

THE INTERNALIZATION OF ENTREPRENEURIAL LEARNING IN AN EFFORT TO DEVELOP ENTREPRENEURIAL SPIRIT ON VOCATIONAL HIGH SCHOOL STUDENTS

Kirwani Susanti¹, Made Dudy Satyawan², Renny Dwijayanti³

State University of Surabaya
INDONESIA
E-mail: susanti_otto@yahoo.com

ABSTRACT

The pedagogical challenge of entrepreneurial education lies on more holistic entrepreneurial competence that covers three areas; cognitive, affective and psychomotor areas, so the provision of material will be more effective when it is accompanied with the sharpening of sense and eventually will develop certain entrepreneurial behavior. The relatively high intention of becoming entrepreneur is not always accompanied with entrepreneurial behaviors in the forms of founding, managing and developing business. In this area there are other factors that explain the reason why they only intend to do but not dare to 'start' or 'realize' Its relation to the direction of entrepreneurial education lies on the demand that teacher as facilitator should have capability in internalizing the spirit of entrepreneurship on students. Teacher plays significant and decisive role in entrepreneurial learning. Teacher creativity becomes the best model for students though methodologically it's relatively difficult to prove. Inviting students to practice entrepreneurial values turns out to be actual way for teacher in implementing entrepreneurial values in their daily life. Module based entrepreneurial learning provides specific facilitation to students because module is managed in accordance with both student need and characteristic. The comprehension is led to be more applicative with objective to encourage the entrepreneurial interest on vocational high school students.

Keywords: Entrepreneurial Learning, Entrepreneurial Spirit

INTRODUCTION

The recent increasing quantity of research on entrepreneurship indicates the growing attention from various parties on the role of entrepreneurship in the national economy. While developing countries such as Indonesia recognize the role of entrepreneurship as providing significant contribution, developed countries in Europe recognize the role of entrepreneurship in producing reliable entrepreneurs and impelling the national economy growth. Such fact affirms McClelland statement (Wijaya, 2008) stating that any country is moving to developed country when the amount of entrepreneur shows at least 2% out of the total national population.

It is hard to deny that unemployment issue is one of critical issues for any country as also found in Indonesia. Almost half of unemployment in Indonesia represents the increasing amount of college graduates. The ironical phenomenon emerging from the Indonesia education shows that the higher the education level of individual is, the higher probability or chance of becoming unemployed will be. According to Statistic Centre Office (BPS), in relation to education level, the amount of unemployed workforce in Surabaya until the end of 2010 reaches 200 thousand people. It is predicted that this figure is increasing unless new jobs are provided immediately.

The increasing number of unemployment deteriorates national condition and it will get worse unless the situation is handled at once. Such problem along with the necessity to increase refined fuel oil will urge vocational school students to graduate soon and get personal income with the use of acquired knowledge and skill through entrepreneurship. Entrepreneurship is rational choice due to its independent nature so entrepreneur will not rely on the job availability.

Many parties in educational institutions seem to commence the effort to impel this movement. The curriculum that includes entrepreneurial learning or entrepreneurial subject is commonly found. However, the result is not evident. Based on the preliminary study conducted by the author and the results of interview with subject teacher on entrepreneurship in various Business and Management Vocational High Schools in Surabaya, it is argued that the student enthusiasm on entrepreneurship during the course of entrepreneurial field practice was very low. The result was known during the final evaluation of entrepreneurship subject and in fact most students were reluctant to start their own business because during the course of entrepreneurial field practice they found many challenges and obstacles and they felt the anxiety of failure and risk when they start new business. Such evidence reveals that the entrepreneurial spirit in the form of courage to deal with the risk and audacity to meet failure are not formed yet. Question often raised by many experts is “What makes some individuals have better entrepreneurial spirit than others?”. Licht (Sarwoko, 2011).

