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PRODUCING GRADUATE'S GOOD MORALITY THROUGH ENTREPRENEURSHIP EDUCATION

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ABSTRACT

Entrepreneurship Education's goal does not only create a new entrepreneur, but also produces graduates with good morality and maturity. An indicator of a mature person is he should be responsible for his own life. Further, by implanting entrepreneur characteristics in education, it is expected that society with good morality can be realized in the future. This research aims at investigating entrepreneur's characteristic, finding out the actors needed in Entrepreneurship teaching and learning process and formulating the best and the most practical model for teaching and learning Entrepreneurship. R & D method was used to establish an effective model. A qualitative method was employed to gather the data. It included in-depth interview, observation, documentation and Focus Group Discussion. The data was analyzed by using triangulation. Finally, the findings of this research are (1) A good entrepreneur should have risk-taking character, self-reliance, creativity, innovation, discipline and should be a hard worker; (2) the actors that should involve are teachers with entrepreneur experiences. Moreover, having practices, and supporting from students' family are also important to shape graduates' morality; (3) an Innovative Model, based on Entrepreneur Characteristic becomes the most effective model for teaching and learning

Keywords: Entrepreneurship, education, entrepreneur

INTRODUCTION

The purpose of education is to create mature and educated people, so that they may have a good life in the future. The maturity means having responsibility to the improvement of society's morality. Then, education process should create a good and mature person; in line with his surrounding society. Munib (2007:30)ⁱ gave an indicator of maturity; written as follows: (1) having self reliance and self supported character, having ability to make decision, having ability for stepping on his own feet; (2) having responsibility; (3) understanding on any society norms and values.

Some developing countries have proven that entrepreneurs can contribute to the economic growth. In this case, the role of small entrepreneur in the economic growth are accelerating economic growth process, like in Japan; and creating employment as it occurred in America during the second world war (D.L Birch; 1979 in Widiyanto, 2008ⁱⁱ). Indonesia small and medium enterprises play great role to provide 99 % job opportunities. In fact, small and medium enterprises had employed 63,57% of the unemployment. Meanwhile, the rest which was 36,43 % was hired by industries (Widiyanto, 2008)ⁱⁱⁱ.

An entrepreneur gives many contributions for society. To improve the quality of society's life, he educates people for being smart in choosing product to be consumed. In reality, there are many product choices for consumption; and he also shares about how to be effective and efficient in buying things for consumption. Next, he has good characters such as having risk-taking and self-reliance personality, creativity, innovation, being discipline and a hard worker, so that, he can be a role model both for society and young generation.

In Indonesia, a vocational school is called as SMK (*Sekolah Menengah Kejuruan*). It has three objectives for its graduates; they are pushing its graduates for being competence workers as well as successful entrepreneurs, and preparing the students to pursue university studies (Depdikbud, 1997).^{iv} However, some problems about vocational school's graduates come up currently. In 2013, only few SMK's graduates were interested in being entrepreneurs; it was only 25% (Widiyanto, 2010)^v. Further, many obstacles in teaching entrepreneurship come up. Unfortunately, teachers have to face them for years. The lack of entrepreneurship experiences, the limited entrepreneurship books that reveal entrepreneurship theory and practices, the low motivation of students, and the availability of best practice learning models for entrepreneurship education are the barriers for creating good graduates. In addition, implanting the character owned by good entrepreneurs is not an easy job (Widiyanto: Yulianto, Arief., 2013)^{vi}

Building entrepreneurship means building characters, It is an adaptation process and Piaget in Nurhadi (2004)^{vii} said that there are 4 (four) basic concepts in adaptation; they are *intellectual scheme, assimilation, accomodation, and equilibrium*.

The adaption process in education can be done in teaching and learning process. It is a process that involves two essential elements. First, learning is a process in biology as the basis. Second, the process in psychosocial as higher process and its essence is related to socio-cultural environment. ((Endres, 2006)^{viii}

Masrukhi (2008)^{ix} cited that the factors, influence character building teaching and learning process are a teacher as a facilitator, media of instruction, methods, and environment.

