

**DEVELOPING STUDENTS' INTRINSIC AND EXTRINSIC
THROUGH ACCOMPANYING STEPS IN ENTREPRENEURSHIP
PROJECT: A STUDYAT CITRA BERKAT JUNIOR HIGH
SCHOOL CITRALAND SURABAYA**

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ABSTRACT

Project of Entrepreneurship (POE) is a program initiated by the School of Citra Berkat to reinforce the uniqueness and excellence of the school, which has tagline Nurturing Character and Entrepreneurial Spirit. This program is further step the vision of Junior High School of Citra Berkat. On the way, POE experienced a dynamic process and growled by several times has changed ways of implementation. This research focused on the development of intrinsic and extrinsic motivation of students through the steps of mentoring POE. The author raised the issue of issue of facilitation measures for the mentee while working on POE, the obstacles encountered during the implementation of assistance, and how the role of these measures have an impact on the development of intrinsic and extrinsic motivation of students. The method used in this research is qualitative descriptive by triangulation data through in-depth interviews, After going through the process of extracting depth POE implementation at the level of the students, then find the chances of developing mentoring students who have not worked fully and deeply. The results obtained from this research are to make minimum standard formula and the steps of mentoring for students while working on POE. The application of minimum standards and measures mentoring POE having some problems, both from the mentor, mentee, and the school as the creator of the program. The way out to overcome the obstacles that have been implemented. The resulting impact is, increasing students' motivation to learn POE intrinsically and extrinsically. The development of this motivation will be impact to the "value" of POE, the results of the project that the students made, the completeness of the data records during POE and finally the score of student's POE score.

Keywords: Project of Entrepreneurship, Mentor, Mentee, Mentoring, Steps of Mentoring

INTRODUCTION

Entrepreneur education in junior high supports the creation of *the strong foundation for the future entrepreneurs* so that the principles of Ciputra Way can be realized when the students enter the real entrepreneurial world. Through junior high entrepreneur education, students are trained to develop the mindset, character, and skills that can support them to become an independent citizen, brave to take a risk and work with the motivating foundation for success (Pebrunto, 2009).

This research enriches and increase the number of mentorship model variants that is the foundation of the entrepreneur education application process that is developed with the principles of *Ciputra Way*. Citra Berkat Junior high understands and is determined to educate society in order to give an added value in various aspects of their life and the career they choose. This research about motivation development through POE learning mentoring steps will keep on evolving along with new discoveries from best practices in junior high later on. The contribution from the POE performers in increasing the principles written in this research will an equally important process.

Citra Berkat junior high, which has been built since 2009, has an advantage in managing and applying entrepreneurship education to the academic civitas as a form of the school excellence. Students with the guidance of mentors and teachers, undergo the process of entrepreneurship process. A series of steps are conducted by the students to realize a valuable product. In its journey, the entrepreneurship project went through a change in implementation and mentorship strategy, and all of it is meant to make students get used to having the mindset, study pattern, independence, and entrepreneurial character.

Junior high students shows and expresses complaints about the diminishing study motivation due to several reasons such as lack of understanding about the aim and benefit of studying for them as well as the lack of mentorship that can strengthen their intrinsic motivation. Another thing the students put forward is that they still haven't fully understand the project guidance that the school gave them, especially for students who just entered junior high, along with the lack of time to do the entrepreneurship project in addition to finishing their other academic assignments.

According to the students who are doing their projects, extrinsic motivations such as to get good grades on their report card, having the students chosen to present/share their projects in front of guests, having their finished project displayed or ordered by the school, as well as winning competitions, is what especially motivate them to finish the entrepreneurship project. However, by finishing their projects, based on the extrinsic motivation, students are still unable to fulfill the standards the school expected in terms of learning flow, project concept mastery, project quality, and completion time standards.

