

Instilling Edupreneurship Values in Forming Entrepreneurial Character in Vocational High School

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ABSTRACT

The This article aims to the cultivation of edupreneurship values and strategies for forming entrepreneurial character in Vocational High Schools. This research is library research using theoretical approaches, references, and literature. The data sources were collected from books, scientific papers, and theses/dissertations. The results showed that the cultivation of edupreneurship values is the process of printing or creating students who have high creativity and competitiveness so that they have the provision of creativity for their future. And Strategies in shaping entrepreneurial character can be done in several ways, such as integrating the edupreneurship values into the curriculum by paying attention to the types of activities in schools that can realize edupreneurship along with the Teaching Factory and Business Center programs.

1. Introduction

Schools have an important role to instill values *eduppreneur*, and schools must provide support for teachers in creating ideas *edupreneurship* to students with various programs. These programs can be through educational curricula or student activities that lead to *entrepreneur*. School support is the key to teacher success because how can a teacher instill and shape a soul *entrepreneur* to students if the school where they teach does not have a curriculum or student activities related to *edupreneurship*. Enter values *entrepreneurship* in the school curriculum requires teachers to always relate to the lessons taught regardless of any field of study taught to always be associated with *entrepreneur*. This makes students have a lot of knowledge about *entrepreneur*. School activities related to *edupreneurship* is a counterweight for students to apply what they get from the lessons taught by the teacher. Responsibility, creativity, and being able to make decisions are traits that will appear in students if the values *edupreneurship* instilled from an early age, these values are capital for the success of students' lives when they grow up.

A mindset about independence and a competitive spirit is a part of *Edupreneurship* which is expected to be an added value in education at Vocational Schools and become an educational institution where each graduate has the attitude and competence to work independently in accordance with the competencies acquired during their studies. Remembering the purpose of instilling values *edupreneurship* in vocational education, namely training students to have the soul and character of a person *entrepreneur* so as to produce human resources that are reliable and able to compete in the global era.

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2. Literature Review

2.1. Vocational High School (SMK)

Vocational high school is one of the educational units which includes the secondary school education pathway which prepares students to enter the world of work according to their fields. Vocational High School (SMK) aims to provide the provision of knowledge and skills to students to enter the world of work, and at the same time produce a skilled middle workforce. This is also confirmed in Law No. 20 of 2003 concerning the National education system, it is stated that SMK aims to prepare students to enter the workforce and develop professional traits, provide provisions for students to be able to work to support their lives. By passing the competency test, SMK graduates will get certification that is useful for getting job opportunities in the business/industry world.

2.2 Edupreneurship Concept

Edupreneurship has a combined meaning of *education* and *entrepreneurship* which is a unity whose meaning cannot be separated. The two become one unit because the process carried out is indeed a reflection of the concept of entrepreneurship education. Etymologically, referring to these two meanings, *edupreneurship* can be interpreted as entrepreneurship education, namely a learning process that focuses on entrepreneurial activities both in theory and practice.

According to Peter F. Drucker in his book *Kasmir* (2013), said that entrepreneurship is the ability to create something new and different. The essence of entrepreneurship according to Drucker as quoted by Suyana (2006), argues that the essence of entrepreneurship is the ability to create something new and different through creative thinking and innovative activities usually begin with the emergence of ideas and thoughts to create something new and different. *Entrepreneur* refers to the nature, character and characteristics inherent in every individual who has a strong will to realize and develop creative and innovative ideas in every productive activity. Hence, soul and attitude *entrepreneur* can be owned by everyone, by always getting used to always think creatively and act innovatively. Thus, entrepreneurship is essentially a creative and innovative ability as a basis, tips and strength to take advantage of every opportunity to succeed.

The purpose of *edupreneurship* is to print, create individuals who have high creativity so that these individuals have the provision of creativity for their future. They can develop the creativity that they get from school in their daily life, so they will not only get the know ledge they get from school but also get provisions when they graduate later. This is also confirmed by RI Law no. 20 of 2003 concerning the National education system Chapter II Article 3 concerning Fundamentals, Functions and Objectives which states that National Education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become good human beings. have faith, fear Allah Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen. As well as Benefits *edupreneurship* among others: building the soul *entrepreneurship*, reducing the number of educated unemployed, producing skilled generations, having high competence and being able to produce a generation with souls *entrepreneur*.