The purposes of this study are (1) investigating entrepreneur's characteristic; (2) finding out the actors, needed in Entrepreneurship teaching and learning process for yielding good result; (3) formulating the best and the most practical model for teaching and learning Entrepreneurship

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Morality is the human attempt to define what is right and wrong about our actions and thoughts, and what is good and bad about our being who we are.(Study.com)^x. Shapping students for having good morality and maturity is one of education purposes . The indicators of maturity has been written and explained previously (see Munib), Encouraging students to own entrepreneurship characteristic will benefit them for obtaining better life in the future either their prosperity or personality. Having better life and good personality are parts of good morality. It is expected that by conducting entrepreneurship education, good morality of graduates can be realized. There are many experts define the characteristic of an entrepreneur, Bustami (2007)^{xi} wrote that the characteristic of entrepreneur are having strong willingnes to be independent, willingness to handle the risk, learning from the experience, having self-motivated, having spirit to compete with others; working all out orientation, having motivation to achieve goals, 28 ying self-reliance and being disciplined. Deáková, Drážovská, Grznárik and Kondášová (2010)^{xii} cited that the most important personal qualities for an entrepreneur are courage, self-reliance, responsibility, determination, perseverance, proactive approach, creativity and scholarship in a particular area, where this businessman intends to do business.

Building students' characters through teaching and learning process at school needs actors who can provide and transfer knowledge, and shapping students' attitude. Then, the main actors are teachers as parts of school community. Here, teacher is the one who spearheads education for children. Lorin W. Anderson (2004) stated that the studies that have been conducted by various parties show, that the teacher is one of the dominant factors that affect student learning. (Payong, 2011: 2)^{xiii}, to do with quality learning prerequisite is the existence of qualified teachers (Fasli Jalal, 2007: 1)^{xiv}. The quality of teachers 49 Indonesia is regulated in Law No. 14 of 2005 on Teachers and Lecturers (UUGD). It said that a professional teacher should have 4 competencies, pedagogical competence, professional competence, personal competence and social competence. To teach entrepreneurship, Aldo de Pape (2017)^{xv} stated that a teacher must have skills just like a successful entrepreneur to become an effective teacher. The skills required are Willingness to experiment; Aptitude for problem solving; Ability to prioritize; Belief in

continued learning. While Jane Deflino, Director of Enterprise and Internationalism in the Manchester Academy (secondary schools in the UK) gave a presentation on the Budapest Symposium focused on 'perspectives of teachers' entrepreneurship education, providing input to review the success of entrepreneurial education teacher, teacher must have the ability using the following approach: *Self-respect and self-esteem*, lead students to respect themselves and to believe in their capacities. At the core of this principle is the belief that all students have talents, some of which they may even be unaware of, especially in the case of low academic achievers; *Collide with opportunities*, provide students with as many opportunities as possible, in and outside the school, to experiment new things and ideas. The involvement of the outside community is key to this principle. Partners outside the school include the local business world, schools from other countries as well as higher education providers: *Collide with opportunities*, raise students' aspirations by leading them to realise that they can open all doors, and equip them with the life skills they need to do so. (Bruxelles 2011)^{xvi}.

Model in entrepreneurship training that developed by *Dikti* is called INWUB (*Inkubasi Wirausaha Baru*) or incubation for new entrepreneur (Kementerian KUKM 2012)^{xvii}. The training has three steps, that are Preparation, Implementation, Finalization. It can be drawn below:



Figure 1. Entrepreneurship Incubation Step

This model will be modified as a model in entrepreneur learning process.

METHODS

The method for this study is Research and Development that has been developed by Borg and Gall (1989)^{xviii}. There are 10 steps for Research and Development method, and they are summarized in three steps namely: (1) Preliminary study which comprises of studying theory, discussing the previous study and taking some empirical data for setting the design; (2) Formulating a model by conducting forum group discussion; (3) Implementing the model and its effectivity.

Using the qualitative paradigm for the research, the data collection was collected by the researcher as an instrument. Further, in depth interview, observation and documentation were employed for getting the data.

The main focus of this study is finding out the best model to teach entrepreneurship, so that, students' good morality and character can be improved. Further, identifying characters for being an entrepreneur; recognizing the main actor who can contribute the teaching and learning process, and finding out the effective model for teaching entrepreneurship become the research questions

The objects of this study were SMK N 9 & SMK N 2 in Kota Semarang, Indonesia. The number of key informants were 42 persons from those two institutions. They were 2 school principles; 2 Chairmen of the Membership Program; 6 teachers; 10 students, 10 parents; 1 person from Dikmen Disdik, Semarang; 1 person from Dikmen Disdik, Central Java Province.