Surabaya as one of big cities in Indonesia should provide its own opportunity for Vocational High School graduates. Students have already had mindset that becoming employee is more promising than becoming employer. Moreover Surabaya as a big city becomes the target city that is under assault of new potential workers from other regions. Considering the fact that job availability doesn't match with the amount of new potential workers, various opportunities must be developed with the use of skills acquired by Vocational High School graduates. Potential businesses for Vocational High School students vary according to the department they choose such as catering, fashion, marketing, mechanic, multimedia and many other departments. Types of business Vocational High School students could choose include selling food in food stall, opening garage, and opening tailoring business.

The pedagogical challenge of entrepreneurial education lies on the more holistic entrepreneurial competence that covers three areas; cognitive, affective, and psychomotor areas so the provision of material will be more effective when it is accompanied with the sharpening of sense and eventually will develop certain entrepreneurial behavior (Tatiila, 2010). The relatively high intention of becoming entrepreneur is not always accompanied with entrepreneurial behaviors in the forms of founding, managing and developing business. In this area there are other factors that

explain the reason why they only intend to do but not dare to ‘start’ or ‘realize’ *realize*’ Its relation to the direction of entrepreneurial education lies on the demand that teacher as facilitator should have capability in internalizing the spirit of entrepreneurship on students. One of many ways teacher can implement is that in Teaching Learning Activities teacher can always motivate students to develop independent and creative attitude as well as courage to take risk. Gorman, *et.al* (Heinonen & Poikki, 2006) stated that the objective of entrepreneurial education includes (1) learning to understand entrepreneurship (2) learning to be entrepreneurial, and (3) learn to become entrepreneur. The objective of entrepreneurial subject in Vocational High School covers (1) and (2); learning to understand entrepreneurship and learning to be entrepreneurial. One way to develop entrepreneurial spirit on Vocational High School students is through the internalization of entrepreneurial learning itself. The real appearance of such idea comes out through designing learning model that is based on entrepreneurial interactive module. The material is designed to develop entrepreneurial spirit on students and module is also designed in such a way so teaching and learning process can be delivered interactively in which student activeness is sharpened through interesting games. Afterward assignments are directed to form creative attitude and possess the sharpness in seizing chance for example through the analysis of business chance based on student skill. For students, such method will become interesting experience because the method can turn student knowledge into tangible one and provoke their desire to have their own business.

This article will describe the internalization of entrepreneurial learning in an effort to develop the spirit of entrepreneurship on Vocational High School students. The explanation in present article is based on literature study on previous studies that show relation to entrepreneurial learning.

CONTEXT AND LITERATURE REVIEW

Entrepreneurial Learning

Entrepreneurial Education

Entrepreneurship is individual spirit that is expressed through creative and innovative attitude and behavior to do any activity. As a result it can be emphasized here that actually the objective of entrepreneurial learning is not only led to produce business man or business entrepreneur but also covers all profession whose foundation is entrepreneurial spirit or being entrepreneur.

According to Solomon and Fernald (1991) as well as Hisrich and Peters (2002) as cited by Bell (2008), traditional entrepreneurial education focuses on the arrangement of business plan, how to get financing, the process of business development and small business management. The education also provides knowledge on entrepreneurial principles and technical skills in relation to how to conduct business. However learners who know the aforementioned entrepreneurial principles and business management are not guaranteed to be successful entrepreneurs. Solomon and Fernald (1991). They need to be provided with many attributes, skills, and behaviors that can improve their entrepreneurial competence. It means that entrepreneurial subject must be designed in special way in order to develop entrepreneurial characteristics such as creativity, decision making, leadership, social network, time management, and team work. As consequence, entrepreneurial education system must be changed from focusing to

functional control orientation such as finance, marketing, human resource, and operation into focusing to the development of entrepreneurial spirit on learners. As a result the challenge is shifted into the development of learning system that improves learners in relation to skill, attribute and behavioral characteristic of businessman. In this context Ciputra (2007:16) divides entrepreneurship into 4 groups named BAGS after the modification of their order:

- 1) *Business Entrepreneur*, which is further divided into 2 groups: *owner entrepreneur* and *professional entrepreneur*. *Owner entrepreneur* is the creator and owner of business. While *professional entrepreneur* is an individual who has entrepreneurial capacity but he/she practices it in company that belongs to someone else.
- 2) *Academic Entrepreneur* describes academician that teaches and manages educational institution with pattern and style of entrepreneur but still maintains the noble objective of education.
- 3) *Government entrepreneur* is an individual or a group of people that leads and manages government institution with entrepreneurial spirit and proficiency.
- 4) *Social Entrepreneur* is a founder or a manager of social organization that successfully gather community fund for social assignments.

The objective of entrepreneurial learning is how to transform entrepreneurial spirit, attitude, and behavior from *business entrepreneur* group that becomes basic material to explore other *entrepreneurial* environment; *academic*, *government* and *social entrepreneur*.

Learning design that is provided is learning design that is oriented or led to generate *business entrepreneur* especially *owner entrepreneur* or the candidate of independent entrepreneur that has capability in founding, owning and managing companies as well as capacity to enter business and industrial world professionally. As consequence the basic pattern of education must be systemic that includes theory, practice and implementation aspects. Furthermore the implementation of learning should be accompanied with relatively integrated and comprehensive educational operation such as through counseling, coaching, consultation and so on

According to Suherman (2008:29), entrepreneurial learning should be commenced with preparation and provision of learning materials that fit to theory, practice and implementation. After the preparation and provision of learning material is complete, the process of entrepreneurial learning can be conducted with fulfilling cognitive, affective and psychomotor areas as its main target. Afterward, along with the course of learning process consultation media can be provided especially for pragmatic things in order to complete learning process that is led to fulfill cognitive, affective and psychomotor areas. Besides, consultation media hopefully can strengthen learner 4 Hs. The first H is Head defined as thinking and in learning it is fulfilled with knowledge on values, enthusiasm, spirit, attitude, and behavior so learners can gain entrepreneurial thinking. The second H is Heart defined as feeling that is fulfilled with the internalization of social economy empathy so learner can feel the emotional dynamic of entrepreneurship and gain empirical experience from preceding entrepreneur. Then the third H is hand defined as skill that must be acquired by learners to be entrepreneur. As a result in this context entrepreneurial learning provides learners with production technique with a purpose of preparing them to have competence in producing good product such as goods, service or idea. And finally the fourth H is *Health* defined as

physical, mental and social health. In relation to this, learner should be provided with techniques to anticipate various matters that can become apparent while engaging in entrepreneurship such as problem, difficulty or other risks as entrepreneur. Learner in terms of this area can be given through AMT (*Achievement Motivation Training*) or *Outbound Training*. After learners learn four Hs above, it is expected that they can put them into practice and become entrepreneurs. Therefore it is considered important to add another impelling factor. Farzier and Niehm (2008) citing from Van Auken et.al (2006) statement argued that role model has significant effect to impel learners to become entrepreneur. In this area, Farzier and Niehm (2008) gave an example by inviting entrepreneurial practitioner as guest speaker in lecture or as mentor in apprenticeship.

Based on social cognitive career theory, career interest is formed through direct or memorable experience that provides opportunity for individual to train, receive feedback and develop skill that leads personal efficacy and expectation from satisfying result. Lent, et.al (Farzier and Niehm, 2008). Kram (1983) and Shapero and Sokol (1982) as cited in Farzier and Niehm (2008) found that education and training affect people perception toward entrepreneurial career by providing opportunity to simulate how to commence business and observing a role model. It means that it is not enough to conduct entrepreneurial education only in class in the form of lecturing. It should provide opportunity to learners to experience directly the difficulty while commencing and running business and gain chance to observe a role model, an entrepreneur who has run his/her business in the form of apprenticeship.