2.3 entrepreneurial Character

Speak *entrepreneur* is talking about "behavior", which includes taking initiatives, organizing and reorganizing social and economic mechanisms of sources and situations into practice, and acceptance of risk and failure. From this description, it can be argued that *entrepreneur* in the field of school education means combining the personality, opportunities, finances, and resources available in the school environment to take advantage. Therefore, school principals must understand the principles of entrepreneurship, then apply them in managing and building schools effectively. In this regard, Steinhoff identifies personality characteristics *entrepreneur* as follows:

- a) Have confidence (*self confidence*) high, to work hard and smart, independent, and understand that the risks taken are part of success.
- b) Have your own creativity (*self creativity*) and the willingness and ability to find alternatives to realize various activities through entrepreneurship.

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- c) Have a positive mind (positive thinking), in the face of a problem or event always see the positive aspects.
- d) Have an orientation to results (output oriented), so that obstacles do not make them give up, but instead are challenged to overcome, so as to achieve the expected results.
- e) Have the courage to take risks, both risks of accidents, failures and losses.
- f) Have the soul of a leader, who always wants to empower people and guide them, and always come forward to find solutions to various problems, and not burden or blame others.
- g) Have an original mind, always have new ideas, both to get opportunities and overcome problems creatively and innovatively.
- h) Have a future orientation, while still using past experience as a reference, to look for opportunities to advance their work.
- i) Likes a challenge, and finds himself by realizing his ideas.

Character *entrepreneur* can be grown through the application of values *edupreneurship* in schools starting from leaders, teachers, employees and students must be consistent with the characteristics *entrepreneur* become a daily behavior. So that in the end students will get used to the pattern of life according to the characteristics *entrepreneur*

3 Methodology

This research is a library research using a theoretical study approach, references and literature. With data sources obtained from books, scientific papers and theses/dissertations. Library research is an activity to collect information relevant to the topic or problem that is the object of research. This information can be obtained from books, scientific papers, theses/dissertations, encyclopedias, the internet and other sources

4 Results and Discussion

4.1 Cultivation of *Edupreneurship* Values at SMK

4.1.1. Definition of *Edupreneurship* Values

The definition of value according to Sidi Ghazalba as quoted by M. Chabib Toha (2000), value is something that is abstract and ideal. Values are not concrete objects, they are not facts and not only true matters which require empirical evidence, but also matters of appreciation that one wants, likes or dislikes. Meanwhile, according to Milton Rokeach and James Bank, as quoted by Mansur Muslich, stated that value is a type of belief that is within the scope of a belief system in which a person acts or avoids an action, or regarding appropriate or inappropriate.

Edupreneurship has a combined meaning of *education* and *entrepreneurship* which is a unity whose meaning cannot be separated. The two become one unit because the process carried out is indeed a reflection of the concept of entrepreneurship education. Etymologically, referring to these two meanings, *edupreneurship* can be interpreted as entrepreneurship education, namely a learning process that focuses on entrepreneurial activities both in theory and practice.

From the above understanding it can be understood that the planting of values *edupreneurship* is the process of printing or creating students who have high creativity and competitiveness so that these students have the provision of creativity for their future. And values *edupreneurship* can be instilled or integrated using several strategies that can be carried out by the school community. Integration begins with reviewing graduate competency standards and content standards in educational units in order to map graduates' values and competencies related to entrepreneurship education. After knowing the values *entrepreneur* which will be integrated, then infused into subjects, learning processes, extracurricular activities, self-development and school culture.

