

The Enhancement Of Entrepreneurial Competence For Primary Education

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Abstract.

The purpose of this activity was to improve the competence of elementary school teachers related to the renewal of the entrepreneurial profession through the approach of student aspirations. This community service activity was implemented in collaboration between IBI Kosgoro 1957 Republic of Indonesia, Shinhan University Republic of Korea and SDN 11 Lenteng Agung Republic of Indonesia. The method of service activities consists of counselling and discussion activities. The programme had a good effect. It turned out that 22 per cent of students changed their aspirations to become entrepreneurs. The change of aspiration indicated the effect of the programme implementation. Based on the analysis of the teacher response questionnaire on the usefulness of the programme, one hundred percent stated that this service activity increased their knowledge. The success of the programme was driven by the open attitude of primary school teachers and students and the participation of all partners who were very supportive of the programme implementation.

Keywords: *Entrepreneurship, Teacher and Student.*

I. INTRODUCTION

The role of micro, small and medium enterprises is proven to be a pillar of the economy in Indonesia (Zaman & Andriyanty, 2022). According to data from the Ministry of Cooperatives & SMEs in Indonesia, the ratio of the number of entrepreneurs to the total population in Indonesia is currently at 1.65 per cent. It is significantly lower than other countries (Kementerian Koperasi dan Usaha Kecil dan Menengah Republik Indonesia, 2010). The interest in entrepreneurship is greatest among people with junior high school education levels and below. This requires a comprehensive, sustained effort, starting from the earliest age groups. An entrepreneur needs a strong mental attitude and motivation, as well as creative and innovative knowledge (Wiklund, Nikolaev, Shir, Foo, & Bradley, 2019; Christina, Purwoko, & Kusumowidagdo, 2015; İrengün & Arikboğa, 2015). The research shows that the youth's view on entrepreneurship in Romania, indicated a growing trend in the younger generation. They have gained easier access to various platforms to start their business, yet are hampered by a lack of experience and future risk analysis. (Papulová & Papula, 2015). Ombebe *et al* stated that capital, level of education, business continuity and familiarity are determining factors in entrepreneurial interest for elementary school students (Obembe *et al.*, 2014). The development of the entrepreneurial population is constrained by many factors, including low access to financial capital (Harisman *et al.*, 2023; Kamarul Zaman *et al.*, 2022), low quality of human resource (Masnang *et al.*, 2019), productivity (Asrarudin, 2021) and business competitiveness (BPS RI, 2023).

One of the success factors of a business is related to the competence of the business actors themselves, which are having a life goal as an entrepreneur, having a leadership spirit, tenacity, willingness to work hard, and always looking for opportunities. (Andriyanty *et al.*, 2020; Hasibuan *et al.*, 2020). It is required in relation to competing. Competitive success requires the ability to combine various business strategies (Andriyanty, 2021; Andriyanty, Aras, *et al.*, 2020; Andriyanty & Lestari, 2022), information technology adaptation ability (Hasibuan *et al.*, 2022), environmental awareness (Andriyanty *et al.*, 2021; Andriyanty & Wahab, 2021; Hamboer *et al.*, 2022; Masnang *et al.*, 2019). One of the factors inhibiting the increase in the number of entrepreneurs in Indonesia is the low quality of human resources. Based on data

from the Ministry of Cooperatives and SMEs of the Republic of Indonesia in 2010, it was stated that the interest in entrepreneurship based on the level of education turned out to be in the group of junior high school graduates and below. Entrepreneurs who have a lower secondary education level have a percentage of 33 per cent, entrepreneurs with upper education levels amount to 23 per cent and university-educated entrepreneurs amount to only 6 per cent. Based on the data above, the effort to encourage entrepreneurship is to focus on children as early as possible. Early childhood education is needed to understand the concept of entrepreneurship. This is important because the concept that is firmly immersed in a person will increase the authority of entrepreneurship. (Aslan, 2010).

Empirical tests showed that the more students are exposed to entrepreneurial conditions that are friendly and creative, the more the entrepreneurial spirit of students will develop (Rahman et al., 2015)(Brancu, Munteanu, & Gligor, 2012; Hadi, Wekke, & Cahaya, 2015). In order to increase the number of entrepreneurs in Indonesia, based on Selvi and Untari's research, it was stated that a confident attitude is needed to develop the entrepreneurial spirit both internally and externally (Selvi & Untari, 2019). PA general programme that can be implemented includes formal education, entrepreneurship seminars and continuous training (Effendy, 2018; Safrudiansyah, 2016). The specific programme was through risk management workshops, perseverance workshops, entrepreneurial motivation workshops (Resmi, 2019). Other efforts by integrating well-programmed entrepreneurial values through learning planning, learning implementation and learning evaluation. The activity was proven by a change in attitude in Muslimat Nurul Huda Pakujati kindergarten students who were more independent, brave and creative (Farkhati, 2011). The knowledge about business planning can increase participants' knowledge and understanding of the purpose and benefits as well as the importance of making business plans before deciding to become an entrepreneur (Hasmidayani et al., 2017). Practical trading programmes for primary school students such as "market day" have been shown to improve the entrepreneurship of primary school students (Sulistyowati & Salwa, 2016).

