

**THE DEVELOPMENT OF PROGRAM OF ENTREPRENEURSHIP
(POE) ACCELERATOR TO IMPROVE ENTREPRENEURIAL
SELF EFFICACY
(DESCRIPTIVE STUDY FOR NEW STUDENT FROM OUTSIDE
OF CITRA BERKAT JUNIOR HIGH SCHOOL CITRA BERKAT
HIGH SCHOOL SURABAYA)**

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ABSTRACT

This study starts from the need to overcome the gap of experience and knowledge between students from SMP Citra Berkata internally and externally students who are not from SMP Citra Berkata. External student tend to have low entrepreneurial self efficacy. Therefore, this thesis is intended to find the strategy, steps, and evaluation tool in accelerator program to improve entrepreneurial self efficacy, revealing the challenge and obstacle in the process of accelerator program, and to observe the possibility of POE Accelerator program to improve entrepreneurial self efficacy of students who are not from SMP Citra Berkata.

Entrepreneurial self efficacy aspects targeted on this study is based on theory from Mueller and Goic (2003) Jeffrey E. McGee (2009), that are searching idea, planning, marshaling, implementing to people and implementing to financial. This is a descriptive qualitative study with triangulation method from observation, interview ad questionnaire. Sample for thus study is 21 new students who are not from SMP Citra Berkata Junior High School. The research is conducted from August to November 2015.

Based on the data analysis, it is found out that there are 12 steps need to be executed to conduct accelerator program. The obstacle of this program is on managing the time of this program that leads to inconsistent students presence. Evaluation tool for this program in line with the aspects of entrepreneurial self efficacy os the assessmment rubric that has been adjusted to meet the school expectation. The result of accellerator program indicates that this program can improve students' entrepreneurial self efficacy in 5 aspects.

Keywords : entrepreneurship, entrepreneurial self efficacy, searching idea, planning, marshaling, creativity

INTRODUCTION

The fact that entrepreneurship can be trained and shaped, became the foundation of the application of entrepreneurship education at Citra Berkas School. This belief goes along with Drucker (2002) that entrepreneurship is neither a science nor an art. It is a practice. It has a knowledge base. Therefore Sekolah Citra Berkas believe that students can gain entrepreneurship mindset, attitude, skill and knowledge through a set of curriculum enrichment and program, namely Program of Entrepreneurship (POE). School curriculum with entrepreneurial value will shape students to be independent, proactive and productive world citizen. School put huge respect for individual uniqueness and open several ways to accommodate students in expressing those uniqueness creatively. This needs initiative and enthusiasm of the students to move and improve together with the school. Citra Berkas Students have been trained to build self confidence and skill in entrepreneurship throughout the years of programs. The problem raised from early grade of high school. There are students who are not from SMP Citra Berkas. This causes a gap of knowledge, skills and mindset of entrepreneurship. The students from Citra Berkas Junior High School have already conducted Program of Entrepreneurship and get used to apply the process in their time as junior high students. On the other hand, students who are not from Citra Berkas have almost never known about entrepreneurship. Process and result of the students project have shown significant difference between students from Citra Berkas and those who are not. This is quite reasonable considering their early input when entering Citra Berkas High school. This problem of lacking knowledge, skill and mindset of entrepreneurship is the basic problems that lead to students rate of entrepreneurial self efficacy. Thus it is important for school to conduct a program to raise students entrepreneurial self efficacy to stimulate and accelerate students mindset, attitude, skill and knowledge (MASK).

LITERATURE REVIEW

Entrepreneurial education has been known as an education with the objectives of shaping the ability to create (Hansmark, 1998 in Raseed, 2000). Formal entrepreneurial education can influence students attitude in their career choice (Hatten dan Ruhland, 1995: Hansmark, 1998 in Raseed, 2000), as well as in adult. (Gorman, 1997, in Raseed, 2000).

