



Implementation of The Values of Entrepreneurship in Students of SMA Negeri in DKI Jakarta

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Abstract

Issues relating to the role of entrepreneurship education are: 1) the increasing number of unemployed that there needs to be addressed with the improvements in education entrepreneurship; 2) education entrepreneurship serve as solutions in lowering the unemployment rate at the HIGH SCHOOL level; 3) entrepreneurship education as a means to provide learners to continue on to further education level, as well as self-employment. The purpose of this study is meant to analyze and describe about the implementation of the values of entrepreneurship in high school with a review of the three extra curricular activities IE activities, cultural and learning activities of the school. This study uses qualitative methods, data collection using a semi structured interview and observation. A summary of this research is the third such activities provide positive impact to the creation of the character of learners.

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INTRODUCTION

Data from the Central Bureau of statistics in the year 2014, Indonesia ranked the four largest population with a total population of 252.2 million, while in the first place is occupied by China with a population of 1392.5 million, second-order by India with a population of 1255.7 million and the third place is occupied by the United States with a total of 320.6 million. Indonesia has a large population, a population has a strategic potential of if is viewed as a potential market share for the industry. United Nations (Maryati, 2015:125) mentions that Indonesia will enjoy a demographic bonus in the period 2020 – the year 2030, meaning Indonesia predicted would have a population of productive age are identical to the age of secondary school students the larger, this will have an impact on opportunities for Indonesia to do the acceleration in the economy.

Based on the ideal expectation of the development of human resources (HR) in the productive age through high school Education (HIGH SCHOOL) in Indonesia is becoming a very important target. High school education is expected to give birth to graduates who qualified, capable of adapting to changes and able to compete on a global scale. Bonus demographics must also be accompanied by equitable distribution of education and improving the quality of human resources is good, so the demographic bonus into a potential that can be maximized for the Betterment of the country. It is a given that Indonesia as a country with great potential have the opportunity to become a country with a developed economy. If looking at the opportunities that exist, the demographics to support the inception of graduates who have entrepreneurial soul, hence the need for policies that could encourage the creation of self-employment and empowering young entrepreneurs in an effort to support national development.

HIGH SCHOOL level education in Indonesia also has a challenge. If a reference data of the Central Bureau of statistics (2016) number of open unemployment based on the highest level of education in the period of 2011-2015 continues to increase at the level of secondary school. In the year 2011 HIGH SCHOOL graduates make a donation 2,376,254 amount of unemployment, then in 2012 has decreased the number of be 1,867,755 number of unemployment. However, in the period up to 2013 2015 continues to increase sequentially i.e., 1,925,660, 1,962,786 and 2,280,029. This increases need to be addressed in a serious relation to prepare graduates who are able to have competitiveness. In addition to the problem of unemployment in Indonesia also faced problems of participation rates HIGH SCHOOL graduates to continue their education to the college level. Director Institutional Kemenristekdikti, Patmono Suwignyo (Republika: Monday, November 20, 2017) said, currently there are 4,550 of colleges in both public and private. While the APK community get into college only amounted to 31.1 per cent of the population age range 19-23 years who have attended opportunity high. This is a weakness of the large number of colleges are there in Indonesia, the impact is not proportional between the number of colleges with the participation of the community get into college.

Solutions to overcome the unemployment problem in particular social problems is improving the quality of human resources, creating jobs and growing the new develop entrepreneurship. Prasojo (2010:97) and Maryati (2015:127) mentions education be means in improving the quality of HUMAN RESOURCES who have the knowledge, skills and expertise. This points to get out of unemployment can be solved through the path of entrepreneurship education by strengthening education early on. Li & Liu (2011:202) States increased entrepreneurship and entrepreneurial education is the solution to the problem of the availability of jobs and the quality of workers. Soomro & Shah (2014:316) the impact of entrepreneurship education is one of the fundamental factors to help youth to understand and develop entrepreneurial attitude fosters. All entrepreneurship program, the goal is to assist students in developing the character and understanding of entrepreneurship, as well as getting the knowledge and skills of entrepreneurship (Ruskovaara and Pihkala, 207:2013). Ghina (2014:341) to produce graduates becoming entrepreneurs depends not only on the material are given support, but also environmental factors.

