



STRENGTHENING THE INTEREST ABOUT ENTREPRENEURSHIP THROUGH SOCIAL EDUCATION IN THE HIGH SCHOOL

Herlina

lina.andiirawan@gmail.com
STIE Kridatama Bandung

Lussy Anggraeni

lussyanggraeni.la@gmail.com
Politeknik TEDC Bandung

Abstract : The purpose of this study is to determine the factors supporting entrepreneurial interest due to the low level of entrepreneurship in Indonesia, and one of the causes is that the education system in Indonesia does not encourage students to develop into entrepreneurs. Their mindset is still oriented to how to become a civil servant. This research uses literature review method by using books and journals and other sources. From the results of the study indicate that the interest in entrepreneurship is supported by several supporting factors, namely motivation, creative, innovative, and supported by entrepreneurial education both formally and informally. The results of this study will be recommended to schools that have not maximized entrepreneurship education, especially in high schools, with the hope that all students who learn not only in vocational schools are motivated to become entrepreneurs.

Keywords : interest in entrepreneurship, social studies education

I. INTRODUCTION

Indonesia is an area of the country that has 271 million inhabitants. This figure is released by the Central Statistics Agency (BPS) in 2018. Actually, from that number there is a number of productive ages that are greater than non-productive age, which is 51.6% indicating that the age unproductive means 48.4%. But along with the development of economic growth in the globalization era, this number does not guarantee that the Indonesian people are in sufficient or prosperous level. There are still many people or poor people in our country.

To improve the economy, of course and certainly the state income must increase year by year. our country is still classified as a developing country because one of them is the number of entrepreneurs we still reach 3.1% of the population. While the country can be said to be a developed country if the country has an entrepreneur of around 14% of the population. This shows that our country needs to accelerate economic growth.

The thing that refers to this phenomenon is how to create as many talented young entrepreneurs in their fields. Entrepreneurship (entrepreneur) has long been an important concern in developing the socioeconomic growth of a country (Peterson & Lee, 2000). The problem at the moment is the low interest in entrepreneurship for this generation of people. The young generation's mindset is always oriented towards becoming a civil servant or private employee or an employee.

In the education curriculum in Indonesia, there has actually been entrepreneurship learning



in schools and even at the university level. However, it is not yet maximal in its implementation. The reason for the interest in entrepreneurship can be seen from the daily lives of those who tend to be only as students who accept learning, not develop their mindset without being given an instruction. Behaviors or attitudes like that that still need to get attention to be corrected immediately. In the Theory of Planned Behavior (TPB) describes a person's behavior. Usually TPB is used as an intervening variable to explain one's intention (intention) which then explains the person's behavior. TPB is very suitable to be used to explain various behaviors in entrepreneurship. As Ajzen (1991) says that TPB is suitable to explain behavior that requires planning, such as entrepreneurship (TPB is suitable for explaining any behavior that requires planning, such as entrepreneurship).

II. LITERATURE REVIEW

This research assessment is based on behavioral theories. Starting from the theory of reasoned action TRA (Theory of Reasoned Action) developed by Fishbein and Ajzen (1975), namely the theory that tries to reveal the reasons for the actions taken and hereinafter referred to as TRA. While TRA is fundamental in explaining behavioral studies. Bagozzi (1992) in Dharmmesta (1998) suggests that TRA is a parsimony theory in explaining behavior. Behavior that requires planning can be reflected in entrepreneurial behavior. Furthermore, to foster entrepreneurial interest, there are several supporting factors, namely motivation, creativity, and innovation. And supported by formal and informal learning.

2.1 Entrepreneurial Interest

Entrepreneurial interest indicates a person's preference or interest in entrepreneurship. Interest in entrepreneurship is often used as a variable in a study. This article will discuss the understanding of Entrepreneurial Interest according to some experts. Hilgard and Bowers (2004) defines interest as; "A form of tendency to pay attention to and enjoy some activity or content, especially a vocational interest".

Interest is the tendency to pay attention and like some things or activities, especially to certain things. Activities that are of interest to someone must be considered continuously, accompanied by a sense of pleasure, so that satisfaction is obtained, Brown and Brooks (1991). The interest in entrepreneurship is also influenced by the presence of high soft skills, because to be an entrepreneur requires a variety of strong personal skills and characters.