The basic thought of self efficacy based on self efficacy of Bandura is "people's beliefs in their capabilities to produce desired effects by their own actions" (Bandura, 1997). Self efficacy is the main factor that determine someone's attitude from something where he is involve in and how he endure with his perseverance in facing problems or challenges. Entrepreneurial motivation is the inner compass that direct someone's target. It gives strength and defense the creation and growth. That is why self efficacy needs special focus and attention (Baum, J. Robert. 2006:1).

One strong point that educators and schools have to put great focus on motivation is supported by Bandura (1997, : 19),

"People's level of motivation, affective states, and actions are based more on what they believe than on what is objectively the case. Hence, it is people's beliefs in their causative capabilities that is the major focus of inquiry. Much of the research generated by the various theories is tied to an omnibus measure of perceived control and devoted to the search for its psychosocial correlates. To fully understand personal causation requires a comprehensive theory that explains, within a unified conceptual framework, the origins of beliefs of personal efficacy, their structure and function, the processes through which they operate, and their diverse effects".

This explain why new POE accelerator program should be done to equip the students with the basic framework of formal entrepreneurship education of Citra Berklat School. The urge to improve new students who are not from Citra Berklat Junior High is clearly define by Brown, Sally et al. (2002:4):

“Under motivated students are hard to teach, gain little benefit from their studies and drain the resources of the institutions in which they study, contributing to poor completion rates and streching the capacities and patience their tutors. We will never be able to rouse every studens into state of enthusiastic participation from their own learning, but there is much that can be done when the factors have that influence students motivation involve the ways ini which we work.”

In this study, the measuring intrument is based on five ESE dimensions were identified and labeled: (1) searching, (2)planning, (3) marshaling, (4) implementing-people, and (5) implementing-financial (Mueller and Goic, 2003 in McGee (2009).

1. The *searching* phase involves the development by the entrepreneur of a unique idea and/or identification of a special opportunity. This phase draws upon the entrepreneur’s creative talents and the ability to innovate. Entrepreneurs are particularly adept at perceiving and exploiting opportunities, before these opportunities are recognized by others (Hisrich and Peters, 1998).
2. The *planning* phase consists of activities by which the entrepreneur converts the idea into a feasible business plan. At this stage, the entrepreneur may or may not actually write a formal business plan. However, he or she must evaluate the idea or business concept and give it substance as a business. What are the product specifications? How and by whom will the product be manufactured? (Mueller and Goic, 2003).
3. The *marshaling* phase involves assembling resources to bring the venture into existence. At the end of the planning phase, the business is only “on paper” or in the mind of the entrepreneur. To bring the business into existence, the entrepreneur gathers (marshals) necessary resources such as capital, labor, customers, and suppliers without which the venture cannot exist or sustain itself (Mueller and Goic, 2003).
4. Implementing to people, at this aspect, entrepreneur is responsible for growing the business and sustaining the business past its infancy, engages in planning and manages a variety of business relationships with suppliers, customers, employees, and providers of capital. Growing an enterprise requires vision and the ability to solve problems quickly and efficiently. The entrepreneur is the primary risk-bearer of the enterprise with a financial stake in its long-term growth and success (Mueller and Goic, 2003).
5. Implemeting to financial , at this aspect, entrepreneur is the primary risk-bearer of the enterprise with a financial stake in its long-term growth and success (Mueller & Goic, 2003).

RESEARCH METHODS

This study is descriptive qualitative. Conducted at Citra Berklat High School Surabaya Indonesia. This study is conducted from August 2015 to November 2015. Sample of this study is 21 new students who are not from Citra Berklat Junior high School. Focus of this study is students’ entrepreneurial self efficacy. With the objective to find the steps of conducting accelerator program, evaluation tools and identifying problem that might arise from this study. At this end this study will show whether this program raise the level of students entrepreneurial self efficacy or not. The study will be conducted based on the following chart :

