

Entrepreneurship Values as Learning Resources of Whiting Industry in Sugara Island Village, Indonesia

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Abstract – This study aims to identify the values of entrepreneurship as a learning resource in the whiting industry in Sugara Island Village. The research method uses a qualitative approach with descriptive method with the case study research type, which is to identify entrepreneurial values in the small whiting industry adopted by business owners and employees in the small whiting industry in Sugara Island Village. Data sources used in this study are primary and secondary data. Data analysis is carried out using qualitative analysis techniques. The results of the study show that the whiting industry, which includes the processing of whiting in general and some supporting local factors, namely *kapah*, *kupak*, *pembanaman*, *penjumpitan*, *pengayuhan*, *pundut*, *belek*, and *bos*. (Utilization of entrepreneurial values contained in the process of whiting that is used as a source of economic learning, craftsmanship and entrepreneurship that comprise of commitment, moderate risk, seeing opportunities, objectivity, feedback, optimism, money and proactive management that are essential in entrepreneurship.

Keywords – Entrepreneurship, Values, Learning Resources, Whiting Industry

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I. INTRODUCTION

Soyomukti (2015) said that education is a process to provide people with a variety of situations that aim to empower themselves. While Triwiyanto (2014) explain that education is the process of civilizing the natural nature of each individual to be able to maintain life, which is aimed at attaining the total independence so as to obtain salvation in outer and inner life. Therefore education is very important in life because to obtain the salvation of life both outwardly and inwardly. Education taught at school to make a person become an entrepreneur is entrepreneurial education.

Entrepreneurship is defined as the courage to face risks in the future, to grow and develop and gain profit by using opportunities optimally. An entrepreneur is a person who is brave to face his future, the way he faces the future is by increasing the innovation he does to achieve life's goals. This is in line with the policy on entrepreneurship education contained in the 1945 Constitution Law No. 20 of 2003 concerning the system of National Education article 3. Another rule is the role of the government through Presidential Instruction R.I. Number 4, 1995 concerning

"National Movement to Promote and Cultivate Entrepreneurship". In 2008 the government through the Department of Cooperatives and SMEs launched the GETUKNAS (National Tunas Entrepreneurship) program for high school students and students. Therefore, the implementation of entrepreneurship education needs to be developed in all fields of education that aim to hone students into independent, creative, responsible, skilled students. One of the reasons for craft and entrepreneurship learning is that learning can be related to entrepreneurial values.

According to Sukirman (2017: 116), entrepreneurial values are a prerequisite that relates to entrepreneurial behavior. These values consist of commitment, risk of meddling, seeing opportunities, objectivity, feedback, optimism, money, and proactive management. One source that is owned by small and medium scale companies is the value of an entrepreneur's personality, namely the personality values that exist in an owner who is also the leader of the company. This condition shows that entrepreneurial values are still not fully owned by students today.

Learning sources according to AECT (Daryanto. 2010: 60-62) are divided into six types, namely: messages, people, materials, tools, technology and environment. Learning resources as a component of the teaching system must work together. Interconnectedness and interdependence with other teaching components cannot even run separately / independently without relating to other components.

The use of the environment as a learning resource will help students to be more familiar with various local potentials and advantages for the needs of learning activities, especially in entrepreneurship learning. According to Widowati (2012: 26) said that in utilizing a local advantage in school, the teacher must be sensitive to the symptoms in the environment (nature). Therefore, there is a need for clarity on all potential and needs to be familiarized because this is not a simple matter. If at this time it is very less accustomed, it will have an impact on the lack of awareness that nature shows various problems in learning through the symptoms or phenomena that arise in the surrounding area.

The study of local superiority in each region actually has many challenges and diversity in the environment so that proper analysis and study are needed. According to Mumpuni et al (2013: 823-829) that the form of integrating learning material that is in accordance with the surrounding environmental issues can provide convenience for students in solving environmental problems. The accuracy in analysing local superiority, especially for economic learning and entrepreneurship, can provide life skills for

students in accordance with the characteristics in the surrounding area and experience of daily life.

II. PROBLEM STATEMENT

Entrepreneurship learning that is taught to students in high school level is expected to be able to utilize learning resources as well as knowing the values of entrepreneurship by promoting a local potential or advantage, especially in South Kalimantan. Nevertheless, there are still many local learning resources that have not been utilized in the process of learning entrepreneurship and the entrepreneurial values found in the business. One form of local potential and excellence that has not been exploited and utilized optimally is the potential of Sugara Island Village in Alalak District. One of the local potentials or advantages in Sugara Island Village, Alalak Subdistrict, is the whiting industry from shellfish shells.

III. METHOD

This study uses a qualitative case study approach. Data was collected through several interviews on each participant for about an hour in each session. The data were recorded and transcribed to facilitate analysis. The analysis process was done based on frequency of emergence of certain issues. Issues were then categorised into several groups. The various groups were then analysed for similarities and difference to form themes of the study.

