



## THE RECONSTRUCTION OF CURRICULUM IN DEVELOPING ENTREPRENEURSHIP ATTITUDE BY DEVELOPING CREATIVE AND INNOVATIVE IDEA

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**Abstract :** There has been a growing competitiveness in the workplace because the number of workplaces available has been limited. To obtain work, one should own skills that match with the available work. Vocational education is one of the institutions which prepared students with skills and create human resources who can productively prepare their own businesses with the low budget but able to provide work for many people. Therefore, curriculum in vocational education should lead and support the creation of educated human resources and also alumni who can make their own workplaces. One of the contents of the curriculum is entrepreneurship. Through entrepreneurship education and internship program in the industry, students are expected to be able to cope with work condition and able to examine within the business. Therefore, students are expected to grow creative and innovative entrepreneurship attitudes. In the end, entrepreneurship becoming part of their lives and thus they can create jobs for themselves and others and are able to support the government's program on eradication number of unemployment.

**Keywords :** role of curriculum, entrepreneur attitudes, creative and innovative

### I. INTRODUCTION

Workplace is the main issue that happens in all countries around the globe because growing number of people and increasing number of unemployment. Indonesia also experience the something with the increasing number of working age group every years but supported by the increasing workplace available thus creates economical and social crisis. Vocational education is one of high education institution that provides skills in many fields. However, skills, themselves, is not enough to make someone an entrepreneur, one method to solve it, is to teach the students entrepreneurship, conduct internship for students (MKBS) program and motivate them to open their own business.

General though that entrepreneurship is inherited, is not true because becoming entrepreneur is something that can be learned and should be supported by strong will. The plethora of studies on entrepreneurship can be divided in three main categories: what happens when entrepreneurs act: why they act; and how they act. In the first, the researcher is concerned with the results of the actions of the entrepreneur, not the entrepreneur or even his or her actions per se. (Stevenson, 2012) Therefore, role of vocational education is crucial in developing and educating future generation that has skills and is able to open business for themselves and others. Hence, every supporting attempts should be conducted that are: to restate concepts and aims of vocational education, provide curriculum which supports the development entrepreneur attitudes and entrepreneurship, provide working



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experience for students through internship and creating creative and innovative ways of thinking

## II. DISCUSSIONS

Concept of vocational education is different with general education according to education criteria, learning subjects and alumni. Criteria that should be owned by vocational education is to prepared ready to work human resources according to demand of the workplaces. Therefore, curriculum should focus on psychometric aspects, affective and cognitive. Vocational education should correspond to the development of workplace and therefore better infrastructures, government and public supports are needed. According to Nolker and Shoenfeldt (1983), to choose learning contents, vocational education should always in line with the advancement of technology and public needs on alumni, individual needs and available workplaces.

To view the state of education today which is loaded with several weakness, there are needs to apply new policies that can prepare students to be able to play a role in the globalization era, and it should be well-planned. As a consequence, the development of education sector, particularly the development of vocational curriculum should be able to support learners to have the potential and competence that can be expected in entering the workplaces.

Curriculum is a written document which can be use as references in the implementation process of teaching and learning. The curriculum should be designed to be simple, easily understood and systematic. Therefore, curriculum should be begun with the specification needs of students, because the target of curriculum is the student and the curriculum is designed based on the needs of society, because society will be the user's graduates (Sumantri, 2004). For the reconstruction of vocational curriculum should be refined and realistic achievement, preparing students to enter the workplaces as a “ready to work” human resources to face the free market which demand an increased in qualified human resources, which are competitive and productive. This is clearly a challenge in education. Achievement of quality human resources education demands a standard of quality, competency standards and the standards of value that can be used as a basis in a variety of programs which carried out to form human who have high intellectual, emotionally stable and easily adapt to the work environment as well as having a virtuous character noble.

Curriculum development is directed to prepare HR too enter the workplace. The curriculum now needs to be revised because it is no longer in line with the demands of the workplace. What is produced from the current vocational education program appeared to be not able to prepare graduates entering the workplaces, as the knowledge and skill which have been gained cannot meet the progress of industrial technology. As a result, when entering the workplace, knowledge and workplace's skills must be reformed to match the fields. In other words, the produced graduates who are still not ready to work.