This research is qualitative. Qualitative method employs internal and external validity. Internal validity is commonly called as credibility and transferability is for external validity. The reliability of the data was examined by using dependability and confirmability (Sugiyono, 2014)^{xix}.

The data of this research was analyzed by implementing an interactive model during triangulation process. Triangulation consisted of 4 stages written as follows: collecting data, selecting and reducing data, presenting data; and drawing conclusion. The data analysis and data collection were done at the same time. It aimed at giving more spaces for the researchers to obtain the data comprehensively. Further, it also gave chances for researcher to reduce the data as soon as possible if unsuitable data appears. Verification was employed for data reduction. The data reduction was done continuously during the data collection takes place. When analyzing and verifying the data, the researchers were also tried to interpret them. Finally, after all steps in conducting the research had completely done, then, the conclusions were drawn.

DISCUSSION

Based on 4 teachers, 40 students and 6 practitioners as the subject of study, the characteristics that should be owned by an entrepreneur are honest, brave for taking a risk, having leadership motivation, self-reliance, creative, adaptable, innovative, discipline, and being hard worker. In addition, 45 % respondents choose risk taker, and 15% respondents choose self-reliance as the character of an entrepreneur. Creativity is viewed by 20% respondents as the thing that support an entrepreneur too. Finally, 10% respondents say that an entrepreneur should be innovative, 5% respondents agree that discipline should be owned by an entrepreneur, and 5% respondents state that hard working is important.

Being brave for taking a risk is an important character of an entrepreneur as it is cited by Hisrich, R.D, Peters, M.P (2005)^{xx}; Frinces (2004)^{xxi}; Kin (2004)^{xxii}. Kozubíková, Belás, Bilan, Bartoš (2015)^{xxiii} said that there is significance between handle the risk and a successful of entrepreneur. A significant part of the motivation to take risks in business follows from the success motivation. To achieve the set goals, successful people are willing to take on reasonable risks associated with feedback about the level of achieved results. However, Kvietok (2013)^{xxiv} stated that the decision to take on the business risk is symptomatic of a certain type of people. The type of people will affect to the people in decide to start doing a business, regarding to Hvide and Panos, (2014)^{xxv} the individuals who are more risk tolerant are more likely to start up firms. Eventhough, the tolerant of risk doesn't mean that they are gamblers, but they do take calculated risks. For them, the opportunity of success outweighs the possibility of failure. And even if they do fail, entrepreneurs are likely to try again. (thssbusiness.com)^{xxvi}.

Some economists also show another character needed for an entrepreneur. Drucker (1994)^{xxvii} discussed about innovative, hard-worker and creative. Then, his findings are supported by Cole (1999)^{xxviii}, Calvin (2002)^{xxix}, (Bustami, 2007)^{xxx} and (Baron, 1998)^{xxxi}. Based on thssbusiness.com^{xxxii}, creativity is the ability to create things, usually in an imaginative way. Whether the creativity appears as an invention, an innovation, or as marketing or problem solving, the successful entrepreneur is an "idea" person. Entrepreneurs see opportunities everywhere. Just walking down the street, they see gaps between needs and wants. Moreover, there are also some ideas about creativity defined by scholars. Martin Zwilling (2012)^{xxxiii} said that experienced entrepreneurs will tell you that the initial idea is the easy part, and it's the later implementation, and the competitive business marketing that are the real creative challenges. Unfortunately, sometimes education, implemented in Indonesia does not motivate students for being creative. It is similar to Martin's statement. He pointed out that "In fact, our education and training to logically associate related concepts reduces our ability to add the creative side, even though we were all born without that bias". For an entrepreneur, creativity is crucially needed because according to Anastasia (2015)^{xxxiv}, creativity will leads the entrepreneur for: Creating new ideas for competitive advantage; Thinking of novel ways to develop your product and improve the business; Thinking the unthinkable; Finding similar patterns in different areas; Developing new niches through creativity and entrepreneurship. In education, creativity has relevances with entrepreneurship. Creativity and

inventiveness are features this is strongly present in teachers' implementations. According to Gibb (2005), Jones and Iredale (2010) and Kyrö (2006; 2008) (in Hietanen and Kesälahti; 2000),^{xxxv} these features connect clearly with entrepreneurial activities.