IV. DISCUSSION

There are a lot of entrepreneurship values that we can observe from people activities in whiting industry in Sugara Island Village. If we make connection with the idea of entrepreneurship values by Sukirman (2017: 116), the value include:

Commitment

Owners and employees divide tasks according to their respective expertise, owners and employees expect to be able to work even better in the process of making whiting from the beginning to completion, because for the business owner this is a basic job. The whiting industry owner is committed that he will preserve, maintain and advance the whiting industry because this business is a local business that has been lost for a long time. The owners and employees hope that this business will continue to run and can preserve this downhill business so that the local culture of Sugara Island village is not extinct.

Moderate Risk

Owners and employees have a solution if the difficulty in finding raw materials, in overcoming the weather, and the durability of the whiting because it has been carefully calculated in overcoming it. The owner also takes a risk is not too high and too low because if it is too low it will get low results while if taking risks is too high then the risk of failure will be high and high profits.

Seeing Opportunities

Owners and employees see this venture as an opportunity to create jobs because businesses whiting in Sugara Island Village have already started to decrease and no competitor because the competitor does not have a strategy in maintaining its market position so most businesses processing whiting in Sugara Island Village there is no longer running this whiting industry. Therefore the owner sees this whiting industry opportunity to maintain and preserve this hereditary business and create a job from the surrounding community.

Objectivity

The owner and employee of the whiting industry is hereditary business which is now the 3rd generation which is the main business for the owners and employees, because the whiting is still widely used by the community as one of the ingredients of cooking, as a tradition, and as a traditional medicine ingredient. Because of the long passage of processing business whiting made of shells (Kapah) in Sugara Island Village this then the owners are very aware of planning and measures prepared in case something unwanted happens and planning for the future to support employee performance and feasibility of the business.

Feedback

The owner gives feedback to the employee in the form of providing food and drinks and when ahead of the feast there will be a little extra money given by the owner to the employee. Whereas for the consumer, the owners and employees agree to give satisfaction to the results and good quality as well as good and timely service in the work of whiting so that consumers are satisfied and keep buying the whiting. The owner and employee of the whiting process in Sugara Island Village always give satisfaction to the customers both from the results and the behavior because thus the whiting industry has a good name in the eyes of consumers and the surrounding community.

Optimism

This whiting industry owner has a high sense of confidence or optimism because the owners and employees rely on quality and do not harm consumers. The owner and employees are sure that if they do a processing of whiting well in the processing and honestly or do not exaggerate the existing whiting in the big head which is already available, then the whiting industry will continue to survive and develop, and will not harm consumers.

Money

Business owners in running the whiting industry use personal money without borrowing money from other parties in the processing of whiting and as business capital used to buy raw materials such as shellfish (kapah), bark (kupak), as well as to hire employees of all processing

process. The payment is processed directly without debt to other parties.

Proactive Management

The owner will bequeath this business to his child because the whiting industry owner has planned carefully and judging from the performance of his child he can just run this whiting industry. Owners and employees hope that the child of this owner can run a business with hard work and can develop and further improve the whiting industry because of the whiting industry can support themselves and open up jobs for the surrounding community.

Based on that finding, we can adopt it into learning resources for craft and entrepreneurship learning as following table:

TABLE I: ENTREPRENEURSHIP VALUES THAT CAN BE USED AS THE SOURCE FOR CRAFT AND ENTREPRENEURSHIP LEARNING

Basic Competence		Entrepreneurship Values
Grade 10		
3.3 To analyze the craft production system with local cultural inspiration non-objects and materials in the surrounding area based on the carrying capacity of the local area.	4.3 Producing handicrafts with local cultural inspiration non objects and materials from the surrounding area based on the carrying capacity of the local area.	<ol style="list-style-type: none"> 1. Commitment 2. Moderate risk 3. See Opportunities 4. Objectivity 5. Feedback 6. Optimism 7. Money 8. Proactive management

Source: Processed based on research results (2017)

Local potential that can be incorporated into learning as a means of strengthening students' understanding of the material being studied and introducing local potential or excellence. Local potential or superiority of Sugara Island Village in Alalak Subdistrict, the type of local business such as the business of processing whiting can be incorporated into craft learning and entrepreneurship in class 10 basic competencies 3.3 and 4.3.

V. CONCLUSION

Whiting industry include the processing of whiting in general and a number of supporting local factors, namely *kapah, kupak, pambanaman, penjumpitan, pengayuhan, pundut, belek, dan bos.* Utilization of entrepreneurial values contained in the process of whiting which is used as a source of economic, craft and entrepreneurship learning, such as commitment, moderate risk, seeing opportunities, objectivity, feedback, optimism, money and proactive management that can be used as a reference for learning to be entrepreneur. High school teachers can pay more attention and explore the advantages or local potential that can be used as a learning resource in economic, craft and entrepreneurship learning. Students are expected to further broaden their horizons about local potentials and advantages that exist around the school. Other researchers are expected for future researchers to be able to identify

excellence and local culture especially in Sugara Island Village as a learning resource in economic, craft and entrepreneurship learning for students. Media development and relevant learning models related to entrepreneurial values as learning resources. Forms of evaluation of learning that are relevant in optimizing the acquisition of economic learning outcomes, craft and entrepreneurship with entrepreneurial values as learning resources.

VI. REFERENCES

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