Schumpeter takes a more specific view. He considers entrepreneurship the process by which the economy as a whole goes forward. It is something which disrupts the market equilibrium, or 'circular flow.' Its essence is 'innovation.' (Stevenson, 2012) For that reason,



education should provide curriculum reconstruction in the formation of character. Intellectual improvement must increase productivity and innovation of students, so it can go into the world of work. Therefore, the curriculum should lead to the formation of character (character building). The curriculum aims to support the reconstruction of teaching purposes. Vocational curriculum development should be focused on the development of curriculum subject areas. The field of study curriculum development should contain student's experience component which are focused on mastery of skills which in number should be made according to the purpose of education.

Entrepreneurship scholars have developed numerous typologies to describe alternate perspectives of entrepreneurship (e.g., Cooper & Dunkelberg, 1986; Schollhammer, 1982; Webster, 1977). These classification systems typically depict differences in entrepreneurship as the result of various combinations of individual, organizational, or environmental factors that influence how and why entrepreneurship occurs as it does. Although these efforts have served to point out the various dimensions of the entrepreneurial process, they have not led to any widely held consents regarding how to characterize entrepreneurship. (Lumpkin, 2009) For courses that are managed to reflect the characteristics in preparing graduates to enter workplace or to open workplaces for anyone. In the reconstruction of the curriculum, it needs a reduction in teaching load which do not support curriculum. In order to reflect the expected abilities, the curriculum requires the development of appropriate techniques. Besides, it needs to think the form of teaching in accordance with the teaching goal which is to produce educated and skilled graduates to be a "ready to use" worker. Therefore, the curriculum should be revised and if it is need, it should be reformatted.

Subjects that are irrelevant to the courses should be removed and the subjects that support the achievement of the objectives according to the existing field of study should be added. If it is viewed from what have been obtained from entrepreneurial education and job training courses, they are still not enough, because it is more important to cultivate the entrepreneurial potential owned by students. This is important to anticipate. If after graduation, they will not work because there are more job seekers than available jobs then it results in more competition to obtain a job. Therefore, he needs to create jobs, at least for himself.

In fostering entrepreneurial attitudes, Apprenticeship Field of Study (MKBS) can give a picture directly to the students about business or entrepreneurship. This experience is necessary for students who have direct experience to open workplaces or to be worker in any company or government agency. Implementation MKBS for students clearly provide additional value because the students will directly learn how to manage the business, so that later he can follow to manage the business or work on existing industry.

Thus, MKBS implementation can be beneficial for students who are directly oriented to business and industrial world. For field site selection of International Studies (MKBS), it is better to learn in small industries, because the system is not complicated, easy to learn, be explored and applied in daily life. The environment of entrepreneurship contained in a small industrial environment is very transparent and easily caught by those who want to learn it. The characteristics of small industry are quite good and proper for the implementation of



International Field Studies (MKBS) for students, to foster the entrepreneurial character of students. If the executor or the authorized place of MKBS choose the large-scale industry as a partner in the implementation of students' MKBS, then the condition will be different to the ones in a small industry. The condition of the large-scale industry is relatively well established, ideal and complex which has been running in an orderly, efficient, versatile and with modern equipment. With this kind of condition, the industry demands strict requirements and it is difficult, even from the students who will carry out MKBS as they relate to the overall production system efficiency. In addition, if an internship at a large-scale industry, with the ability and skills of students is limited, likely to cause feelings of helplessness, apathy, and loss of confidence. On the other hand, in a functional system which is so big, big industry will consist of many partial sections of a technology and industry structure.

Many innovative designs arise from a creative individual's dissatisfaction with, and desire to improve, existing products - what has been termed 'constructive discontent'. (Roy, 1993). In the large-scale index, students will only encounter a transitional creativity, taste, and human intention which is directed to robot mechanism. Employment, including students who do internships only act as an element of production that may be unrelated to each other. For example, students MKBS from home industry department are only placed to just sew the pockets, then they will only have skills to sew bags. Finally, MKBS students do not get experience the spirit of entrepreneurship.

