

## **EDUCATION BASED PROGRAM TO DEVELOP ENTREPRENEURIAL CULTURE**

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### **ABSTRACT**

*This study is focused on the development of an entrepreneurial culture based program of education. This study uses descriptive study of qualitative, in which the results of a study conducted by the authors, concluded that entrepreneurship should be cultivated in a wide range of environmental education (schools and colleges) still has not been able to develop patterns of education that can integrate the mindset and character towards fruitful educational and independent. Therefore, it is time to develop entrepreneurial potential to be one option. Due to entrepreneurship will grow culturally empowered and independent and characterized by the presence of: discipline, optimistic / confident, spirited leadership and dynamic, innovative, creative and initiative, flexible and can work well together, guided by the results and benefits, spirited firm, has embroidery and willing to work hard, have a wide design and can find out the steps to come.*

**Keywords:** Entrepreneurship, Education and Commitment

### **INTRODUCTION**

Law (UU) No. 20 Year 2003 on National Education System Article 3, states that: *"The national education serves to develop the development of character and civilization of the nation's dignity in the context of the intellectual life of the nation, which aims to develop students' potentials to become a man of faith, health, knowledg, skill, creativity, independence, and become democratic and responsible citizens."*

Process quality can be achieved if the learning process takes place in an effective way and learners can appreciate and undergo the learning process significantly. Thus, to achieve the above capabilities is necessary to develop a model of entrepreneurship education in the world of education (schools and universities). Entrepreneurship is the spirit, behavior and the ability to provide a positive response to the opportunity to gain advantage for themselves or better service, as well as create and provide more useful products and implement efficient ways of working, through the courage to take risks, creativity and innovation, and management capabilities.

In Indonesia the implementation of entrepreneurship education in the educational environment (school and college) is gradual and sustained. Along the way,

entrepreneurship education in the educational environment (school and college) lately become a study on various occasions, either through discussions, seminars, or workshops. It can even be used as *lessons learned* by presenting the figure of the successful "graduates" in entrepreneurship as well as *bench marking*. In the implementation of entrepreneurship education in the educational environment (school and college), the problems faced among others, the issue of unemployment. It is assumed that there are factors that influence it, namely: competency skills of graduates (schools and colleges) which have not met the needs of the job market, so those graduates lost the competition. Meanwhile, graduate education (schools and colleges) are needed but are not as sufficient as expertise competence (Hendarman, 2011).

## **RESEARCH METHODS**

This study used descriptive qualitative case study approach. Qualitative methods are empirically assessment procedure that produces descriptive data in the form of words written or spoken of people and behaviors that can be observed. While the descriptive method aims to describe systematically the facts or characteristics of a particular population factually and accurately (Isaac and Mickhael in Rachmat, 1991: 22).

This study is intended to determine the cultural development program based entrepreneurship education, which is still not optimal implementation.

## **Dimensions Entrepreneurship**

Entrepreneurship involves three important dimensions, namely innovation, risk-taking and proactive. Innovation refers to the development of products, services or processes that are unique. It covers a conscious effort to create a specific purpose. focus changes into the socio-economic company based on creativity and intuition of individuals (Quen 1986). There are still many creative and intuitive people who like to work in the environment that provides the independence and high autonomy.

The entrepreneurial spirit is also linked to risk-taking, which refers to an active willingness to pursue opportunities. Risks need to be taken into account and its entrepreneurial objective must be to identify the risk factors and existing resources, and then systematically manage these factors.

The third dimension is proactive entrepreneurship. Miller (1987) sees it as part assertive properties, while Minzberg sees that entrepreneurship as a risk-taker and do it, rather than simply react to their environment. The properties are as follows:

1. Deciding whether in terms of innovation, the organisation follow competitors or not;
2. Loving what has gone, innovation and development;
3. Trying to cooperate with competitors or not.

Proactive is also associated with the implementation, doing whatever it takes to bring the concept of entrepreneurship in the implementation.

According Creep & Bakir entrepreneurship will be made easier if it can be done in the following ways:

1. Retained control range widely
2. The manager gives the whole vision and strategic direction while I delegate responsibility and authority to the individual innovations lower

3. Individuals and teams are given real operational policies during the development and testing of new concepts and ideas.
4. Open communication, where any employee can directly interact with other employees, both formally and informally at the right time.
5. In other words, the design of the organizational structure aligned to be decentralized, and formalization (in the informal sense) improved in line with the growth of the organization.

An entrepreneur must have a basic character that is the vision that is far ahead on which the driver changes, and the ability to combine various resources to get a new one. A writer makes an analogy that looking at the characteristics of an entrepreneur is like looking for a mythical beast. People feel that they know the shape, but if requested, it can not be found anywhere.