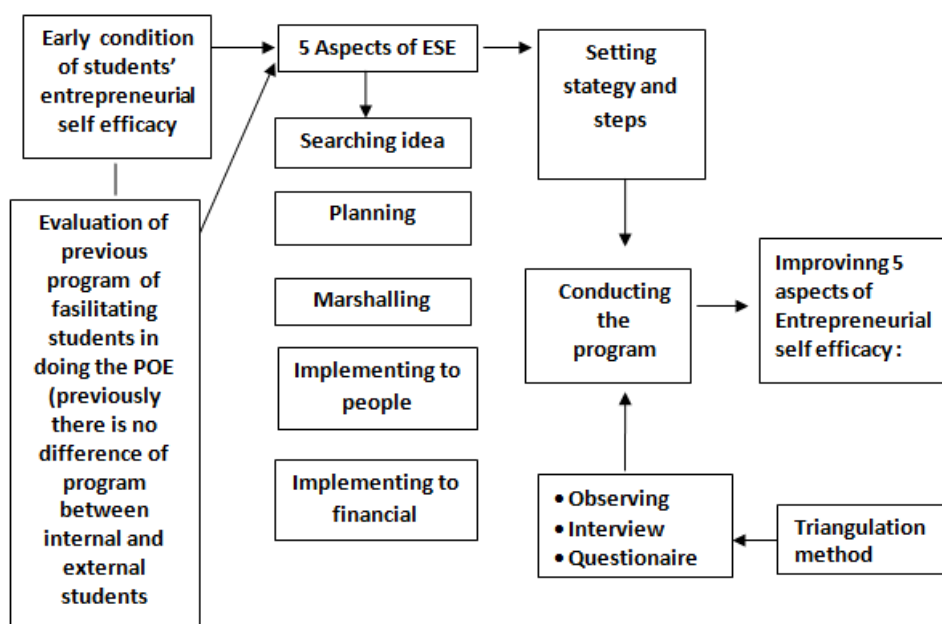


Figure 1. Chart

FINDING AND DISCUSSION

This program is conducted to answer the problem that comes from the gap between internal (those from Citra Berkas Junior High School) and external students (those who are not from Citra Berkas Junior High). Thus, this program should be based on the vision and mission of the school. As what it is objectively intended, to support the school entrepreneurial value. Getting along with the school vision and mission, program should also support the school strategic plan and pillar. One of the pillars of Citra Berkas High School is entrepreneurship. With the detail above, this program will be fully supported by school. Then the next thing to do is doing the steps of conducting the program, it is designed as follows :

1. Evaluation of fasilitating program the previous academic year, 2014-2015.
2. Identification of students' condition and difficulties
3. Early interview of entrepreneurial self efficacy
4. Choosing the suitable material based on students need
5. Managing the schedule of accelerator program after school hours.
6. Compiling the material for accelerator program
7. Conducting the program
8. Compiling students' mark on entrepreneurship school subject
9. Class observation during the class of entrepreneurship on entrepreneurial self efficacy.
10. Post interview at the end of the program to see the students' opinion and improvement on entrepreneurial self efficacy.
11. Interview with the selected students with 2 criteria, active students with above 50% attendance and less active students with less than 50% attendance to measure the impact of accelerator program in entrepreneurial self efficacy.
12. Delivering questionnaire at the end of the semester to measure students' entrepreneurial self efficacy.

Findings of Interview

The informants of the interview are 2 students who are active and 2 students who are less active. The results were as follows:

- a. Both groups of students admit that they feel that this program helps them to improve their entrepreneurial self efficacy
- b. Groups of active students said that they experienced a good increase in their project of entrepreneurship and their entrepreneurial self-efficacy is increasing and more enthusiastic in running the project.
- c. Students who are less active say that they are in the same level of craftsmanship in their project. there was a slight increase in entrepreneurial self-efficacy, but did not help their projects much. Students still feel confused for a particular area of conducting the projects.
- d. Both groups of students recognize that this program is basically needed for those who come from outside SMP Citra Berkati. All the interviews show that POE accelerator program enhances the entrepreneurial self-efficacy on new students who come from outside SMP Citra Berkati.