Self-reliance and discipline² are supported by Gaglio, C. M. (2001)^{xxxvi}, Loasby, B. J. (1983)^{xxxvii} and Shane. S.(2003)^{xxxviii}. The concept of self-reliance hinges on collective and individual feelings or the urge for self-preservation through the indebt use of available human and material resources to meet individual and group needs. (Ogundowole in Nwangwu, 2006).^{xxxix} Self Reliance is very important for entrepreneurship because Jimoh (2009)^{xl} argued that self reliance will able the people to: develop the spirit of wealth creation and self-employment; Risk-taking; Translating of dream and vision into reality; Proper utilization of every difficult situation; Developing and creating of school-to-work strategy.

Based on the analysis done, the actors that influence the student to become an entrepreneur are teachers, practices, family, and his surrounding people as well. As it has been mentioned previously, a teacher is the main actor in the learning process. Teacher is selected by 45 % of the students as the one who can open their minds or give idea to be an entrepreneur. In addition, only 20 % students choose family and others students, 35%, chose friends, community leaders, business leaders and others as ones who can influence their ambition in the future. In the learning process, teacher has important support in shaping the learning environments, takes a part of management school, build the perception and attitude (See OECD ;2015)^{xli}.

The family as a social unit has the role of the family in venture creation decisions has been explained from three different perspectives; the classical perspective, the cognitive perspective, and the social embeddedness stance (Aldrich and Cliff, 2003)^{xlii}. From the earlier empirical studies (Moore and Unwalla,(1964)^{xliii}; Shapero, (1982)^{xliv}; Scott and Twomey, (1988)^{xlv}; Scherer, Carley and Weibe, (1989)^{xlvi}; and Katz, (1992)^{xlvii} argued that there is more to the role of family background than just family members or family business in the decision making process of a new venture creation. The other importances of family members in entrepreneurship²⁰ has been cited by experts, Zhang, Wong, and Soh, (2003)^{xlviii}. They wrote that the family plays three key roles in venture creation decision making; a source of financial and human resource²⁰ Renzulli, Aldrich, and Moody, (2000)^{xlix} family is a source of information and credible values, Krueger, (1993)^l; Pruett, Shinnar, Toney, Llopis and Fox, (2009)^{li} and a source of role models. Hence, the family is considered to be influential, especially, in the early stages of the life cycle of a business venture (Klyver, 2007)^{lii}.

The other actor for shaping the entrepreneurship is society. The society has five impacts on the entrepreneurship learning such as: the growing variety of stakeholders involved in an entrepreneurial ecosystem, not just the individual entrepreneur (Autio, et al., 2013)^{liii}; the activities of entrepreneurs, which may be productive, unproductive or dysfunctional (Baumol, 1986)^{liv}; formal dimensions, notably independent start-ups or spin-offs, and various forms of corporate entrepreneurship²¹ (Fryges, and Wright, 2014)^{lv}, but entrepreneurship may also be informal (Webb et al., 2009)^{lvi}; concern that goes beyond individual and firm wealth creation to²¹ encompass macro-economic effects such as growth in GDP (Autio, Pathak, and Wennberg, 2013)^{lvii}; relating to the measurement of growth and financial performance (Davidsson, Steffens and Fitzsimmons, (2009)^{lviii}, Gilbert, McDougall and Audretsch, (2006)^{lix}; Wright and Stigliani, (2013)^{lx}), but may also need to encompass measures of social impact (Nicholls;(2009)^{lxi}), such as community development, happiness and social cohesion.