Entrepreneurship is a discipline that needs to be learned. Individual capability in conducting entrepreneurship can be matured through education process. Individuals who become entrepreneur are those who recognize their potential and eager to learn to develop their potentials to seize opportunity and organize their business in bringing their expectation into reality. The pattern of entrepreneurial learning is described as follows:

- 1) Knowledge Opening can be accomplished through activities such as: lecturing, discussion, invitation to Vocational High School successful graduates, invitation to entrepreneurs who live near school to share success and failure they ever dealt with or visit to companies, direct observation through apprenticeship or comparative study.
- 2) Attitude Internalization. Attitude internalization is carried out through habituation and encouragement in doing something. Sometimes it must be done through the use of “pressure” or “involuntariness” in positive meaning such as applying deadline
- 3) Technical provision. It aims to give technical and useful provision to live life in future, not a grandiose knowledge
- 4) Early experience provision. It aims to encourage learners to be bold in “taking paces”, feel the enjoyment of success and learn from the bitterness of failure (Sumarsono, 2009).

Components of Entrepreneurial Program

Entrepreneurship Education Program-EEP consists of various components designed to achieve its objective. Figure 1 shows the correlations between components.

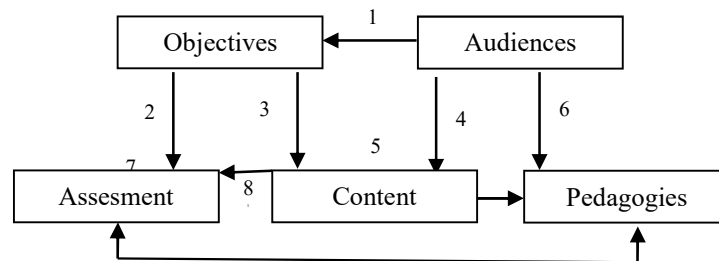


Figure 1 Components of Entrepreneurship Education Program
(source : Aberti *et.al*, 2004)

Figure 2.1 shows that there are 5 components and 8 correlations between components in. Correlation 1 shows that the determination of objectives must consider audience need and characteristic. For example, the objective of entrepreneurial subject will be different from other business incubators in Vocational High School, such as business center because learner need is to obtain certain qualification, while the learner need of business incubator is to begin real business. Correlation 3 and 4 shows that content is determined by objectives and audiences. The implemented Pedagogies must consider contents and learner characteristics as shown in correlation 5 and 6. Correlation 2, 7, and 8 shows that assesment is made to assess the achievability of the previously determined objectives, the implemented pedagogies and contents.

Objectives of Entrepreneurial Education

Gorma *et.al* (Heinonen & Poikkijoki, 2006) stated that the objectives of entrepreneurial education include: 1) learn to understand entrepreneurship, (2) learn to be entrepreneurial and (3) learn to become entrepreneur.

The objectives of entrepreneurial subject are to provide entrepreneurial knowledge, internalize entrepreneurial skill and behavior, and develop entrepreneurial spirit. Considering that it is difficult to cover all aforementioned objectives, usually it covers 1 and 2 out of three objectives. Many experts argue that willingness to take risk becomes the nature of entrepreneur in which risk is connected with chance. If different people see it as risk, an entrepreneur sees it as chance (Heinonen & Poikkijoki, 2006). As a result the main entrepreneur behavior is ability to seize, evaluate, and exploit chance (Shane & Venkataraman, 2000).

The pedagogical challenge of entrepreneurial education lies on the more holistic entrepreneurial competence (Tatiila, 2010). Consequently entrepreneurial education must be centered on learners and provide opportunity to learners to learn from actual case.

Module Based Learning

Module is printed teaching material designed to be learned independently by learners. Module is also called media for self learning because module is completed with hints for self learning. It means that readers can do learning activities without the direct presence of teacher. Language, pattern, and other completing features found in module is arranged in such way that it provides the impression of “instructor language” or language of teacher who is teaching. Consequently, this media is often called as self instructional material.