Findings Observations

1. Searching ideas

It was observed after POE accelerator program for junior high school students from outside Citra Thanks conducted, it was found the following results:

a. Active students

New students from outside SMP Citra Berkati initially requires adjustments to be active in the process of finding ideas. In the previous level, students expressed normally students are given clear instructions and are all guided by the teacher. Therefore, students began to learn in the beginning of July to August by way of learning in high school that encourages students Citra Thanks to the creative process and the habit of thinking to the stage of analytical thinking, evaluative and creative. After self adaptation in August, students in general have started to get used to the demands of finding creative ideas. In addition, students are also often exposed to innovative ideas from various fields in Entrepreneurship lessons. Teachers give students inspiration from various sources to stimulate students. Students who diligently follow the activities accelerator showed consistent enthusiasm in every activity. In this activity, the students actively provide appropriate feedback based on observations accurate so that it can be an example and an energizer for other class members. The intensity in giving an opinion or respond to the idea quite high. In addition, students also provide input from a different angle. In the implementation of POE they are always trying to find ways to carry out exploration activities in accordance with the schedule. Active students is always prepared to explore before meeting with the facilitator. Students are also active to make observations or survey to find ideas that can improve the project. This had an impact in entrepreneurship class with their participation and enthusiasm in responding and giving the idea, they made the class more interactive. In running POE with their facilitator the active students were not easy to give up when they were considered to be less creative by the facilitator or friends and had to explore more. They will soon determine another step and a better idea. This happened to one of the students who had a project of eggroll and pastry. He sent a tester to facilitators and teachers to get feedback several times. David received a variety of inputs to make his recipes better, better product names and packaging. He then actively try to find another idea. David was skilled at finding good ideas for products and

packaging so that in the end, he was able to sell his products which have better taste, appearance and packaging.

The same thing happened to Brilliant, students whose spirit has never been found to decrease during the course of this 10 class POE. He has a project called Brozzlighter, pin manufacturing with 3 types of lamination. It also provides design services for the pin. Brilliant often run out of ideas for the design, but he did not give up and immediately look for inspiration, so that more projects remain active. Brilliant also getting used to search for and find a source of inspiration.

b. Less active students

Students of this group admitted there are some activities that can not be left so that they could not follow the activities. In finding the idea, the students tend to stick to the usual things and have not seen innovation in their project area for example marketing. Basically, the market and the students have a pretty good chance. The development project is likely to slow because students have not been compelled to find the idea of development projects, particularly in the promotion and marketing. The students still seem uncertain and unsure about their projects.

2. Planning

a. Active students

Business plan template is provided by school and guidance is actively given in or outside the class. From the observations of researchers, active students could manage to make their planning on time. The planning is clear and can be understood as a simple business plan. They did not encounter any significant difficulties when working on planning. Mostly, their planning mark were satisfactory and almost equal to internal students.

b. Less active students

Students who are less active can also translate business ideas into plans in accordance with the specified modules. Their planning tend to be brief and very limited. Basically incomplete, partly because students need time to have further understanding and exploration about the process, content or their own projects. The results of the planning made by students who are less active still meet expectations though not as good as active learners.

3. Marshaling

a. Active students

Students who actively follow are not all shown the ability to lead or marshaling. This capability requires a character and communication skills further. Students are active because they have the will to grow and equip themselves, moreover they have the urge to succeed their POE. This makes them more active in leadership, the indication is that the students dare to invite his friends became his partner or requesting the services at a price that is more affordable. Some active students have a working partner who is always ready to help.

b. Less active students

In accordance with the above description, students who are less active have low enthusiasm. Students also tend to be slow in finding partners. The indication, the students have not found the parties invited to cooperate in the project. In addition, students have not been encouraged to actively communicate with the parties that might be helpful.

4. Implementing to people

a. Active students

In this area, which is observed by the authors is the student's ability to delegate tasks or selecting the right person for the right task. In doing of the project, students should be able to recognize that there is a possibility to manage people who work with them since not everything can be done by the students. As an example of David in making and marketing projects eggroll, in the process, David may need help in making the dough, while the printing and packaging can be done by the students themselves, or there are other areas that need to be helped. At that time students will apply these skills. This skill is required strong identification of the need and ability of the parties to be entrusted with the task. Students who are already active were able to delegate the task well. It is proven from the current project, the students did not have any complaints in carrying out the POE. Mini events done by students who are active usually smooth and they could work well with the people who helped them.

b. Students who are less active

Students who are less has not demonstrated proficiency or attempt to run the project properly while keeping good relations with the people who helped. As one of the students who had a project in making and selling cakes, she needed her mother's help. In the proces, she handed over entirely to his mother without any effort to help. The student also did not show progress although there are sides that can be managed and profitable. Likewise with the other students who were less active, the student has not felt the need to seek partners from the other party.