After having the analysis about method of teaching and learning process, 20% students state that the method is very attractive, 30% students say that it is attractive and 50% students say it is less attractive. The learning method should use⁹ an approach that creates the environment, thus the student's learning process and the relevance of the learning environment, in which the students get an opportunity to learn new knowledge and skills (Sagar, (2013)^{lxii}; Van der Kuip and Verheul, (2003)^{lxiii})

The finding shows that there is not any fix model in entrepreneurship learning. Next, the entrepreneurship teachers do not have any basic knowledge related to entrepreneurship. Actually, it often happens in Indonesia that some teachers only teach for several hours as their schools only have limited classes. As a result of that problem, they are assigned to be entrepreneurship teachers to meet the requirement of number of teaching hours from the government. Then, unluckily, their duty for teaching are not based on their educational background, so that, they don't have any experiences, trained entrepreneurship skill and enterprenurship knowledge. In teaching, they refer to some unclear sources of entrepreneur knowledge. They also still implement traditional methods without various learning models. In other words, it means that the focus of teaching and learning is on theories mostly. Having practices at being real entrepreneurs are less done, so that, the students can not develop their characters and skills as enterprenurs

Entrepreneurial Character-based teaching and learning is a method in teaching tenants (students) using a business incubator system, there are three steps in new model. Based on the findings, they are: (1) Preparation; (2) Implementation, and;(3) Finalization. The scheme of the models can be drawn as follows:

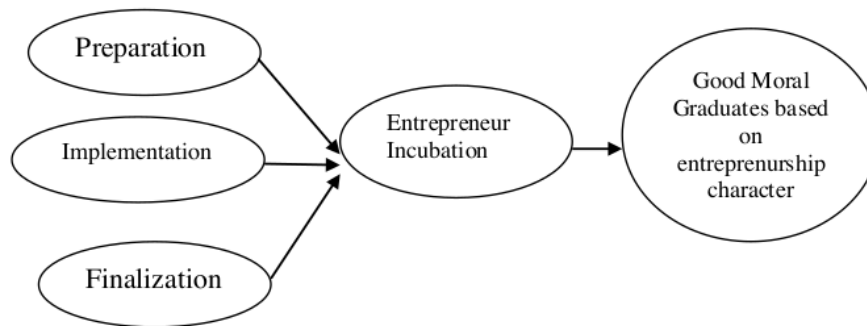


Figure 2. Entrepreneurship Learning Models

A business incubator enterprenurship system is modified as the model of entrepreneurship learning Process.

First is preparation. This preparation includes identifying the needs of the character which is obtained from the school's internal and external parties. School parties are as internal sectors. Next, the external sectors are corporation, businessman, relevant government and other parties such as alumni. All of them sit together to conduct business meetings in order to determine which program will be implemented in a business incubator.

Second is implementation. At this stage, it should be in accordance with planning the implementation of learning programs. It contains of some components, such as interest, students, teachers, teaching and learning methods used, media, infrastructure and facilities, and evaluation and reflection of the learning program.

In this Training tenants (students) carry out the activities undertaken by an entrepreneur both learning the theories and implementing the practices. The comparison between practice and theory should be 70% to 30%. The implementation of the practice of business activities during the training students are still protected by the incubator system. The function of the incubator is to protect prospective entrepreneurs from the business world competition. Thus, the new entrepreneurs would be able to carry out the business and be self-sufficient. Entrepreneurial incubator is a place of protection and injection requirements for the

tenant. Therefore, the given injection should meet the needs of tenants. If the incubator is not able to protect the tenant, the tenant will be failed.

Third is finalization. It is the final activity to release the tenant into a real business competition in an open market. This activity requires a justification. When the tenants are at learning period, they are still protected. However, in the finalization, the protection has been revoked.

According to Irawan (2017)^{lxiv}, formation of new graduates to become entrepreneurs with business incubator models influenced by 10 factors, namely, human resources who are experts in entrepreneurship; Linkages with financial institutions and capital; Forms of financial assistance; Community support; Business networks; Entrepreneurship education; Determination of success; The process of selection of candidates for entrepreneurial / tenant; Networking with relevant institutions; The existence of a clear policy and management.

CONCLUSION AND RECOMMENDATION

The characteristics of entrepreneur that can perform good morality are risk taking, self-reliance, creative, innovative, and discipline.

The teaching and learning method based on entrepreneurial character that had been held in SMK has not been effective. The findings indicate that there are still less than 15% vocational graduates who work independently and there are 30% who are unemployed

Actors or institutions involve in entrepreneurial character education is the school principal, teachers, alumni, industries and *Diknas* (educational) parties

The best practice model to produce graduate's through entrepreneur education should have three steps; they are preparation, implementation, finalization

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