

# Building Entrepreneurship Character Through Entrepreneurship Education (Study in Class XI Students of Computer and Network Engineering (TKJ) Programs at SMK Muhammadiyah 3 Banjarmasin)

Sri Setiti & Weny Andini Sari

**Abstract** – The aim of this research is to find out the entrepreneurship education of students, to know the character of students' entrepreneurship and whether the influence of entrepreneurial character through entrepreneurial education. This research design uses the mixed method methods. The research subjects consisted of 72 students of XI TKJ. The results showed that entrepreneurship education for students of XI TKJ amounted to 74.64% with high category and the character of entrepreneurship in students of XI TKJ amounted to 76.01% with high category. Based on the calculation of the SPSS results there is an influence on building the character of entrepreneurs through entrepreneurship education in students of XI TKJ amounting to 59.9% while 40.1% is the influence of factors outside variables that are not examined. While based on the contribution of entrepreneurship education variables with entrepreneurial character of 0.358. From these results it was concluded that entrepreneurship education had a positive effect on entrepreneurial character.

**Keywords** – Entrepreneurial Character, Entrepreneurship, Entrepreneurship Education, Vocational School

## I. INTRODUCTION

As the part of the National Education System, Vocational Education is the most important level of secondary education in the development of students' ability to work with certain skills, more specifically can prepare students to be ready to work in the industrial world, entrepreneurship independently, or can also continue to higher education in accordance with the department and develop themselves later. In other words, vocational schools play a role in preparing students to ready to work, both working independently with entrepreneurship and filling in existing job openings. Vocational students are deliberately prepared later to enter the workforce either through career paths to become middle-level employees or to become independent, self-employed or entrepreneurs.

According to Astamoen (2008) in Waskito (2015: 337) "Most parents provide motivation and aspirations so that their children become employees and rarely provide motivation to have pride as an Indonesian nation in any field including one as an *entrepreneur*".

Sri Setiti, Lambung Mangkurat University, Indonesia (Email address: [srisetiti@unlam.ac.id](mailto:srisetiti@unlam.ac.id)).

Weny Andini Sari, Lambung Mangkurat University, Indonesia (Email address: [wenyandini@gmail.com](mailto:wenyandini@gmail.com)).

If someone is able to read opportunities to develop new products or new ideas in building a business with a new concept, that person can be said to be an entrepreneur.

Entrepreneurship education taught at school as a lesson is quite easily adapted to the circumstances of the general lessons given to students aiming to instill the entrepreneurial spirit in students as a provision so that after attending school they have the ability to entrepreneurship by applying entrepreneurial character. The character of entrepreneurship in vocational schools needs to be considered well through the entrepreneurial education system in particular.

The optimum learning process for entrepreneurship is not due to the lack of entrepreneurial practices so that students still lack understanding of entrepreneurship learning and students are still lacking experience in entrepreneurship. In reality, in the absence of entrepreneurial practices in schools there are students who underestimate entrepreneurship learning because it does not affect graduation.

## II. PROBLEM STATEMENT

There is no optimum learning process for entrepreneurship because of the lack of entrepreneurial practices so that students are still less aware of entrepreneurship learning and students are still lacking experience in entrepreneurship. In reality, in the absence of entrepreneurial practices in schools there are students who underestimate entrepreneurship learning because it does not affect graduation.

## III. LITERATURE REVIEW

According to Drucker (1994) in Kasmir (2016: 20-21) "Entrepreneurship is the ability to create something different from what was before. This understanding implies that an entrepreneur is a person who has the ability to create something new, different from others or being able to create something different from what was before. In order to maintain the dignity of human life, who have the opportunity to develop abilities and foster their lives in society, namely through education".

Entrepreneurial character is a characteristic, character, nature and behavior typical of entrepreneurs that distinguishes it from others (Daryanto and Cahyono, 2013: 7).

#### IV. METHOD

The method used in this research is *mixed methods*. This research is a research step by combining two pre-existing forms of research, namely qualitative and quantitative research. Researchers used the mixed methods method to better understand the research problem by triangulating qualitative data in the form of descriptive details with quantitative data in the form of numerical data.