Enterprise is currently being promoted in Indonesia, especially in the college environment, the general public, small business community, and government. The role played by entrepreneurship for improving the economy of Indonesians at this time is to make entrepreneurship as an interesting topic for discussion. Each party tried to seize the opportunities that exist to be exploited in the development of this entrepreneurial activity

### **Entrepreneurship in Schools**

Entrepreneurship education aims to form the whole person (*holistic*), as a human being who has character, understanding and skills as an entrepreneur. Basically, entrepreneurship education can be implemented in an integrated manner with educational activities in schools. Implementation of entrepreneurship education conducted by the principal, teachers, staff (counselors), learners together are called as education community. Applying entrepreneurship education into the curriculum by identifying the types of activities in schools can realize their entrepreneurial education in everyday life. In this case, entrepreneurship education in schools can be internalized through various aspects.

#### **A). In the entire Integrated Entrepreneurship Education Subjects**

The meaning of entrepreneurship education is its being integrated in the process of learning the values of entrepreneurship, so that the results gained awareness of the importance of values. The formation of entrepreneurial character and habituation values of entrepreneurship into the behavior of students daily life through learning process takes place either inside and outside the classroom on all subjects. Basically learning activities, in addition to making learners master the competencies (material), it is also designed and carried out to make the learners know, realize / care, and the values of entrepreneurship and behavior. This step is done by integrating the values of entrepreneurship into learning in all subjects in school. This integration steps can be done at the time of presenting the material, through learning methods as well as through the scoring system.

In integrating the values of entrepreneurship there are many values that can be embedded on the learner. If all the values of entrepreneurship must be inculcated with the same intensity on all subjects, then planting the value becomes very heavy. Therefore, planting the values of entrepreneurship is done gradually by selecting a number of principal value as the starting base for the cultivation of other values. Furthermore, our core values are integrated in all subjects. Thus each subject focuses on planting certain basic values that are closest to the

characteristics of the subjects concerned. There are six basic values of entrepreneurship that are integrated into all subjects at the first step. They are: independent, creative risk-taking, leadership, orientation of action and hard work.

The integration of entrepreneurship education in the subjects carried out starting from the planning, implementation, and evaluation of learning in all subjects. In the planning stage, syllabus and lesson plans designed to load and facilitate learning activities to integrate the values of entrepreneurship. How to create a syllabus that terintegrasi values of entrepreneurship conducted by adapting existing syllabus by adding one column in the syllabus to accommodate the values of entrepreneurship to be integrated. While the RPP menyusun way that is integrated with the values of entrepreneurship conducted by adapting the existing RPP by adding panamaterial, learning steps or appraisal values entrepreneurship.

Learning principles used in the development of entrepreneurship education is that students recognize and accept the values of entrepreneurship as their own and are responsible for the decisions taken through the stages of familiar options, assessing options, determine the establishment, and thus introduce a value corresponding to the confidence. With this principle, students learn through the process of thinking, being, and doing. The third process is intended to develop the ability of students to carry out activities related to the values of entrepreneurship.

Integrating the values of entrepreneurship in the syllabus and lesson plans can be made through the following steps:

1. Assessing SK and KD to determine whether the values of entrepreneurship is included therein.
2. Lists the values of entrepreneurship that have been listed in the KD and SK into the syllabus.
3. Developing a learning step for active learners enable learners to have the opportunity to integrate values and show it in behavior.
4. Incorporate steps integrated with active learning of entrepreneurial values into the RPP.

#### **B). Integrated Entrepreneurship Education in *Extracurricular* Activities**

Extracurricular Activities are educational activities outside subjects, and counseling services to assist the development of learners in accordance with the needs, potential, talents, and interests through activities that are specifically organized by educators or education personnel who are capable and in authority in the school. Vision of extra-curricular activities is the development of talents and interests, and the growing independence and happiness of learners that are useful to themselves, their families and communities. Extra-curricular mission are (1) providing a number of activities that can be chosen by students according to the needs, potential, talents, and interests; (2) organizing activities that provide opportunities to express themselves freely through independent or group activities.

#### **C). Education Entrepreneurship Through Self-development**

Self-development is an educational activity outside subjects as an integral part of the curriculum of the school. Development activities in an effort of forming characters including entrepreneurial character and personality of learners who conducted through counseling services with regard to issues of personal and social life, learning, and career development, as well as extra-curricular activities.

Self-development is carried out in the form of development activities, competencies, and habits in daily life learners. Self-development aims to provide opportunities for learners to develop and express themselves according to the needs, potential, talents, interests, conditions and development of learners.

Self-development is specifically intended for the education of learners in developing: talent, enthusiasm, creativity, competence, and habits in life, the ability of the religious, social skills, learning ability, insight and career planning, problem solving skills, and independence. Self-development includes activities which are programmed, and not programmed. Programed activities are planned specifically and followed by the students according to their personal needs and circumstances. Non-programmed activities are done by teachers and school followed by all learners. In the program of self-development, planning and implementation of entrepreneurship education can be done through integration of the daily activities of the school, for example *the activities of 'business day'* (fairs, the work of learners, etc.).

**D). Changes in Enterprise Learning Implementation of Theory to Practice**

In this way, entrepreneurial learning is directed at achieving the three competencies that cover planting entrepreneurial character, understanding of concepts and skills, achieving mental competence and skill, and understanding the concept. In the structure of the high school curriculum, on the subjects of economics there are few basic competencies that are directly related to the development of entrepreneurship education. These subjects are subjects that directly (explicitly) introduce the values of entrepreneurship, and to some extent makes the learners concerned and internalize these values. One example of entrepreneurial learning model that can foster entrepreneurial character and behavior can be done by setting up a canteen of honesty, etc.