4.1.2 Basic *Edupreneurship* Values

Many experts provide input related to values in accordance with the priority of integrity. However, according to the development of students, there are seventeen basic values that must be developed in schools. The values These are: independent, creative, risk-taking, action-oriented, leadership, hard-working, honest, disciplined, innovative, responsible, cooperative, never give up, commitment, realistic, curious, communicative, and strong motivation to succeed. These values are then developed in stages, with the first stage developing 6 (six) values first, namely: independence, creativity, courage to take risks, action-oriented, leadership, and hard work. After that, these values are developed in accordance with the expectations of educators, school principals or the community. (Barnawi & Mohammad Arifin, 2012)

This does not mean limiting the process of instilling values that all schools must uniformly internalize the six values *edupreneurship*. However, the level of the educational unit can internalize values *edupreneurship* others independently according to the needs of the school. Besides that, at certain levels of education schools also need to implement concepts and skills *entrepreneurship* which will be implemented at different levels of education in depth and breadth. Concepts and skills *entrepreneurship* which will be implemented at the vocational high school level. (Agung Kuswanto, 2014)

4.2 Character Building Strategy *Entrepreneurship*

According to Barnawi & Mohammad Arifin (2013) to shape the character of students to become a person *entrepreneur* thing to do is Values *edupreneurship* integrated into the curriculum by paying attention to the types of activities in schools that can be realized *edupreneurship*. The integration of entrepreneurial values is as follows:

- 1) Integration into Subjects; Values *entrepreneur* integrated into learning so that awareness is obtained, character formation *entrepreneurship*, and habituation of daily behavior. All subjects have the same opportunity to receive these grades.
- 2) Integration into Extracurricular Activities; Extracurricular activities are educational activities that are outside the subjects and counseling services. The aim is to help the development of students according to their talents, interests and potential, as well as the growth of self-sufficiency which is useful for oneself, family and society. Examples of activities that can be charged with entrepreneurship are scouting, cultural arts and crafts, sports, cooperatives and others.
- 3) Integration into Self-Development Activities; Self-development is an educational activity outside the subject as an integral part of the school curriculum. In addition, self-development activities are also an effort to form character or personality, including character *entrepreneurship*. Performed guidance and counseling activities regarding personal, social, learning, career development and extracurricular activities. Self-development specifically aims to develop talents, interests, potential, creativity, habits, religion, learning abilities, social activities, career insights and planning, problem-solving abilities and independence. In the method of self-development, planning and implementation *edupreneurship*. This can be done through integration into daily activities at school, for example activities *Business day* (Sunday).
- 4) Integration into School Culture; School culture is the atmosphere of daily life in schools where there is interaction between school members and the community. School members interact with each other using the principles of honesty, commitment, responsibility, optimism, creativity, and others.

Meanwhile, according to Mulyaningsih E, (2014) the process of character formation *entrepreneur* in vocational high schools (SMK) implemented through:

- 1) *Teaching Factory*, a contextual learning concept that makes student learning approach actual working situations and conditions.
- 2) *Business center*, a product sales business activity carried out by the school by involving students and all school resources independently and or in collaboration with other business ventures that already have a good reputation

5. Conclusion

the cultivation of *edupreneurship* values is the process of printing or creating students who have high creativity and competitiveness so that they have the provision of creativity for their future. Also, the values of *edupreneurship* can be instilled or integrated using several strategies that can be done by the school community. Integration begins with reviewing graduate competency standards and content standards in educational units to map graduate values and competencies related to entrepreneurship education or *Edupreneurship*. After know values *entrepreneur* which will be integrated, then infused into subjects, learning processes, extracurricular activities, self-development and school culture.

Strategies for forming entrepreneurial character according to Barnawi & Mohammad Arifin (2013) to shape the character of students to become a person *entrepreneur* thing to do is Values *edupreneurship* integrated into the curriculum by paying attention to the types of activities in schools that can be realized *edupreneurship*. The integration of entrepreneurial values is

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as follows: (1) Integration into Subjects, (2) Integration into Extracurricular Activities, (3) Integration into Self-Development Activities, (4) Integration into School Culture. And according to Mulyaningsih E, (2014) the process of forming the entrepreneurial character in vocational high schools (SMK) is carried out through: *Teaching Factory dan Business center*.

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