5. Implementing to financial

a. Students are active

The active students demonstrate the ability of good financial planning. Students started to get used to doing financial records. They documented the financial matters in orderly manner and appropriate format, making it easy to see the profit of the project. Students also begin to manage capital and finance.

b. Students who are less active

Less active students did not show consistent effort. Their financial reports are not yet in detail and systematic form. Basically, the students in this area tend to be spontaneous in doing financial report. Students who are less active claimed to have forgotten to save the receipt so they could not document them in financial report. Anyway they have tried to make financial report that they have never done before. It appears that the POE accelerator program helps the students to improve self-efficacy of students in entrepreneurship.

Table 1. Findings of questionnaire

Aspect	Criteria	Before	After	Improvement percentage
<i>searching idea</i>	SR (very low)	0	0	14%
	R (low)	2	0	
	S (average)	8	8	
	T (high)	10	11	
	ST (very high)	1	2	
<i>planning</i>	SR (very low)	1	0	19%

	R (low)	4	2	
	S (average)	9	13	
	T (high)	5	6	
	ST (very high)	1	0	
<i>marshalling</i>	SR (very low)	0	0	23%
	R (low)	1	1	
	S (average)	13	8	
	T (high)	7	12	
	ST (very high)	0	0	
<i>implementing to people</i>	SR (very low)	0	0	19%
	R (low)	3	1	
	S (average)	10	8	
	T (high)	8	12	
	ST (very high)	0	0	
<i>implementing to financial</i>	SR (very low)	2	0	23%
	R (low)	6	3	
	S (average)	8	9	
	T (high)	4	7	
	ST (very high)	1	2	

The questionnaire results are categorized by area of self efficacy in entrepreneurship, calculated using hypothetical Mean and Standard Deviation hypothetical. It is shown that searching idea has the lowest percentage of all entrepreneurial self efficacy

CONCLUSION

To carry out this program, it is necessary to follow the stages/steps of accelerator program and detailed coordination with schools and parents. Strategies and steps that have been prepared succeeded well in implementing this accelerator program. Accelerator programs should be included in school programs to build a strong bond with the added value of the school, since it needs quite a long time and require resources in accordance with the expectations of the school. Accelerator programs that have been implemented have managed to get a positive response from students, teachers and schools and will continue to be developed according to the needs of students and schools.

In a study conducted found that through the methods of collecting data through observation, interviews and questionnaires, there is a correlation of results that accelerator program can improve self-efficacy of students in entrepreneurship at 5 the observed area.

Obstacles encountered in this study is the timing. Although it has been planned and delivered at the beginning and is known by parents, students and the school still have the difficulties to gather the students to join this program. This make the attendance of students is not maximized, has not yet been followed by 100% of participants who became the target program.

Limitation and future research

Limitations and obstacles have been encountered in this study, for future research, programs can be developed by taking into account the timing that really fit and can be followed by all students. To keep track on attendance percentage. Further more, to draw students responsibility in their own learning process, in the future program there should be a consequence or a special duty to

ensure that students get the material. Moreover, a coordinator of the students can be taken from the students to anticipate students who plan not to follow program.

In future research, it is recommended to provide detailed and specific guidance to the student before filling the questionnaire and ensure similarity perspective with the questions, and set standards so that the results between questionnaire, observation and interview are not so obvious.

It is advisable for the upcoming accelerator program, students who have completed and feel its effects to be a learning resource. This is fit with the self-efficacy theory which states that one of the things that can build self-efficacy is vicarious experience.

The method used in this study could not measure the significance of the program sharply, in the next research, it is advisable to use the quasi-experimental method.

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