Defining Problems

1. How is the mentoring steps in the entrepreneurship project?
2. What problems arise when doing the mentoring steps in the entrepreneurship project?
3. Do the mentoring steps in the entrepreneurship project has any impact in the development of students' extrinsic and intrinsic motivation

Aim of Research

1. Compile the standards and steps for the entrepreneurship project mentorship for the teachers or mentors that has an impact to the development of students' extrinsic and intrinsic motivation
2. Identifying and finding solution for problems that arise when mentoring entrepreneurship project
3. Measuring the impact that develop student's motivation after the students have the entrepreneurship project mentorship

Research benefits

1. Giving insights to the school about mentoring students' entrepreneurship project
2. Develop school's management especially in the standard of entrepreneurship project mentorship
3. Giving insights to the next researcher about the steps to increase intrinsic and extrinsic motivation in relation to the entrepreneurship project

LITERATURE REVIEW

Theory of Abraham H. Maslow (Theory of Need)

The motivation theory developed by Abraham H. Maslow in essence revolves around the opinion that humans have 5 levels or hierarchy of needs, which is: (1) physiological needs, like hunger, thirst, rest, and sexual needs; (2) safety needs, which isn't only limited to physical means, but also the mental, psychological and intellectually safe; (3) love needs; (4) esteem needs, which in general is reflected in various status symbols; (5) and self actualization, which means the availability of opportunity for someone to develop the potential within himself to turn into real capability.

McClelland Theory (Need for Achievement Theory)

McClelland introduces the Need for Achievement Theory (N. Ach) which states that different motivations, according to someone's strong needs for achievements. This research will define this need for achievement as the desire to:

- Accomplish a difficult task or job
- Master, manipulate, or organize physical objects, humans, or ideas, and do those things as fast and as independently as possible, according to the applying conditions
- Solve problems, reach high standards
- Reaches top performance for themselves, can win in competition with others
- Increase personal skills by successfully applying their talents.

Clayton Alderfer Theory (Teori "ERG")

Alderfer's theory is well-known with the acronym "ERG". The Acronym "ERG" in Alderfer's theory is the first letters for three terms which are: E = Existence (need for existence), R = Relatedness (need to relate to other people), dan G = Growth (need for growth).

Herzberg Theory (Two Factors Theory)

The third scientist that is recognized as having an important contribution in understanding motivation is Herzberg. The theory he developed is known by the name "Two Factors Model" from motivation, which is motivational factor and hygiene or "upkeep" factor.

According to this theory, motivational factor means things that supported achievement that is intrinsic in nature, in that it originates from oneself, whereas wat hygiene or upkeep factor means is that it originates from outside themselves that helps decide someone’s behavior in their life.

Goal Setting Theory

Edwin Locke states that in goal setting there are foru types of motivational mechanism which are: (a) goals to direct attention; (b) goals to organize efforts; (c) goals to increase persistence; and (d) goals to support strategis and plan of activities.

Researcher understands that this theory is close to the mentorship methods and has an impact on goal setting. The role of moderator and mediator as a part of developing extrinsic motivation has an impact on satisfaction and has a consequence on the performance and tendency to set new goals.

PREVIOUS RESEARCHS ABOUT MENTORING

Mentoring

Parsloedan Wray define mentoring with someone who gives a more general support and in a continuous capacity.

Tabel 1. Mentor Role Differences

Role of Mentor based on the views of:	
Classical	As a wise and trustworthy advisor. Mentor has credibility and is also avaiable to give way for <i>protégés</i> to reach their goals. Mentors are also willing to share knowledge so that someone can control their life.
Leaders	<i>Leaders</i> are people who gives inspiration to achieve the best. Leaders give encouragement to focus on certain values, reach their vision, and transfer real results.
Models	Model is someone who gives a good example to copy. A good model is someone who teaches everything needed to be done to achieve success.
Coaches	<i>Coaches</i> are people who works everyday with someone else and teaches to increase their skill. This can be found on the fields of sports, engineering, or therapy. Coaches often do three steps of action, which are supporting someone to develop their own strength, gives direction for improvements, and allow someone to achieve success.
Teachers	Teachers have a role to share knowledge and make the learning atmosphere to become fun and effective. Teachers focused on three things, which are inspiration, implementation, and integration.
Adviser	<i>Advisers</i> are people who gives special knowledge.
Counsellors	<i>Counsellors</i> are people who gives solution for a problems based on their experience or professional life. Counsellors have to create a fun atmorpshere, have skills to listen, and have a non-meddling nature.
Buddies	<i>Buddy system</i> is used by several organizations. Experienced organization members are assigned to give an example for new employees.