Modules functions as learning tool or media that contains material, method, limitations, and evaluating way designed systematically and interestingly to achieve the expected competence in accordance with its complexity level. Module can be considered a good and interesting one is it has the following characteristics (Diknas, 2008):

- 1) *Self Instructional*; means that through the module someone or a learner is able to learn independently, not dependent on other parties.
- 2) *Self Contained*; means that a module completely contains all learning materials of a learned competency or sub competency unit.
- 3) *Stand Alone*; means that the developed module doesn't rely on other media or is necessarily used together with other learning media.
- 4) *Adaptive*; means that module should have high adaptive capacity toward the development of knowledge and technology. It is regarded adaptive if module can adapt to the development of knowledge and technology as well as being able to be used in flexible.
- 5) *User Friendly*; means that module should be friendly to its users. Each instruction and information description must be useful and friendly to its users, including the easiness for its users in responding and accessing something in accordance with their desire.

DISCUSSION

According to Government Regulation Number 19 2005, article 26 paragraph 3 stating the graduate competence standard for vocational secondary education unit (SMK) aims to improve intelligence, knowledge, personality, noble character, and skill for independent living and continue to the next education level according to vocational department. In the regulation of National Education Minister Number 23 2007 on Graduate Competence Standard for Vocational Secondary Educational Unit (SMK/MAK) states that acquiring the competence of expertise and entrepreneurship program aims both to meet the employment demand and continue to high education level according to the vocational department.

From the regulation described above it can be concluded that SMK (Vocational High School) aims to prepare its graduate to enter employment and continue to higher education level. In the context of preparation to employment, learners are prepared to be intermediate level workers to meet the employment need or entrepreneur who starts business and create occupational vacancy.

According to Regulation of National Education Minister Number 22 2007 on Content Standard, the curriculum structure of SMK includes entrepreneurial subject with 192 hour time allocation. Graduate competence standard for entrepreneurial includes:

- 1) Able to identify business activities and chances in daily life, especially in local community.
- 2) Implement entrepreneurial attitude and behavior in daily life in local community
- 3) Comprehend the principles of leadership and able to implement professional achiever behavior in daily life
- 4) Able to design and manage small/micro business in his/her field

Vocational High School education is carried out in the form of industrial occupational practice. Educational process starts from planning, implementation, and evaluation, the process that is not only carried out by educational unit (SMK) but also involves business and industry stakeholders. Learning load in Vocational High School (SMK/MAK) consists of face-to-face learning activities, in school practices, and on site practices in real location of business/industry equal in 36 lesson hours per week.

In the implementation of vocational high school education, there is division called as Production Unit. The implementation of Production Unit functions as media for productive learning in school that aims to assist the improvement of learning activities in form of actual production for students so they can engage themselves in production that is maintained to fit to employment standard, develop students entrepreneurial spirit and aid the financial source for school.

The objective of Production Unit implementation follows the targets as stated in The Ministerial Decree of National Education and Culture Number 0490/U/1992, Article 29, paragraph (2) that reads as follows:

- 1) Provide opportunity to students and teachers to conduct practical activities oriented to market.
- 2) Encourage students and teachers to develop economical and entrepreneurial insight.
- 3) Obtain additional fund to implement education
- 4) Improve the efficiency of educational resource in school.
- 5) Improve student and teacher creativity.

Internalization of Entrepreneurial Learning

Entrepreneurial Learning in Vocational High School (SMK) must be implemented systematic and integrative fashion. Integration or any effort of integrating is a conscious and structured attempt by teachers in order to integrate objectives between entrepreneurial values into specific education and training program (inter discipline) in learning process to accomplish the internalization and personalization of entrepreneurial values intended to be known, understood, comprehended and implemented consistently. The integration of entrepreneurial values should consider local potential in accordance with location/place where students live. The other consideration must be given to the heterogeneity of student background such as family life, school, community, and developmental age level so as a result students will possess entrepreneurial spirit and high consciousness to actualize their potential in intellectual way in society life.