Winarno (2009:130) and Appointed (2011:4) States that are not yet optimal education entrepreneurship in internalize the values of entrepreneurship in students, so there is an indication of the

entrepreneurial attitude has not formed properly. Next look at this then, Maryati (2015:135) looks at the need for policies that could encourage the inception of young entrepreneurs and empower them to support national development. Need for synergies from all stakeholders to participate actively in raising public entrepreneurship, so that implies the establishment of entrepreneurial attitudes which will then support national development. With regard to the issue of research bridging education and entrepreneurship to achieve creating handicraft optimization in internalize the values of entrepreneurship to students. The result of the cultivation of the values is expected to support the establishment of the existence of attitudes in entrepreneurship.

The script of Academic Entrepreneurship Program (2016) there are at least 16 values entrepreneurship needs to be implanted to learners, namely Honest, discipline, hard work, creative, innovative, independent, responsibility, teamwork, leadership, Tenacious, brave risk, commitment, realistic, curiosity and Communicative accomplishment will Appreciate. Sacred (2009:54) mentions to achieve high performance of an entrepreneur must have verbal communication ability (verbal communication), regulating and pressure (managing time and stress), set the individual decision (managing individual decisions), recognize, define and solve problems (recognizing, defining, and solving problems), motivate and influence people (motivating and influencing others), delegation (delegating), specify the destination and the articulation of a vision (setting goals and articulating a vision), sense of self (self awareness), build teams (team building), and regulate conflicts (managing conflict).

Improving the quality of education needs to be done on an ongoing basis and sustainable. Investigation by the explanation above need to photograph how the process of growing entrepreneurial values conducted by the school in order to prepare graduates who are competitive, then this article will be discussed about the implementation of the values of entrepreneurship on Learners SMA N in DKI Jakarta.

METHOD

This research uses qualitative research methods, by using purposive sampling in determining resource. This study used a purposive sampling. Yin (2011:88) mentions that qualitative research sample was chosen deliberately or called by purposive sampling. Ritchie & Lewis (2003:78) the use of purposive sampling, sample members were selected with the aim of representing the location of or in accordance with the type of the specified criteria. The sample unit was chosen because it has the characteristic or characteristics that make it possible to have explored and detailed understanding of the theme of research. Extracting information through a semi structured interview activities and participatory observation. Research conducted at the three schools, namely in DKI Jakarta HIGH SCHOOL N 61 Jakarta, SMA N 66 79 N and SMA Jakarta, Jakarta.

RESULTS AND DISCUSSION

Implementation creating handicraft Education values and entrepreneurship were investigated through three aspects of activity i.e., extra-curricular activities, school culture and learning activities.

a. extra-curricular activities

Each school support the curricular, co-curricular activities where holds this activity aims at developing the interest and the talent of the students. Extra curricular that can develop the ability of students in the arts, religion, science and sports.

The results of the interview with the vice principal academic field which was held on Wednesday, September 6, 2017, at 09.05 BST, claimed that looks for those who follow extracurricular learners more discipline, and have the ability in collaboration. Amplified also from interviews with teachers creating handicraft subjects and entrepreneurship. Interview with mother Budi Rahayu PPKWU teacher class 12, SMA N 61 Jakarta on Wednesday, August 30, 2017. At 10.05 BST stated:

"a lot. extra-curricular it cannot fund from school, so can only be moral support, a support fund of baseball. Well, there are a lot of kids his entrepreneur woke up. Whether it's selling a breakfast, the sale of which they could have been, pastel, the cake was in fact already build "

There is a compulsory extra curricular to students extra-curricular namely Scouts, which revealed the results of an interview with the mother of Fitri (representative of the curriculum) on Wednesday, September 6, 2017, at 09.05 BST, which States that:

"One of them, just last independent, creative, honest, thou. Even in what is its name in Scouting extra-curricular Scouts education it right including strengthening the character actually was. Why so Scouts were mandatory. It echoes its shape in a strengthening of character as well. "

Apart from the description of teacher interviews with learners also gives an overview that shows the existence of a change in attitude of the learners, such as interviews with the Dashing grade 11 from SMA N 61 Jakarta which mentioned that.