Law on the National Education System of the Republic of Indonesia Number 20 Year 2003, states that national education has the function of developing abilities and forming the character and civilisation of a dignified nation to educate the life of the nation and state and to become a human being who believes in God, has noble character, healthy, knowledgeable, capable, creative, independent and becomes a responsible citizen (Sulistyowati & Salwa, 2016). This was confirmed by Aslan and Seda's research, which found that students in grades 4 and 5 of primary school could adapt well to project-based entrepreneurship education (Aslan, 2010). Entrepreneurship simulation training activities for early childhood had a positive impact on concretising the concept of entrepreneurship for children (Taulany et al., 2018). Basic education is a person's initial foundation in determining his or her career. Many research results showed that the stronger a person's basic education, the more stable his career choice will be. Related to the government's efforts to create as many entrepreneur as possible, in collaboration with SDN 11 Lenteng Agung, IBI Kosgoro 1957 and Shinhan University Korea, conducted community service activities. One of the programmes implemented was to train teachers to be more active in encouraging elementary school students' entrepreneurial enthusiasm. The purpose of this activity was to improve the competence of elementary school teachers related to the renewal of the entrepreneurial profession through the approach of student aspirations.

II. RESULT AND DISCUSSION

2.1 Materials

This community service activity was implemented in collaboration between IBI Kosgoro 1957 Republic of Indonesia, Shinhan University Republic of Korea and SDN 11 Lenteng Agung Republic of Indonesia. As a collaboration that has a concept to empower each other and efforts to assist the government in increasing the number of entrepreneurs. This activity was held from September 2019 to January 2020 and was specifically located at public elementary school Number 11 Lenteng Agung RT.14 / RW.5, Jalan Lenteng Agung Gang Waspada II, RT.12 / RW.5, Lenteng Agung, Kec. Jagakarsa, South Jakarta City, Special Capital Region of Jakarta.



Fig 1. SDN Lenteng Agung 11 Jakarta Selatan

The time selection was determined in parallel with the joint service activities between IBI Kosgoro 1957 and Shinhan University. The determination of the location was determined because the school already had a business incubator and was in the location of the lower middle class community group. This is conducted purposively in order to have a snowball effect on the continuity of the community service programme.

2.2. Methods

The method of service activities consists of two main activities, as follows:

1. Counselling activities. The activity contains material regarding the introduction of the profession of "entrepreneur" and the introduction of the concept of "entrepreneur is an entrepreneur". Teachers will be trained to help each of their students through the question "what are their dreams". Through the ideals approach, it opens up insights into the entrepreneur profession.
2. Discussion activities. Discussions are held between students, teachers with the supervision of the Faculty of Economics IBI Kosgoro 1957 team to clarify their understanding of the profession of "entrepreneur". At this stage the teacher understands that whatever the aspirations of his students, can be developed into a profitable business or business.

2.3. Result and Discussion

Increasing teachers' competence in entrepreneurship is aimed at introducing the concept of the "entrepreneurial" profession as early as possible, thus when they enter upper and higher education, they already understand what steps to take. Many studies support the concept that entrepreneurship can be fostered through education and training (Barba-Sánchez & Atienza-Sahuquillo, 2018). The initial understanding should be the concept of the entrepreneurial profession, and this programme consists of explaining "entrepreneurship" to primary school teachers. An important understanding for a teacher is to foster interest and motivate students to want to become entrepreneurs. The target was that the younger one learns about business, the sooner the potential for business success. The entrepreneurial profession is the concept of becoming rich by doing business. With business, both the seller and the buyer get benefit. Business must be mutually beneficial and conducted honestly. An entrepreneur will be successful if he/she has an honest attitude. With honesty, consumers will trust and continue to buy. The concept of mutual benefit will make oneself and others wealthy. If oneself and the surrounding community become prosperous, the Indonesian nation will become prosperous. With this insight, students are expected to have the motivation to become "entrepreneurs". The above topic is strengthened with an explanation of increasing motivation to become an excellent entrepreneur.