Source: Pegg (1999), “The Art of Mentoring”, Industrial and Commercial Training, Vol. 13 no. 4 (Summarized byWijono, 2007).

Coaching

Nursetoquotes the opinion of Burton, Brown, and Fischer (1999) who states that there are 4 things that a coach does to ensure that the coaching goals are met, which are:

1. Ensuring that sub-skills are correctly gained,
2. Designing appropriate training and provide the necessary technology,
3. Show the coachee performance when facing a problem, and
4. Gives a clear explanation and order.

Coach must always keep their focus on the goal, direct when the coachee faces failure and when the coachee is ready to keep on learning and going forward.

Entrepreneurship Education

In the Entrepreneurship Education Application, Pebrunto (2009) writes about the need for schools to have a management and learning system that prepares students to the direction of independence to create and innovate. It should be built with a determination to have a curriculum and learning system that can encourage the new generation to have a mindset to create and innovate based on the knowledge they possess (Gardner, 2007). Furthermore, we believe that simply creativity isn't enough. Creativity has to be based on the opportunity gained or created from the exploration process. Furthermore, the creativity result has to be communicated or promoted to be respected by others. Someone who learns will always challenge themselves with the question, "With the knowledge and skills that I have, what can I create?" This creating process is what will be the focus in education in this and the coming era.

RESEARCH METHODS

Research approach

This research approach is done using a qualitative approach that is based on phenomenology. Phenomenology approach conceptually is a study about the sighting of an object, incident, or condition in the perception of an individual. This approach is utilized to know the development of intrinsic and extrinsic motivation of students through mentoring steps in the entrepreneurship project in Citra Berkas Junior High, CitraLand, Surabaya.

Time and Place of Research

The research location is in Citra Berkas Junior High Citraland, Surabaya with the reason that the Citra Berkas junior high unit, which is a part of the Citra Berkas school, have a vision of "become a model of the first junior high that nurtures and develops an entrepreneur's character from a young age".

The writer starts the research from the first semester of the 2015/2016 school year, observing students, teachers, and POE through in-depth interviews and distributing questionnaires to know the initial POE condition. This ends in the final observation on semester 2 at the start of term 4.

Research Focus

This writing focuses on the foundation of working *Project of Entrepreneurship* and its execution in Citra Berkas Junior High. All these time the Junior High students are directed to find innovation opportunities and visualizes it in the form of passion based products and understanding concept that has been decided in the National Curriculum. The focus on passion

is different in every stage. Doing POE based on passion is based on the junior high profile, which is “the passion pursuer”.

Data Analysis

The writer uses the interactive analysis model from Miles dan Huberman, which is the activity process in data analysis that includes data reduction, data presentation, and taking conclusions. The steps of data analysis in this research are as follows:

1. *preliminary investigation*
2. Development of mentoring steps
3. *Documentation, analysis, and reflection on process and outcome*

Data triangulation is done by the writer by:

- Doing *in depth interview* to three year 8 students as sources.
- Checking the finding consistency as a result of in-depth interviews above with the quantitative data, or completing the interview data with observation data. The result from the survey, interview and observation are compared to see if the findings are the same. If the conclusion from each method is the same, then the result is valid.
- The third way is to conduct in-depth interviews with a mentor about the impact of POE mentoring to students to reinforce the result of the two methods above.

RESULT AND DISCUSSION

Mentoring Steps for Project of Entrepreneurship (POE)

Project of Entrepreneurship (POE)

POE in Citra Berkah junior high is also a form of national curriculum development where from the beginning it’s focused on the application of academic understanding with the foundation of developing student’s passion through several steps that is already written above.

