guaranteeing the quality of education, article 3 point 1 mentioning lifelong learning centred on learners who treats, facilitate, and encourage students to become independent learners who are employees of the creative, innovative, and entrepreneurial. The mandate of the Act indicates the role education has to produce graduates who could positively contribute to the nation.

One of the characters to be formed was entrepreneurship spirit. In line with this, the government seeks to introduce entrepreneurship

education at schooling system by placing creating handicraft education subject and entrepreneurship subject at the high school level and equivalent. Introduction to entrepreneurship from the early phase of schooling hopes to steer the paradigm of learners from being the job seeker to be job creator. Soomro and Shah (2014) cited that the impact of entrepreneurship education is among one of the fundamental factors to help youth to understand and develop entrepreneurial attitudes cultivate entrepreneurship program, to assist students in developing the character and understanding of entrepreneurship, as well as getting the knowledge and skills of entrepreneurship (Ruskovaara & Pihkala, 2007). Kütüm, Kallaste, Venesaar & Kiis (2014) mention that entrepreneurship education should be wider than just give the understanding to establish a business independently. An understanding of entrepreneurship not only fosters the potential to become entrepreneurs but also to innovate when living the role of an employee or volunteer. Rae (2004,196) explains entrepreneurial practices need to continue to do repairs with the existence of a theory of practice that will make sense and create the social context in which they live. Students will no longer have a job seeker with orientation but rather transform into job creators. Hence there is the need for planting entrepreneurship values that will shape the character and behavior of learners.

Winamo (2009) and Mulyani (2011) state that entrepreneurship education is still not optimal to internalize students' entrepreneurship values, so there is an indication of improper formation of entrepreneurial attitudes. The entrepreneurship values are honesty, discipline, hard work, creative, innovative, independent, responsible, easy to be in teamwork, leadership skills, tenacious, dare risk, commitment, realistic, curiosity and appreciation to communicative accomplishment. Maryati (2015) looks at the need for policies that could encourage the inception of young entrepreneurs and empower them to support national development. She calls for the need for synergies from all stakeholders to participate actively in raising public school entrepreneurship program, which implies the need for establishment of entrepreneurial attitudes that will then support national development. This paper will discuss the pattern of the cultivation of the values of entrepreneurship in secondary school learners in DKI Jakarta, the reason to connect the educational and entrepreneurial achievement for

optimization of handicraft optimization to internalizing the values of entrepreneurship to students.

RESEARCH OBJECTIVES

The objectives of the study are to understand the application of entrepreneurial values among students of Senior High School in DKI Jakarta. Specifically, this study examines how entrepreneurship values are embedded in (i) teaching and learning activities, (ii) extracurricular activities.

METHODOLOGY

This study used qualitative descriptive research method to capture the phenomenon that occurs in social situations that serve as research studies.. Richie and Lewis (2003:3) defined qualitative research as an attempt to present the social world and perspectives in the world, in terms of concept, behavior, perception and human issues. Moleong (2016) explained that qualitative research is intended to understand phenomenon experienced by the subject for example, behaviors, perceptions, motivations, actions that are holistic and descriptive in the form of words and language, in a special natural context and by utilizing a variety of natural methods. This research explores the information from the experience of every aspect of the place (place), actors (actor) and activity (activity) involved in the program in creating handicraft and educational entrepreneurship.

The chosen schools were those that received government assistance in the field of entrepreneurship, namely Jakarta N 61 High School, Jakarta N 66 High School, and Jakarta 79 High School. The sample units were chosen due to its characteristics that fit in the research theme. Glaser & Strauss (Kalof, Dan & Dietz, 2008) explain the use of purposive sampling is not intended to be representative or typical but aims to maximize the range of information found. Stratified purposive sampling (Patton, 2002: 240; Ritchie & Lewis, 2003: 78) aim is to select groups that display variations in certain phenomena but each is quite homogeneous.

The data collection techniques used were semi-structured interviews, active participatory observation, and document study. Interviews were carried out using teachers and who were involved in the pre-employment and entrepreneurial learning process. Observations were made by observing the process of learning activities and other activities in the school environment that were related to the process of entrepreneurial activities. Document study was carried out on supporting documents relating to entrepreneurship education in schools. Data analysis techniques were carried out using interactive models. Miles and Huberman (1994, 12) stated that activities in the qualitative data analysis are used interactively and continue continuously so the data is saturated.