2.2 Social Sciences Education

According to the Ministry of National Education in the "Minister of National Education Regulation Number 22, 23, and 24 of 2006" (2008) stated that Social Sciences is one of the subjects given starting from SD / MI / SDLB to junior high school / MTs / SMPLB. Social Sciences examines a set of events, facts, concepts and generalizations related to social issues. Based on the various opinions mentioned above, it can be concluded that Social Sciences is the study of human life as individuals as well as social beings who interact with their environment. Therefore students who are part of the community need to be given mastery of Social Sciences as a provision for their future life.



One of the goals of Social Studies Education itself is to develop the ability to think critically and creatively, inquiry, problem solving, and social skills. So it is associated with the aim of Social Studies Education, for the students to develop their creativity and skills in their life skills, one of them is entrepreneurial skills.

According to Taneo (2009: 36), it is explained that what is the scope of IPS is humans as members of society or humans in a social context. Therefore social studies learning not only emphasizes on aspects of knowledge, but also fostering students to develop and apply the values of knowledge in the community.

According to Lambing and Kuehl (2007), the results of recent research show that there are four things that influence entrepreneurial decisions, namely personal self, cultural environment, social conditions, and a combination of the three. Meanwhile, according to Hisrich, et al. (2005: 18) and Alma (2010: 12), factors that influence entrepreneurial interest are the educational environment, one's personality and family environment.

The Ministry of National Education (2008) explains one of the lessons learned in Social Sciences in schools so that students have the ability, namely. Having the ability to communicate with others, work together and be competent in a pluralistic society, at the local, national and global levels.

The interest of one's entrepreneurship can be seen from two main indicators, namely: (1) how strong a person's efforts are to dare to try doing entrepreneurial activities; (2) how much effort someone has planned to do entrepreneurial activities (such as activities in managing time and finances for the purpose of entrepreneurship). Based on the above discussion, it is known that the interest in entrepreneurship is not always formed automatically from birth, but can be grown through education and training.

2.3 Motivation

Here are some theories about motivation from some experts:

- a. Motivation is a change in energy in a person (personal) which is marked by the emergence of feelings and reactions to achieve goals. (Donald: 1950).
- b. Maslow's Theory (1943-1970), dividing human needs as follows: 1) Physiological Needs, 2) Safety Needs, 3) Social Needs, 4) Award Needs, 5) Self-actualization needs. The theory assumes that lower needs must be fulfilled before higher needs such as self-realization begin to restore one's behavior. It is important in Maslow's thinking that the needs that have been met provide motivation.

2.4 Creativity

According to Conny R Semiawan (2009: 44) creativity is the modification of something that already exists into a new concept. In other words, there are two old concepts that are combined into a new concept.

Meanwhile, according to Utami Munandar (2009: 12), that creativity is the result of interaction between individuals and their environment, the ability to create new combinations, based on data, information, or elements that already exist or are known



before, namely all the experience and knowledge that has been obtained someone during his life both in school, family, and community environment.

2.5 Innovation

Innovation is introducing new ideas, new goods, new services and new ways that are more useful. Amabile et al. (1996) defining innovation which has to do with creativity is innovation or innovation comes from the word to innovate which means making changes or introducing something new. Innovation is sometimes interpreted as an invention, but its meaning is different from the discovery in the sense of discovery or invention. Discovery has the meaning of discovering something that is actually something that already existed before, but it is not yet known. While inventions are discoveries that are truly new as a result of human activities. Prof. Dr. Anna Poejiadi (2001) provides an explanation: Literally to discover means opening the lid. This means that before opening the lid, something in it is unknown.

III. METHOD AND RESEARCH DESIGN

This study uses the literature review method which is a study that uses several sources; national journals, international journals, and relevant books. Several sources have been found that are related to entrepreneurial interest, Social Education, motivation, creativity, and innovation. Of these articles, not all of them have full criteria, namely that there are some who are of good quality and moderate, even low.