Through the result of the reflection from teachers and students, then at the beginning of the first semester in school year 2015/2016, the POE mentor in the school agrees to compile a POE booklet for the students. This booklet contains the flow, rubric, schedule, documentation example (POE administration) like journals, proposals, feedback forms, and POE consultation sheets. This book refers to students indicators of success, with the hope that mentors can compile mentoring steps independently. In practice, there’s an anxiety that becomes the reason for the writer to make this research.

POE Mentoring standard

The writer has a discussion with the POE mentors in the Citra Berkah junior high school. This discussion brings up the opportunity that hasn’t been done about the teachers’ work standard who has a duty as a mentor. In the planning stage, this standard is equipped with the POE mentoring steps that is tried out since semester 2 of school year 2015/2016 and semester 1 of school year 2016/2017 (Considering new year 7 students just come in).

In the following are the minimal mentoring POE standard for Citra Berkah junior high:

Table 2. POE Mentoring Standard for Citra Berkah Junior High, CitraLand Surabaya

No.	Minimum standards	Explanation
1.	Mentor is chosen by mentee	Start of semester
2.	Mentor will guide mentee proportionally	Depends on number of teaching hours

No.	Minimum standards	Explanation
3.	Guidance time at least once a week (proven by consultation documents).	Day and hour agreed together
4.	Every mentor must guide their mentee according to the steps and mentoring steps that has been determined	Look at POE guidance booklet
5.	Every end of term there will be monitoring and evaluation by every POE PIC.	Mentor report will be given to parents during conference
6.	Mentor compiles the POE study report of their mentee based on level of study	Discussed with all mentors
7.	POE marking done based on level of study	Grade given to homeroom teacher
8.	Every mentor must make a POE narrative for each mentee	Narrative given to homeroom teacher after editing
9.	Mentor collects grades for homeroom teachers every end of semester to complete grade reports	Maximum a week before report is printed

Source: Discussion Result of POE study with Citra Berkat Junior High Term 2-3, TA. 2015/2016 (processed)

POE Mentoring Steps

These mentoring steps is compiled to facilitate students so that there's an impetus within themselves to finish their projects. The role of educators in causing that extrinsic motivation is very important. This is done so that students can actively participate in learning activities and slowly grow to want to study on their own (Rusyan, 1989).

Table 3. POE Mentoring Steps for Citra Berkat Junior High, CitraLand Surabaya

Supporting Theory	Mentoring Steps	Motivation Development	
		Intrinsic	Extrinsic
Mentee Self Exploration			
Maslow Theory of Needs	Talking of mentee's hobby/passion/desire/interest	√	
	Encourage mentee to observe real application from their choice in order to discover opportunities	√	
	Discuss learning expectations and success criteria (rubric) that is agreed.	√	
	Facilitate mentee to connect their hobby/desire/passion/interest with the topic/opportunity brought up	√	
Concept Exploration			
Herzberg Theory: hygiene Factor	Reference various source of learning and how access those sources		√
	Give documentation example in journal form and how to make it		√

Supporting Theory	Mentoring Steps	Motivation Development	
		Intrinsic	Extrinsic
	Dig deeper and reinforce mentee's understanding	√	
	Reinforce mentee about the added value from the project idea		√
Planning			
Locke Theory: Goal setting theory	Discuss standard of time, result and work		√
	Reinforce added value from project idea		√
	Test mentee about the topic/concept		√
	Provide insight for mentee's prototype to strengthen added value from project		√
	Give proposal creation standards		√
Prototype			
Locke Theory: Goal setting theory	Provide insight for mentee's prototype to strengthen added value from project	√	
Execution			
Locke Theory: Goal setting theory	Consistently gives positive insight so that mentee is enthusiastic in developing ideas that have added value	√	
	Always involve other party in giving insights about the project that mentee develops		√
	Mengingatkan standarmutu & waktu yang telah ditetapkan		√
Communication			
Locke Theory: <i>Goal setting theory</i> (see mentoring schematic in Chapter 2)	Checking mentee's document to fulfill the minimum communication standard		√
	Ask mentee to compile presentation material to introduce their projects		√
	Work together with other mentors to train mentee's communication skills	√	
	Ensure leaders and their mentees to become a class representative in presenting POE	√	
Reflection			
Aim of coaching (Burton, Brown, and Fischer)	Help mentee to identify success and difficulties	√	
	Provide stimulans so that mentee can measure the understanding they receive through doing POE		√
	Provide challenge to determine the next target	√	
	Reflect mentor result with mentee's feedback	√	