Overall the total population of this study was students of XI TKJ which amounted to 72 people with saturated sample technique. The variables used in this study were independent (independent) variables were entrepreneurial education (X), and the dependent variable was entrepreneurial character (Y). Data collected through interviews and questionnaires. The data analysis technique used was triangulation and simple linear regression analysis to find out how much influence between entrepreneurial characters through entrepreneurial education.

#### V. FINDINGS

The influence of entrepreneurial education to entrepreneurial characters can be seen at following table:

TABLE I. MODEL SUMMARY OF THE REGRESSION

ModelSummary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,599 <sup>a</sup>	,358	,349	6,046	1,652
a. Predictors: (Constant), EDUCATIONAL ENTREPRENEURS					
b. Dependent Variable: ENTREPRENEURS CHARACTERS					

Based on the results of simple regression in the table above, it is known that the value of r is 0.599, meaning that the character of entrepreneurs influences entrepreneurship education by 0.599. The simple r regression value is consulted with table 3.9 about the interpretation of the value of r indicating the medium category. So that it can be seen the value of  $r_{count} > r_{table}$ , which means there is an influence of entrepreneurial character through entrepreneurial education in students XI TKJ as a hypothesis in the study can be accepted, namely entrepreneurship education has a positive and significant influence on the character of student entrepreneurship that is equal to 59.9% while the rest 40.1% is influenced by other factors. Building the character of entrepreneurs through entrepreneurial education is included in the medium category, it can be concluded that entrepreneurship education can build students' entrepreneurial character.

#### VI. DISCUSSION

According to Isjoni (2003: 235) "Entrepreneurship Education needs to be developed, as affirms that entrepreneurship education that needs to be developed is education that can develop the willingness and ability of students to have entrepreneurial attitudes, knowledge and character in order to obtain provision to create their own livelihood and to be able to meet family needs or livelihoods ". Entrepreneurship Education is a whole

education, not just a theoretical or technical aspect. But it also requires the cultivation of entrepreneurial attitudes and mentality.

Simple regression results from building entrepreneurial character through entrepreneurship education amounting to 59.9%. The results obtained are then interpreted in the form of interval coefficients in the medium criteria. This proves that entrepreneurship education can sufficiently build the character of student entrepreneurship that is equal to 59.9% and 40.1% is the influence of other factors that have never been studied.

#### VII. CONCLUSION

The conclusions of this research are:

1. The results of interviews with entrepreneurship teachers, entrepreneurship education in SMK Muhammadiyah 3 Banjarmasin is based on the condition of people who are still educated unemployed who have not got a job, high competition in the world of work, and there are still many schools that cannot provide skills for students such as knowledge about entrepreneurship. Solutions for students also need and acquire skills, for example by holding entrepreneurship practices by processing products owned by selling values, developing interests and talents of students so that they are able to communicate, behave politely, have the ability to create their own job opportunities. This is in accordance with the description of entrepreneurship education in students XI TKJ SMKM 3 Banjarmasin included in the high category with an overall percentage of 74.64%.
2. Based on the results of interviews with entrepreneurial teachers in general, the entrepreneurial character of students is seen when undergoing relationships with friends. For that reason, the character of entrepreneurship in schools needs to be considered well through the entrepreneurial education pathway in particular, so that environmental conditions that apply the character of entrepreneurship are needed, students become accustomed to applying it and in the end will become the character of students' personality that can be obtained from the existence of entrepreneurship education in schools. This is in accordance with the description of entrepreneurial character in students XI TKJ SMKM3 Banjarmasin included in the high category with an overall percentage of 76.01%.
3. Based on the results of SPSS calculations it is known that the influence of entrepreneurial character through entrepreneurship education in class XI TKJ at SMKM 3 Banjarmasin amounted to 0.599 means the influence of entrepreneurship education (X) with entrepreneurial character (Y) amounted to 59.9% while 40.1% is the influence of factors others in these variables that have never been studied. While based on the contribution of entrepreneurship education variables (X) with entrepreneurial character (Y) of 0.358. From these results it can be concluded that entrepreneurship education (X) has a positive effect on entrepreneurial character (Y), so that the influence criteria are in the strong and significant category.

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