"is there when in search of material, on the activities of the English Club we are required to seek the material out of the box. That is different from the other and for example we create groups and groups that we are looking for things that are unique from one thing we look for undiscovered perspectives of others. In an excerpt of this interview results indicate that CCAs give effect in developing the ability of learners to do with entrepreneurship that is creative thinking to find new things outside the mind of another person "

SMA N 66 Jakarta has 18 engaged in extracurricular arts, religion, science and sports, and also has an extracurricular activities directly related to the field of entrepreneurship, namely Student Company which is the extracurricular formed partnership with Junior Achievement Indonesia which is external from the institution of the school. Extracurricular activities contribute in making the formation of character for learners. Learners who followed have more extracurricular activities than other learners. Such a way of thinking, ability to socialize, an understanding of a field, and communicate. with a curriculum on Monday, September 11, 2017, at 09.34 BST, which States:

"if people already have the soul of a business there its soul also Yes, if indeed the children extra curricular yes they did have a soul, it is at the moment learning indeed will certainly be more aggressive Yes, active. Than the usual friends. "

Then Mother Agus Dwi Sulistyaningsih as creating handicraft teachers and entrepreneurship revealed on Monday, september 11, 2017 stated about the differences between learners who follow extra-curricular activities extra-curricular and not following.

"Yes, there is a visible, noticeable difference. Bringing This child so her character differs so much more. One more accountable, then of the more polite language, then from proved better, then his thinking patterns, the pattern of his thinking also was different from not following. In fact they are learning from the environment. Their surroundings when they co-curricular again. "

The impact of the following co-curricular activities perceived by students as well as the results of the interview with Dody learners class XI States that, "if I make more rohis calm, if I so respect taekondo to seniors, if SC I know How to organize. "

Then Lukman learners class XII gives a description of the impact of ri following extra curricular that is, "if it's anyway, I awoke to the sportsmanship and discipline only if I join ga basketball if sportsmanship and discipline already formed, because the father of my soldiers. "

Extra curricular school goes well there are 17 extra curricular existing in all schools. There is a mandatory extracurricular activities namely Scout where in this extra-curricular teaches about self development and characters of the learners. There has been no extra curricular based entrepreneurship. The impact of co-curricular activities undertaken by learners, from the results of interviews conducted to learners Danang stated that the impact of the following co-curricular activities: first sportifitas character value, surely that is both the cohesiveness between teams, the third patient in practice. Then the interview with the goddess who is also a student from high school N 79 Jakarta declared commented on the impact of the following co-curricular activities i.e.

"Yes we were rich more discipline in karate it right we must discipline. Discipline time, keep power here also have to diporsir although the usual practice. But here we discipline and responsibility over time and we are taught how we keep one group of solidarity. "

The existence of extracurricular activities help learners in the formation of attitude and character. The development of this attitude is visible when the learning process, for which the following extracurricular learners look more active and courageous in presenting opinions and ideas. Wibowo (2011:64) mention that extracurricular activities are aimed to help the development of student needs, potential, talents, and interests them through activities specially organized by educators and educational personnel or capable and authorized at the school. According to Mulyani (2011:5) extracurricular activities organized during this school is one of the medium's potential for the construction of the characters including the entrepreneurial character and quality improvement of academic learners. Extra-curricular activities are expected to develop the ability and sense of social responsibility, as well as the potential and the achievements of learners. The drawback is not yet the existence of extra curricular based entrepreneurship, then here is need for the role of teachers and schools in mapping the potentials and interest learners who can then form a container of extra curricular based entrepreneurship.