Becoming an excellent entrepreneur requires a strong mentality and high spirit. Motivation is the main driver to become a successful entrepreneur. What must be considered is that all elementary school students must have experience selling, then the profits from selling are saved to become business capital, ask for the blessing of parents and teachers and the courage to endure business risks. The following activity was a discussion about finding a business idea. Business ideas can start from the ideals and hobbies of each student. For example, if there is a student who likes cooking, then they can develop a business idea "selling healthy and cheap food online", selling special food for YouTubers", selling food eaten by celebrities" and other ideas related with cohort. Because there is new trend in society of food consuming based on their

lifestyle (Andriyanty & Wahab, 2022). Assuming that student has artistic talent, students can become artists without having to sign up with a production house. Students can write novels, poems, films, plays, music shows and upload them on video sharing websites. Nowadays, many young people upload their talents, interests and hobbies to video sharing websites. If the student's performance is unique, it will be watched and followed by millions of people.

If the student's followers on video-sharing websites reach more than one million followers, there will be companies that place advertisements and can become a source of income. From this approach, students are stimulated to develop simple ideas that match their desires, talents and aspirations. The implementation of this community service programme is a pioneering model where the programme and development were carried out using extension and discussion methods. Analysis of the aspirations of grade 2 elementary school students indicated that all students wanted to become employees and none wanted to become entrepreneurs. Based on the above analysis, students did not have the knowledge that an effective way to become a wealthy person is to become an entrepreneur. Here, continuous efforts are needed to instil the understanding that "becoming the wealthiest person is through entrepreneurship" and "becoming an entrepreneur is simple". These activities were conducted by teachers guided by the team during the implementation of the community service programme. After the implementation of the programme, students were again asked about their aspirations. This was done to see if the programme had a good effect. It turned out that 22 per cent of students changed their aspirations to become entrepreneurs. The change of aspiration indicated the effect of the programme implementation. A detailed analysis of the above can be seen in the following figure:

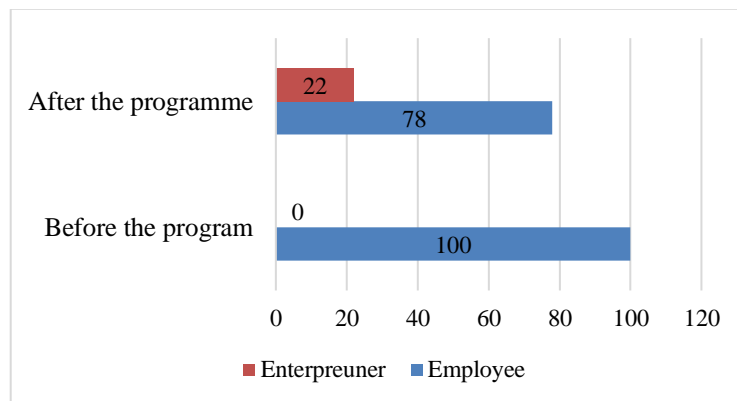


Fig 2. The changing aspiration of grade 2 students of SDN 11 Lenteng Agung before and after the community service activity.

This programme was developed because based on data from the Ministry of Cooperatives and SMEs of the Republic of Indonesia, it was discovered that people who chose to become entrepreneurs were people with junior high school education levels and below, while only 6.14 college graduates wanted to become entrepreneurs. This condition became the main concern of IBI Kosgoro 1957. After being identified it turns out that the entrepreneurial mentality should be instilled at an early age.



Fig 3. Photo session with all participants.

The efforts to cultivate the entrepreneurial spirit could be achieved with simple methods through the approach of students' aspirations. This condition could broaden the horizons of elementary school students. The usefulness of the programme was assessed through the students' aspirations changing as well as teachers' responses. Based on the analysis of the teacher response questionnaire on the usefulness of the programme, one hundred percent stated that this service activity increased their knowledge. The success of the programme was driven by the open attitude of primary school teachers and students and the participation of all partners who were very supportive of the programme implementation.

III. CONCLUSION

Fostering an entrepreneurial spirit as early as possible is an absolute effort in basic education. Immersing a strong mentality and motivation to elementary school students must be conducted according to age. IBI Kosgoro 1957 together with SDN 11 Lenteng Agung and Shinhan University jointly organized the community service activity that support the Indonesian government's efforts to increase the number of Indonesian entrepreneurs. The approach taken was with the aspiration of each student. Then the teacher will help the students to create a business idea according to their preferences. This activity was declared useful according to the teachers and there was a change in student aspirations, which before this activity no one aspired to become an entrepreneur and after the service increased to 22 per cent who aspired to become entrepreneurs. The future action is to implement this programme in all elementary schools in South Jakarta city.

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