RESULT AND DISCUSSION

Teaching and Learning Activities

The teaching and learning activities were activities that support the cultivation of the values of entrepreneurship and they were examined from three aspects, namely the media learning, learning models and methods of learning. Learning media was used in the learning process and created handicraft by entrepreneurship teachers used information technology-based learning media. The selection of the use of this medium was due to the fact that it was considered easy and familiar to the learners. The use of media is familiar to learners and this could stimulate learners to learn, together with the audiovisual and audio-visual media that could can stimulate learners' motivation.

The results obtained from the observation phase stated that the teachers utilized information technology tools in the learning activities. The use of information technology tools was evaluated in terms of its preference and practicality for the teachers and learners. It was also visible that every learner has a communication tool in the form of the Android-based mobile phones that can be used as a medium of learning resources. The use of it as medium of instruction, and the use of IT-based media requires special skills. Thus, in the implementation of learning and entrepreneurship, creating handicraft should benefit

teachers in terms of the development of information technology, and both the teachers and learners can choose the media that is considered effective and efficient for them.

The learning model used by teachers is in relation to curriculum policy 2013 where more active learners and the teacher could be used as facilitators. Creating handicraft subjects and entrepreneurship in practice should give an overview of contextually. In the process, the students were given the experience of learning through simulation activities.

The learning models was used as an effort to assist learners in obtaining the information, ideas, skills, values, and goals of the thinking way of expressing themselves (Joyce, Weil & Calhoun, 2009:7). The learning model was chosen in the learning plan to achieve learning objectives and it was implemented with a syntax or systematic measures and specific sort. Rae (2005:328) and Man (2012:569) support entrepreneurship learning which places emphasis on the empirical nature of learning, the learning results of direct experience. Creating handicraft learning and entrepreneurship should provide hands-on experience for the students.

Learning methods applied by the schools vary depending on the material that was provided at the time of the lesson. Most teachers tend to apply learning methods, practices and discussion group. Learners were given the discretion to look for material to be used in the machining process task group from a variety of sources. After getting sufficient information, the learners discuss the findings that they are going to do. The last stage is the practice to accomplish the task. Learning activities are in line with what was pointed out by Brunner (Dahar, 2011:77) who suggested learning as a cognitive process involves three processes acquire new information, transforms the relevant and test information the accuracy of the science. Anderson (1999:122) in his work, raises awareness of entrepreneurship as relatively easy and can be accomplished through teaching such as by using case studies and bringing employers into the classroom. The use of learning methods like this also known as the experience-based

learning approach will thus make students feel directly involve in the the process of becoming entrepreneurship.

Simulation can be done in the process of creating handicraft education learning and entrepreneurship through business plan activities. Teachers in practice divided students into several smaller groups, then the teacher gave instructions to each group to make planning process from the beginning up till business marketing process. Here, the teacher attempts to multiply the potential for creativity and innovation of the learners. Group-based learning can train learners in terms of communication, leadership, mutual appreciate the differences of opinion and discipline. The activities of the business plan as well as providing real experiences on learners in running a business is expected to generate interest learners in entrepreneurship.

Schools also integrate entrepreneurship education into all subjects. Research findings show that creating handicraft and entrepreneurship have linkages or linearity on other subjects. As in the subjects of physics, chemistry, biology, economy, and crafts, entrepreneurship can also be integrated with other subjects. The cultivation of the values of entrepreneurship can be done through methods of learning, learning materials or learning devices. In addition, entrepreneurship can also be integrated with learning in each subject. Entrepreneurship does not only occur at cognitive level, but it touched on the internalization, and real practice in the daily life of learners in the community. Kütüm, Kallaste, Venesaar & Kiis (2014:666) mention the purpose of entrepreneurial education should be more than education as it can be used to set up a business of his own. Understanding entrepreneurship creates the potential not only to become an entrepreneur, but also to be innovative employees or volunteers.