Based on this phenomenon, it is important to look at the existences of small industries as partners in the implementation of student MKBS. Small industries have great potential to cultivate the seeds of entrepreneurship. Small industries have a system that is relatively simple, uncomplicated, and easily digested by the student. Students can study a comprehensive business system even on a small scale, because it can immediately find out the lines of business, business planning, lay out, supply of raw materials, production processes, marketing, management, finance, and the attitudes and behavior of the entrepreneur. By giving directly to the entrepreneurial world of student motivation, it will stimulate students to become an entrepreneur who has a creative and innovative thinking.

To be able to think creatively well, it takes courage, conviction and willingness of people. People are trying to think creatively because there is a strong desire to own to produce an improvement as a result of motivation for high achievers. By thinking creatively will produce a creativity that would come from someone with innovative ideas. Innovative way of thinking is a capability that is necessary and should be owned by an entrepreneur. In conducting a small business, innovation must take place at all times so that the resulting products always attract other people to have, and making a profit, as well as long-lived business.

Look at current economic condition, one should not rely on others to find work. With the capabilities, it is the time to build their own business, because the home business industry can be utilized for their own benefits. It can also be used for other people by hiring employees, either from family members or people who live in surrounding area. Although not in large-scale, but it may indirectly open new workplaces and can reduce unemployment, in the end, it can reduce poverty. To develop and get market opportunity,



building a business must have creative thinking and innovative in order to continue to develop new ideas and interesting. To think creatively in a person can be viewed through the characteristic: 1). Flexible that is not rigid, flexible and willing to accept others' ideas. 2). Unconventional, not naive, not just what it is, 3). Eccentric (odd), that have a different mindset with others, 4). Vibrant, and has great enthusiasm and energy, 5). Free, not bound by certain rules 6). Self-centered, 7). Work hard and excited, 8). Dedicated, means to have a high persistence and 9). Intelligence, has a mind of high

For creative thinking, there were steps that could be done, which are: 1). The need for preparation to obtain facts about the problem to be solved (gathering data), 2). The existence of individual businesses to apply divergent thinking (spreading), not focused at one point only, 3). Someone seemed to leave (escape) from the issue and put into unconscious stage, while consciousness is thinking about other things (incubation stage, 4). Understanding the need to be aware of people that the answers will be found, 5). Self-evaluation of the ideas will be generated, then carefully re-examine the ideas that are less useful.

Therefore, it is necessary to attempt to build creativity in creating the design that is new, useful, and understandable. The word "New" means innovative, unprecedented, unique, interesting and surprising. The word "Useful" means powerful, practical, smooth, and solve problems. To build a way of thinking, there are: (1). Think from all directions; ability to play with ideas, ideas from all directions and then linking to a problem to be solved. (2). Develop the ability to think of one idea, ideas, spreading in all directions. (3). Flexibility of the concept; able to spontaneously change the perspective or the stagnant (4). Originalities think; ability to produce an idea, ideas, concepts, which is unusual but not always new, (5). Prefer simplicity rather than complexity; prefer a hassle than convenience, prefer challenge than a security, (6). To have skills in many ways; have a lot of interest and effort. The characteristics that allow people to be creative are: (1) independent-minded, (2) Never give up, (3) Able to communicate well, (4) More interested in the concept rather than the small things, (5) the desire to have large curiosity, (6) has the imagination and fantasy, (7) Not immediately reject the new terms, (8) living in a clear direction, and (9) attempted to overcome the great things with great encouragement.

To increase creativity is by understanding that it is a part of human nature. Exploring the mind is one of the characteristics that creative people are always open to new ideas or possibilities. However, open to new things or ideas is contrast to the process of actively seeking and developing ideas. Creativity means actively seeking and developing ideas on an ongoing basis. Just as an explorer, a creative is always looking for different ways to do things. An explorer of mind believes that there are many possibilities, opportunities, products, services, findings, methods and ideas waiting to be discovered. For a creative, mind exploration and exploration of the things that have not been thought of by others before. They are not afraid of ignorance and uncertainty. They believe that happiness and success does not come from following the footsteps of others, but seek and find his own way. As said by Robert E. The first explorers Peary reached the North Pole: *In veniam viam faciam aut* (I will find a way or make-one - I'll find a way or make a new road).