b. Learning Activities

Teaching and learning activities in terms of learning media, models of teaching and learning methods. Learning media used utilizing Information technology. The students allowed to find various kinds of information via the internet. This result is obtained from the interview process conducted on Wednesday, August 30, 2017 at 13.43 BST with mother Sri trust teachers creating handicraft subjects and entrepreneurial class 10. Teachers use learning materials from a book published by the Government. Utilization of IT also aims to arouse the interest of students in learning and facilitate learners in search of information. The fulfillment of this information due to the existence of a complete lack of information in the book school package from the Government. Teachers also make use of the laptop and infokus at any given time in providing subject matter. Interview with mother Budi Rahayu PPKWU Teacher (grade 12, SMA N 61 Jakarta, Wednesday, August 30, 2017. At 10.05 BST stating,

"the media more to the study of literature, because if the handbook just right, because in that book right directly poured four aspects. While in one aspect of it if in fact develop. So, they do better when the number one to study literature. So they were herded into one topic, they expand with subcategories of specific subject matter, then they catch up with the growing information, for example, are delivered in a class forum "

Utilization of IT also conducted by Ira's mother, it is delivered by the mother of an Ira from the results of the interview on Monday, 4 September 2017. At 11.23 BST stating: "media most learning only from media PPT Yes, broswsing children". Later reinforced by the results of the interviews with the mother of Agus on Monday, september 11, 2017. At 08.22 BST stating,

"obviously, Yes, mas technology it's now going forward, we can source a lot from the internet, then I use the internet as a source. Because of there kids can surf the one term searching for what the heck I wanted to know, the

answer is everything is there than the possibility of the right if that book so reading system-averse, but right when on the internet it is a picture, there is a picture then there How do I make it all. catches made more attractive by the moving image is not bored. Unlike we source it just from books read. "

The utilization of the internet this information brings more varied and more. Revealed in observations made on Monday, August 14, 2017, the use of video tutorials from Youtube can give directly to learners so that they can open up insights learners. Learning materials for creating handicraft and entrepreneurial subjects proved not optimal. This is because of the availability of books is limited. The content of the book is monotonous and skimpy information and considered less relevant to conditions and circumstances that exist. Then for the substitution of other books as well. Need for a more detailed explanation of the related material should be given so that teachers can provide instruction properly.

Using IT is also aimed at stimulating learners, where so that learners do not become bored because the lesson that uses only text. Learners are given discretion in seeking information from various sources.

Teachers are given discretion in developing entrepreneurial aspect relates to the composition of the process or practice activity theory, in the implementation of the dominant teacher give practice. When the average presented a comparison between the theory and practice of 70% and 30%. The assessment is conducted evolves in three major aspects namely aspects of affective, psychomotor and cognitive. Every teacher has a way of assessment of their respective views of the given material. The school also sets the default value that is the KKM.

Students perform experiments and digging information independently encourage learners to be more active. The results of the interview with Ira's mother from the results of the interview on Monday, 4 September 2017. At 11.23 BST stating

"hmm, what it does, rather to the discovery learning Yes so they instead of their trial practices they found turned out to have this kind of idea why bu had an idea so if the sale turned out to be this bu. From there, thus I feel what Yes, maybe that creativity sometimes It does not appear by itself ya mas ya, the creativity that arises needs to be spurred or triggered well sometimes this way only each other. If I still see it more to those more trying it more effectively. "

Learning methods the method of his own previous discussion that begins with searching information from a variety of sources. The result of the search information is then discussed in a class forum makes the class more active. This was revealed from interviews with the mother of Agus on Monday, september 11, 2017. At 08.22 BST

"I usually use a discussion of information, then I do what psychomotor activity practices, to craft made like yesterday when it was getting the results we discuss our activities such as evaluation, so yes it tends We practice so therefore should be worked on, so if the theory we no way, discussion and practice of information "

Creating handicraft subjects and entrepreneurship in the process using the learning systems group. This view of the material taught and activities performed. The majority of the activities conducted were done with practice. The purpose of this group is also to make it easier for learners in the project-based learning process. Learning Group also has the goal of keeping the students more easily in completing a given project. This group learning provides benefits in the formation of the character of learners, values of honesty, cooperation, mutual valuing, commitment and responsibility.