Extracurricular Activities

The cultivation of the character value entrepreneurship can also be done through extracurricular activities. Extracurricular activities outside of the subjects that can be used as a probe to the formation of the character of learners. Each school has extracurricular activities from a variety of fields.

Wibowo (2011:64) mentioned that extracurricular activities are aimed to help the development of student needs, potential, talents, and interests them through activities specially organized by educators and educational personnel or capable and authorized at the school. Extracurricular activities could be integrated with educational payload entrepreneurship, among others, sports, the arts, scouting, etc. In practice this extracurricular activity directly or indirectly teaches learners the attitude of self-reliance, leadership, discipline, communicating skills, creative and innovative thinking. Extracurricular activities organized during this school is one of the medium's potential for the construction of the characters including the entrepreneurial character and quality improvement of academic learners (Mulyani, 2011). They are expected to develop the ability and sense of social responsibility, as well as the potential and the achievements of learners.

Conditioning Activities

School culture or the culture of the school contributes to the formation and cultivation of the values of entrepreneurship for learners. Conditioning of the school formed the environment that supports entrepreneurship and creates handicraft activities that encourages learners to apply lessons learned to create handicraft and entrepreneurship in schools. Learners interact with fellow learners and citizens school will also shape the characters of the learners.

Entrepreneurship values can be done through conditioning activities that come in the forms of those which are religious, nationality and the nature of the discipline. These routine activities are carried out every day in an effort to strengthen the character of learners. They can be used as a channel for instilling the values of entrepreneurship as indirectly it builds positive character of learners. Wibowo (2011) explains that regular activity is an activity carried out by learners consistently and continuously. Examples of routine activities are the flag ceremony entrepreneurship which takes place every Monday, conditioning activities worship congregation, welcoming and learners. These are some of the routine activities that are carried out by schools to instill national values, religiosity, and discipline.

The pattern of the cultivation of the values of entrepreneurship on the learners

Creating handicraft subject teachers and entrepreneurship teachers have a major role to introduce and stimulate the talent, knowledge, and entrepreneurship, as well as help learners in developing entrepreneurial character value. Teachers have a strategic role, related to the success and quality of transferring values of entrepreneurial character, resulting in the selection of teachers should be done selectively. Teachers have a duty as a teacher and educator and of conveying the materials that have been set by the curriculum. Teachers also have the central role in obtaining the goal of the learning process. Natsir (2007) emphasizes that teacher should prepare measures to achieve the learning objectives, the measures in the form of form planning (planning), implementation (organizing), and scoring (evaluating).

School culture can support the implementation of the entrepreneurship by creating and designing learning process properly. The development of the entrepreneurial values through the culture of the school includes activities that take place in the school of communication/interaction concerned citizen schools as well as in the use of school facilities, which have multiple moral values such as appreciate, honesty, responsibility, discipline, commitment, as well as the entrepreneurial activity in the school environment (citizen school entrepreneurship activities in the school environment).

After the activities of the planning process and implementation, creating handicraft and entrepreneurship education needs to do the evaluation of the results of the learning process. Evaluation of the results of the study can be done by educator-learner to monitor the process, progress, and improvement of the learning results of students on an ongoing basis. The purpose of the evaluation study is to know the effectiveness of the learning process that has been implemented. The evaluation is done via three main aspects, namely cognitive, affective and psychomotor.

The pattern of the cultivation of the values of entrepreneurship when described in the following chart.



Figure 1: The pattern of the cultivation of the values of entrepreneurship

CONCLUSION

Social problems associated with levels of unemployment can be solved by seeking growth and development of self-employment. An increase in the entrepreneurial sector in countries expected to contribute positively to the provision of employment and labor absorption. Entrepreneurship needs to be introduced early on to society in Indonesia, especially through the formal education. Education is expected to be a medium in instilling the values of entrepreneurship in students which aims to give an understanding of learners and orientation job seeker into a job creator. On cultivation patterns of high school values, entrepreneurship needs to optimize and synergize the three main elements in environmental education, i.e. teaching and learning activities, extra-curricular activities, and conditioning activities. The purpose is to make the process of cultivation of the values entrepreneurship run optimally.

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