The integration of entrepreneurial education and training subject must emphasize the formation of entrepreneurial spirit found in teaching material under discussion so teachers don't need to find special material in order to shape entrepreneurial spirit in education and training subject that is being taught.

In entrepreneurial learning, teachers play significant and decisive role. It is difficult to describe methodologically but teacher creativity will become the best role model for

students. Inviting students to practice entrepreneurial values is one of actual examples for teacher in implementing entrepreneurial values in his/her daily life.

The learning of entrepreneurial values integrated into education and training subject uses various approaches and methods. Learning source is teaching material that comes from various sources in specific education and training subject that meet educative criteria, emphasize student competence both in individual or classroom area, and still refer to student learning completion.

Module based entrepreneurial learning provides exceptional comfort for students in which module is prepared according to student need and characteristic. Comprehension is led to be more applicative with intention to encourage entrepreneurial career interest on vocational high school students.

The core activities whose implementation aims to attract student attention and interest must regard the following issues:

- 1) Entrepreneurial values that is successfully integrated into education and training subject including those that are already understood and experienced by students in their daily life, both directly or indirectly (contextual learning).
- 2) Provision of freedom and guidance to students in understanding (conceptualizing) materials of entrepreneurial values under discussion (concept achievement and constructivism learning).
- 3) Attempt to create activities that enable students to cooperate and collaborate in understanding moral values under discussion (cooperative learning)
- 4) Opportunity provided to students to try and implement learnt materials.
- 5) Use of various learning media to facilitate students in sharpening and understanding the learnt entrepreneurial values.
- 6) Preservation of student discipline and responsibility during learning process as well as the prevention of activities that could generate boredom, deterioration of learning motivation and finally interruption in student activity and creativity.
- 7) Learning directed to habituate students in conducting careful observation on surrounding reality (local, regional, national and global)
- 8) Teacher who always functions as role model in thinking, attitude exposure, and action in implementing proper entrepreneurial values.

CONCLUSION

Entrepreneur attitude and behavior gain more significance in society. Entrepreneur attitude and behavior will grow and develop when characteristic from entrepreneur personality has been internalized firmly within personality of individual student. Consequently successful internalization of entrepreneur characteristic will give birth to entrepreneur attitude and behavior and finally produce entrepreneur generation in significant number. It must be preserved as attention focus because Indonesia still needs more entrepreneurs in improving public welfare.

In an effort to produce tough entrepreneurs, educational institution (school) becomes one of institutions that play significant role because school is expected to have capacity in transforming entrepreneur characteristic to its students, especially Vocational High School that aims to produce graduates who are prepared to enter employment, either working in independent way or as employee. In the context of independent working, the graduates must be able to become entrepreneur .

Education in this case Vocational High School plays significant role in producing entrepreneur generation. Therefore Vocational High School must be prepared, managed and controlled to achieve its objective, producing graduate with entrepreneurial mental. To generate graduate with entrepreneurial mental, it is considered important to familiarize students with entrepreneurial implementation. The familiarization of entrepreneurial implementation in school can be carried out through teaching and learning activities, implementation of entrepreneurial characteristic values in school and entrepreneurial practices. Teaching and learning activities can be carried out through: first, the implementation of entrepreneurial subject designed to open entrepreneurial insight, the internalization of entrepreneurial attitude, the provision of preliminary knowledge in conducting business; second, the integration of entrepreneurial characteristic values into all subjects. Activities for entrepreneurial practice can be implemented through: the student engagement in Production Unit activities and the implementation of entrepreneurial extracurricular activities. By engaging students in production unit, it is expected that such activities function as concept introduction, attitude instilment, technical understanding development, and the provision of entrepreneurial preliminary experience. Meanwhile by implementing extracurricular activities, it is expected that such activities serve as attitude instilment and the provision of both technical knowledge and entrepreneurial experience.

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