The best way to get a good idea is to gather lots of ideas. If the limit is always with one idea, one answer, one way, and the lives we live, will never get the best things that can be provided by life. Therefore, by training we can find many solutions or alternatives. If you only have one way or the answer to the problem, then it should be understood that many options and alternatives for that matter. Who knows that the second alternate, third and so on will be the answer or the best solution. Use your imagination, because imagination knows no bounds. Creative imagination can help to explore options or different options and to see many scenarios and opportunities result. Many of them are successful in life, find road to success (breakthrough) after withdrawal, contemplation and reflection.

Creativity means actively seeking and ideas on an ongoing basis. Just as an explorer, a creative is always looking for different ways to do things. An explorer of mind to believe that there are many possibilities, opportunities, products, services, friends, methods and ideas waiting to be discovered. Many significant advances in the field of creative industries, business, education and science in addition to the need for creative thinking to get new ideas, innovative thinking needs to be developed as well. Basically, everyone has the ability to think in an innovative, but unfortunately this ability develops only in certain people, namely people who are willing to develop their crass becomes a success. People who do not want to get or lazy thinking will feel tired when facing a problem that requires thought, but who do not yet start to think for themselves and society development. To develop innovative ways of thinking can be done by: 1). Getting used to have dreams, do not spend time and energy just to think about problems of everyday life. If necessary, to provide a place to make big dreams, and noted the dream and capture the opportunities that allow the dream come true, 2). Enrich the source of many ideas in readings and experiences. This will help building the dreams and great expectations. The next attempt to arouse interest and curiosity in new original things did not attract interest. 3). Getting used to accept the differences and changes, and make the differences that occur as a facility for enriching insights. Difference opinions would not be a match to win the argument that we believe it is necessary to increase the discussion about the things we want to know. 4). Foster empathy for others, because of the empathy to understand what someone will think and feel by others. To be able to feel the need to learn to be good listeners when other people need to share and tell the problem. By understanding the basics that can encourage people to think in creative and innovative, one can judge for itself whether the business has been done has been categorized as the characteristics, the stages and how a person in developing themselves, thus indirectly in his has been no preparation for learning.

In addition to exposure noted earlier, one also needs to have principles that can bring a better direction of what would and have done. As for principles such as; (1). The requirement to analyze the opportunities, all sources of innovation opportunities should be analyzed systematically. This has the aim to find opportunities that truly fit with the innovation that will be done. (2). The requirement to broaden horizons, the more fantasy stuff that can be developed, the easier it is for someone to look for innovative ideas Expanding horizons can be done by more widely read, see, hear and feel. (3). The requirement to act effectively. An innovation must comply with the requirement. Condition for the effectiveness of an innovation is simplicity. An effective innovation will raise



questions and will bring regret when getting new stuff is really simple, but why think before it happens. (4). The requirement for not thinking outside the box, it is good to have high dreams. It is a source of inspiration to make an innovation, but try ranging from small things first. Armed with an understanding and ability to develop ways of thinking that has been presented, it can begin to develop creative ideas to incorporate in the search for a breakthrough in several areas of the occupied business. Thus, Vocational Technology Education curriculum should include the charge of entrepreneurship education and motivation to think in creative and innovative developing ideas.

### III. CONCLUSION

Vocational Technology Education is one of the Higher Education Institutions that provide supplies to make someone to have entrepreneur spirit. Entrepreneur spirit is not inherited but can be developed and studied with a high willingness and determination. Curriculum development should be directed to prepare the students entering the workplaces as a ready to work human resources to face the free market that demands quality human resources, which is competitive and productive. Achievement of quality human resources demands a standard of quality education. To meet the labor-based industrial technology, vocational education curriculum needs to be reorganized in order to meet real needs in the field. Curriculum aims to support the reconstruction of teaching purposes. Therefore, higher vocational education in preparing their graduates referring to the demands of the workplace, it is necessary to revise the curriculum in accordance with the demands of employment. In the reconstruction of the curriculum need to be a reduction in unnecessary teaching loads and support.

Entrepreneurship education and job training courses are not enough to make someone to own entrepreneurial spirit, and it is more important to stimulate student motivation to become an entrepreneur is creative and innovative thinking and ability to develop the field and the field of business in accordance with their respective interests.

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