Source: Summary of POE Study Discussion with Citra Berkas Junior High Term 2-3, TA. 2015/2016 (processed)

Problems in Executing POE Mentoring Steps

In every program execution, there must be problems encountered during its application. The writer tries to summarize the mentors reflection result and mentee about the execution of the POE mentoring steps and standards.

Problems that comes up during the application of mentoring steps are:

Table4. Problems and Solution of Executing POE Mentoring Steps

PROBLEMS	SOLUTIONS
Mentor	
Mentor don't have a work schedule with mentee.	<ul style="list-style-type: none"> • Agreement between mentor-mentee to arrange a working schedule. • Mentor need to manage and make time in order to be able to accompany their mentee maximally.
Different standards between one mentor and another.	<ul style="list-style-type: none"> • Understanding and executing student mentoring steps and standards needs to be included in the SOP. • Intensive training to make the same standards.
There are mentors that are hard to meet due to their daily jobs.	<ul style="list-style-type: none"> • Mentor dan mentee makes an agreement to meet outside of working/study hours. • Mentor is willing to be contacted by mentee through social media.
Mentor method of communication is felt to not be communicative enough.	<ul style="list-style-type: none"> • Mentor needs to re-read teaching best practice (working basis of a teacher in SCB). • Mentor needs to be reminded and there's a training about how to serve customers.
Mentor seems to neglect mentee that rarely/even never meets mentor to consult.	<ul style="list-style-type: none"> • Mentor must find out their mentee. • Mentor must be reminded to do the mentoring minimum standard. • Principal will help mentor by appointing another teach to accompany that mentor. • If the mentor still have troubles accompanying their mentees, then the principal will appoint another teacher/mentor to replace them.
Mentor always passes mentee who has problems to that mentee's homeroom teacher.	<ul style="list-style-type: none"> • Problems that arise when mentoring is solved internally with mentee first • Homeroom and principal will help mentor to solve problems that arise during mentoring.
There are mentors who keep changing their mentee's project idea for the reason of not having an added value yet.	<ul style="list-style-type: none"> • Mentor needs to be reminded to appreciate students' ideas. • There needs to be studied together from the beginning until the end of POE, with mentor intervention in the shape of questions.
Mentee	
Menteestill can't discover things they like	<ul style="list-style-type: none"> • Mentor can help by asking questions where the questions

PROBLEMS	SOLUTIONS
as the first step of doing the project	are related to mentee self-introspection (can be done with the help of counselors)
Some mentee rarely/even never see their mentors if not searched. This has an impact on the lateness of doing POE.	<ul style="list-style-type: none"> • <i>Mentee</i> needs to be reminded of the <i>deadline</i> made by the school for the POE program. • <i>Mentee</i> along with the mentor discusses to arrange the working schedule.
Some mentee tends to take a shortcut, doesn't follow POE work procedures	<ul style="list-style-type: none"> • Mentee still need guidance to understand and do POE flow • <i>Mentee</i> re-reads POE completion standards.
Mentee has a problem connecting the understanding of their POE concept, passion and desires, with the project idea. Project idea is not related with the chosen topic.	<ul style="list-style-type: none"> • Along with the mentor, the mentee needs to review their POE journey. • <i>Mentee</i> needs to be reminded to add more reading reference to broaden their horizons. • Mentor will help by giving questions to gauge the level of understanding from mentee about the chosen topics.