This school became the school inclusion where appropriate regulations applicable to each school in Jakarta have the obligation to accept students in need. Mixing in the process of learning groups will train learners to mutually support each other and train social sensitivity to learners. Participants in need of this special gets equal treatment with other learners. On certain things learners need this extra attention from the teacher. This mixing also give a positive impact to the character formation of learner effort. Where they should be able to adapt to a wide range of individual character and can learn to accept other people's shortcomings.

Rae (2004) and Man (2012) support entrepreneurship learning places emphasis on the empirical nature of learning, the learning results of direct experience. Creating handicraft learning and entrepreneurship should provide hands-on experience for the students, so the teacher will prefer the approach of learning experiences to learners. So that learners can apply knowledge, skills (skill), attitudes, and behaviors work (employability).

c. Cultural School

School activities tadarus activities with the conditioning for muslim worship every morning, for which non-Muslims and other religious activities for other religions. The other is the worship activities familiarize the learners for Muslims to 30ru in congregation when 30ru Zuhr. In this activity students are scheduled give a lecture seven minutes (kultum). This encourages learners as a process of conditioning for having the courage and the ability to communicate in public. Interview with mother Budi Rahayu on Wednesday, August 30, 2017. At 10.05 BST stating

"It's to build up character Yes, because its essential education is not just learning, but it's also more to the formation of their character. The formation of this character's two, positive and negative. What is the true school was formed. Thus, positive cultures that were built at the school. Starting from tadarus, meaning to build their spiritual character. Continue reading literacy, build their character. So how does cache thought they woke up not only from books, but he could also read books other literacy. Continue to line up, how he disciplined to line up waiting to be shaken, her teachers queue any time while viewing its attributes or not "

This was revealed from interviews with representatives of the curriculum on Monday, September 11, 2017, at 09.34 BST:

"tadarus it's conditioning us to approach our Maker Yes, which indeed should be conditioned from, right from conditioning conditioning that finally something positive arise from who we want. If sing indonesia raya evoking nationalism children grow back. Because indeed had the boys Justin Yes, that was the one we were hoping for a good character of mambangun children. Hablum minallahnya nice, hablum minmanasnya good "

In addition to the regular activities of the religious schools also conduct activities sing Indonesia Raya every morning before the start of the lesson. It aims to evoke a sense of nationalism from the learners. The principal and teachers welcomed students to the front gate of the school every morning and check their readiness in learning, especially to do with discipline in dress. This conditioning activities provide a positive impact in the formation of the character of learners, train the learners to keep discipline. When there are students who do not comply with school rules, then the learner worn point.

School activities for the purpose of conditioning the formation of character the participant learners, either religious or nature of activities the activities to its nationhood. Description of this activity resource provides a positive impact for the formation of character of learners, though still not provide the overall impact. The cultivation of the values of entrepreneurship through education, Cambers (Winarno, 2009:125) States that the dignity of the noble (dignity) should be built through the mental processes and rationality in education.

CONCLUSION

Conclusion of the research is the implementation of the values of entrepreneurship on the learners can be done through three activities i.e., extra-curricular activities, cultural and learning activities of the school. The third of these activities provide positive impact in fostering entrepreneurial values to learners. This is apparent from the results of interviews conducted, learners felt the change in her and the teacher

can see a change in attitude that is reflected from the learners. Then it is seen necessary for every stakeholder to provide a positive contribution in creating a school environment that can support the implementation of the entrepreneurship and creating handicraft education well.

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