**E). The integration of Entrepreneurship Education in Materials / Textbooks**

Materials / textbooks are learning components that most influence what actually happens in the learning process. Many teachers teach by simply following the order of presentation and learning activities (*task*) that has been designed by the author of the textbook, without significant adaptation. Including values of entrepreneurship can be carried into teaching materials both in exposure of the material, assignments and evaluations.

**F). The integration of Entrepreneurship Education through School Kultur**

Culture / school culture is the atmosphere of the school where learners interact with peers, teachers with teachers, counselors with other administration officials, and among members of the school community.

Development of values in entrepreneurship education in the school culture include activities that do principals, teachers, counselors, administrative personnel when communicating with learners and the use of school facilities, such as honesty, responsibility, discipline, commitment and a culture of entrepreneurship in the school environment (the entire school community, and entrepreneurship activities in the school environment).

**G). The integration of Entrepreneurship Education through the Local Content**

These subjects provide opportunities for learners to develop the skills deemed by the regions concerned. Therefore, local content subjects must contain local cultural characteristics, skills,

noble values of the local culture and elevate social and environmental problems, which in turn, are able to provide students with the basic skills (*life skills*) as a provision in life so that they can create jobs. For example, children who are around the coast should be able to capture local potential as an opportunity to manage products with added value. those children are then expected to be able to sell in order to earn revenue.

The integration of entrepreneurship education in local subjects (*muatan lokal*) almost equals to the integration of entrepreneurship education integrated in subjects conducted from the planning, implementation, and evaluation of learning in all subjects. At this planning stage, the lesson plan is designed to charge and local subjects facilitate learning activities to integrate the values of entrepreneurship. How to prepare a lesson plan integrated with the values of entrepreneurship conducted by adapting the existing lesson plan *mulok* by adding to the material, learning steps or appraisal values entrepreneurship. Learning principle used in the development of entrepreneurship education is that students recognize and accept the values of entrepreneurship as their own and are responsible for the decisions taken through the stages of familiar options, assessing options, determining the establishment, and thus introduces a value corresponding to the confidence. With this principle, learners learn through the process of thinking, being, and doing. The third process is intended to develop the ability of students to carry out activities related to the values entrepreneurship.

### **Entrepreneurship in Higher Education**

In higher education the field of entrepreneurship development is limited to certain socio-economic aspects and management, in the form of lecturing and training. Though it takes more concrete steps in realizing the objective of obtaining students / alumni who are ready and independent in entrepreneurship, that requires the intensive and continuous training to enable them to apply the knowledge and technology that have been acquired during their education or training in the real world of entrepreneurship. This can be done by giving them a team working on a new venture that is still monitored. The implementation of these activities is done with the program.

There are also programs that can be used as the proposals. One of them is entrepreneurial culture development program at the college. This program can be generated from a number of activities that involve students who are coached to apply knowledge of entrepreneurship already acquired so that they become skilled. The activities are:

1. Subject Entrepreneurship;
2. Real Work Lecture Enterprises;
3. Business Consultation and Employment;
4. Internship Entrepreneurship;
5. Alternative work of students, and
6. New Entrepreneurs incubation.

The program is expected to develop an entrepreneurial culture in the university environment to encourage the creation of new entrepreneurs, and push utilization of the results of research and development into a device that can be used by the public and commercial value. foster self-reliance and entrepreneurial skills of college graduates increase the chances of success of entrepreneurs. consulting services can help poverty alleviation and employment through the creation of new entrepreneurs.

- In the implementation of the above program, it takes their activities;
- Formation of Pool Unit  
Their instructor / consultant who is able to give more time to implement program activities, while advisers can be called at any time according to scheduled meetings.
  - Contacts and external relations and the establishment of management information systems held contacts and relationships with several local agencies like Bappeda / local government, BKPM, KADINDA, etc. This relationship could help collect information about the development of SIM.
  - Recruitment and training  
In recruiting participants to consider the background of the candidate, the academic field and the seriousness, the feasibility of the structure and the business to be acquired is required.
  - Early business coaching (incubator Program)  
Candidates of entrepreneurs who have completed training and feasibility studies will be assisted by a consultant to establish companies in accordance with statutory provisions and the location of the company. They will also be helped to get credit from the bank.

## **CONCLUSION**

Entrepreneurial spirit should be cultivated in a wide range of environmental education (schools and colleges). If we look at education environment (school and college) Our education is still not able to develop patterns of education that can integrate the mindset and character towards fruitful education. Therefore, it is time to develop entrepreneurial potential to be one option. Entrepreneurship will grow culturally empowered, independent individuals characterized by the presence of discipline, optimistic / confident, spirited leadership, dynamic, innovative, creative, and initiative individuals who are flexible and can work well together. They are expected to have embroidery, work hard, have a wide design and predict the future steps to take.

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