Source: Reflection Result of Mentor and Mentee POE with Citra Berkas Junior High Term 2-3, TA. 2015/2016 (processed)

DATA TRIANGULATION RESULT

Intrinsic Motivation

The intrinsic motivation in this research is divided into three groups, which are: students' self-efficacy, POE's value, and POE learning strategy. Interview results and questionnaire's percentage distributed on term 1 and term 4 shows that the intrinsic motivation of students develop along with the extrinsic motivation that is also developed by the school through its mentors. The questionnaire's data shows that students realize that POE is important and valuable, but they haven't understand clearly the detail and difficulty about the administrative document to complete the project.

Extrinsic Motivation

Extrinsic motivation is measured through interviews and distributing questionnaires divided into four groups, POE working target, student's personal target for POE, environmental influence that encourage students to complete POE, and role of mentor in supporting POE to run smoothly. Questionnaire result proves that the role of environment and mentor is still not maximal. In term 4, the percentage of the role of environment and mentor shows a significant increase in result.

Result of Teacher as Mentor Observation

The third triangulation is the observation result of teacher as mentor to students who has a role as mentee. This teacher observation also refers to the statement in motivation questionnaire as explained above.

The third form of triangulation is observation of teacher as POE mentor. The data is taken from student's POE study report and in-depth interviews with a mentor. The obtained result is as follows:

The result and discussion given above proves that the mentoring steps done by POE mentor to their mentees resulted in a development of student's self motivation both intrinsically and extrinsically. Students understand more about the reason behind the POE program, self preparation and strategy in doing POE. They also realize that finishing the project according to school's target and learn to connect it with their personal targets. The students as POE owner realizes their obligation and responsibility will run optimally if they receives support from the environment around them, which includes the mentor they choose.

The history of POE journey in Citra Berkart junior high still needs research and development as well as input, suggestion, and improvements. POE as a school program needs to be continued in order to accomodate development of student's potential through academic path so that in the end they can be reference for students when deciding their future career, to entrepreneur, or even as life-skill development.

Citra Berkart junior high is a school that develops the national curriculum with character ahibt and entrepreneurial skills to have commitment and able to consistenly do this program as the uniqueness and advantage of the school, with an impact toward national education.

CONCLUSION AND SUGGESTION

Based on the writing explained from the first introduction chapter to the chapter of result and discussion, then the writer can get this conclusion from this research:

1. The worry felt by Citra Berkart junior high students when doing POIE is facilitated by the arrangement of POE mentoring steps by the mentor the mentees. The minimum standard is equipped with a more detailed mentoring steps in each steps of students' POE journey. Every learning step in the POE path is given mentoring steps with the aim to accomodate students as the owner of the projects.
2. With every procedure taken, there will always be problems coming up. These problems has been solved by applying solutions that has in real life able to solve problems.
3. This research also proves that motivation development on students is first done by developing the extrinsic motvation that will have an impact on students' intrinsic motivation. An optimum 100% result hasn't been achieved yet, since the POE program doesn't stress on result but more on the developmental process of the motivation, independence, skills, and most importantly for students' characters to be improved.

Suggestion to Develop the Program *Project of Entrepreneurship (POE)*

The writer recommends the POE development in the future in relation to the students learning motivation:

1. There needs to be compiled the teacher grading aspect in regard to the POE mentoring so that teacher's performance isn't limited only in class, but also covers their obligation as the POE mentor. This mentor grading will also spur integrity, professionalism, and the entrepreneurial spirit of the teacher especially in the POE development
2. It is also suggested to do a reflection activity in a periodic and consistent manner so that the problems coming up during the POE program can be quickly dealt with, both in the mentor or mentee stage.
3. An intense and continuing training need to be done to bridge the different understanding of the POE program between teachers, especially for new teachers just joining in Citra Berkart Junior high.

4. Suggestion for the next research is to expand the coverage of research objects, be they from thside of sources, research topics, or parties involved in the research. The continuity of the POE program needs to be done and innovated in order to become a contribution to the education world in Indonesia.

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