IV. RESULTS AND DISCUSSIONS

Based on the results of the articles collected and analyzed by the authors it was found that asking for entrepreneurship of students was influenced by several internal factors, namely motivation, creativity, and innovation. Students who have high motivation can run entrepreneurship trials well, for example by selling in their school environment. For non-educated participants who do not have high motivation, they just join together around, but nothing is done, even if only to help offer goods. Furthermore, the factor of creativity, students who are really happy in their entrepreneurship are more creative than those who have no interest. For example in selling snacks / food they decorate in such a way that the food looks attractive and delicious to eat. Innovation is also a factor that can affect an interest, students who have high innovation will always create new things, which are different from before. These are students who have high innovation power.

Entrepreneurial interest is grown in the Education environment with the aim of students starting to learn to open a business opportunity. Education and training that supports this are often carried out by educational institutions. However, only a portion of those who have asked for entrepreneurship. Their mindset is still oriented to becoming a civil servant or an employee from an agency / factory. This is a challenge for Educational Education Institutions to create an entrepreneurial friendly environment and begin to change the mindset of students. With Social Sciences Education that studies things that are happening around them, students develop their creativity to learn to capture the opportunities around them, carry out new combinations (activities) (Schumpeter, 1934), exploration of opportunities (Kirzner, 1973), facing uncertainty (Knight, 1921), and getting together the factors of production (Say, 1803). With social knowledge, students are expected to be able to provide solutions to social and economic problems



in their environment. Thus, the entrepreneurial interest must really be fostered among students, motivation, creativity, and innovation from the students which will foster interest in entrepreneurship. Baum, Frese, and Baron (2007) explained that motivation in entrepreneurship includes motivation that is directed at achieving entrepreneurial goals, such as goals that involve the introduction and exploitation of business opportunities. The motivation to develop a new business is needed not only by confidence in its ability to succeed, but also by its ability to access information about entrepreneurial opportunities.

V. CONCLUSION

In the current and future eras, talented young entrepreneurs are expected to be present in the community to improve regional and national economies. Then start early. Entrepreneurship Education is taught in schools, especially high schools and vocational high schools. Soemanto (2002) said that the only struggle or way to realize human beings who have entrepreneurial morals, attitudes and skills is with education. Education makes individual insights become more confident, can choose, and make the right decisions, increase creativity and innovation, foster moral, character, intellectual, and increase. Plus students as social creatures learn about the Science of Social Education that teaches them to be able to capture opportunities in their environment and be able to find solutions to problems in their lives and in society. Then the entrepreneurial interest must begin to grow and develop, even supporting factors are presented and trained so that students are able to use it to the maximum extent possible according to their abilities. Motivation, creativity, and innovation greatly help the growth of interest in entrepreneurship. All three need to be applied in harmony to support entrepreneurial interest.

REFERENCES

- Alma, B. (2011). *Kewirausahaan Untuk Mahasiswa dan Umum*. Bandung: Alfabeta.
- Ajzen, I. (1991). *The Theory of Planned Behavior*. Academic press. Inc.
- Baum, J. R., Frese, M., & Baron, R. A. (2007). *The psychology of entrepreneurship. Mahwa*. New Jersey: Lawrence Erlbaum Associates.
- Brown, D. & Brooks, L. (1991). *Career Counseling Techniques*. Boston: Allyn & Bacon.
- Bygrave, W. D. (2003). *The Portable MBA Entrepreneurship*. Jakarta: Binarupa Aksara.
- Conny, R.Semiawan. (2009). *Memupuk Bakat dan Kreativitas Siswa Sekolah Menengah*. Jakarta: Gramedia.
- Hilgard, E.R. & Bowers, G. (2004). *Theory of Learning: Century Psychology Series*. New York: National Book Foundation.
- Hisrich, R. D., et al. (2008). *Entrepreneurship*. (Edisi 7). Jakarta: Salemba Empat.
- Lambing, P. & Kuehl. C. R. (2007). *Entrepreneurship*. (4th edition). Upper Saddle River: Prentice Hall.
- Utami Munandar. (2002). *Anak Unggul Berotak Prima*. Jakarta: PT. Gramedi
- Amable, Teresa, M,dkk. (1996). Assesing the Words Environment for Creativity. *Academic of Management Journal*, 39 (5), 1554- 1184.
- Soemanto, (2002). *Mengaktualisasikan Sikap dan Perilaku Wirausaha*. Jurnal Online