

The Concept of Fun-Eco-Preneur Education for Forming Entrepreneurial Spirit on the Elementary School Student

Suryaman

Master Degree, PGRI Adi Buana Surabaya University, Indonesia. msuryaman1939@gmail.com

Abstract

The formation of the entrepreneurial spirit can not be done in just a short time, but must be done since the students are at the school year. The concept of eco-fun-preneur was originally only intended for high school students, with the consideration that not all of high school graduates can go on to pursue higher education so that another briefing is necessary for students to be independent after high school. But actually some elementary schools that the implementation of entrepreneurial habituation and familiarization early also showed better results, because the students are already accustomed to be able to cooperate and work together. This paper attempts to clarify the concept of eco-preneur fun when applied in elementary school. This concept means the students are trained to be able to be independent, communicative, tolerance, not easily discouraged, creative and innovative.

Keywords: Fun-Eco-Preneur, Entrepreneurial, Elementary School, and the Concept of Entrepreneurship.

INTRODUCTION

One of the most important part in the progress of human civilization can be achieved because of the education. Education acquired by man since man was born to an adult, acquired education is expected to be a provision for human life as they mature later. Education can be obtained not only in the classroom, school, and an institute of learning, but education can also be obtained when humans interact with each other and with the environment surroundings. The usual education as we know the term non-formal education.

In Indonesian Dictionary (2008) explained that education is the process of changing attitudes and code of conduct of a person or group of people in a mature business man through teaching and training efforts. Piaget defines education as a process to create and produce. Broader meaning than the Piaget statement is that education is everything that happens in humans that can affect the growth and development patterns of thinking and patterns of human life. Here are some concepts about education, according to Mudyahardjo (2001) education is all a learning experience that takes place in every neighborhood and throughout life and education can be interpreted as teaching that was held at the school as an institution of formal education, while according to Muhibinsyah (2003) education is as a process with certain methods so that people acquire the knowledge, understanding, and how to behave in accordance with the requirements.

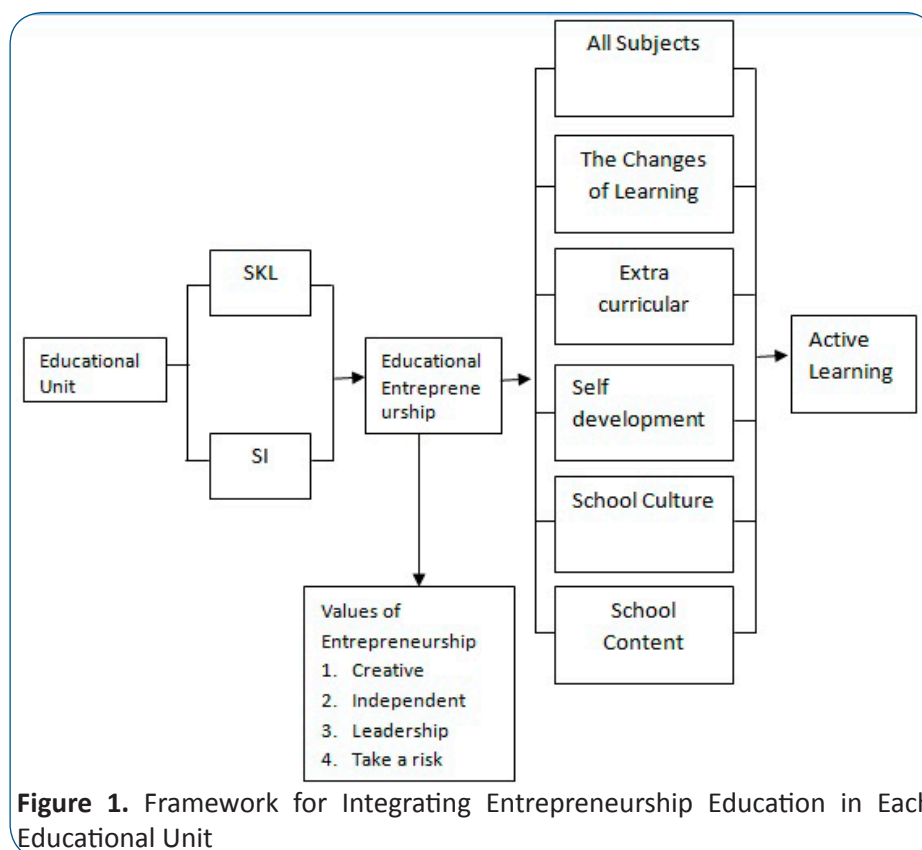
Based on the concept of education and the demands of the times, education is an important part for humans to maintain and develop life. Under these conditions, in accordance with current technological advances that Indonesia has entered an era of global markets that will lead to competition in the business world will take place increasingly competitive, so we need an education to build a person's character that are not easily discouraged, appreciate each other through an entrepreneurship education. Through entrepreneurship education a person gets used to communicate and work together so that the entrepreneurial spirit can be awakened well. It is necessary for the technical implementation of entrepreneurship education fun, where activities include planning, organizing, implementing, and quality control.

According to Suryaman (2014) there are some things that need to be undertaken to develop an entrepreneurial culture within the school environment include (1) discipline, (2) loyalty, (3) trust, (4) the agenda structured practices, (5) management, and (6) facilities. Implementation of these things need to be done in a systematic, continuously, hard work and cooperation of

students and teachers in order to form an entrepreneurial spirit that is able to (1) see business opportunities, (2) has the leadership, (3) creative, (4) confidence, (5) working hard, (6) innovative and (7) dare to accept criticism.

The formation of the entrepreneurial spirit can not be done in just a short time, but must be done since the students know the school year. Referring to the theory of the development of learners can be seen that at every level of the educational unit, there will be differences in student characteristics. For the provision of learning the values of entrepreneurship and entrepreneurial competencies to be achieved, of course, must be different. Suryaman (2007) argued that the concept of fun-eco-preneur was originally only intended for Senior High School students, with the consideration that not all high school graduates can go on to pursue higher education so that another briefing is necessary for students to independently after Senior High School later. But it turns out in some elementary schools that implement entrepreneurial habituation and familiarization early also showed better results, because the students are already accustomed to be able to cooperate and work together.

Entrepreneurship education can be applied since the students began the formal study. At every level of school education always has a duty to foster the entrepreneurial spirit in the students themselves in accordance with the framework integrating entrepreneurship education in each educational unit.



Source: Development of Entrepreneurship Education. The Ministry of National Education Research and Curriculum Development Center (2010).

FUN-ECO-PRENEUR EDUCATION TO ESTABLISH ENTREPRENEURSHIP SPIRIT

Innovative and creative is an important key of an entrepreneur so that businesses can thrive with a maximum cultivated. Therefore, according to Mc Clelland an entrepreneur must have the following characteristics and attitudes, The achievement is more important than material or financial reward.

1. Achieving the goal or task gives greater personal satisfaction than receiving praise or recognition.

The Concept of Fun-Eco-Preneur Education for Forming Entrepreneurial Spirit on the Elementary School Student

2. The financial rewards are considered as a measure of success, not an end in itself.
 4. Feedback is very important, because it allows the measurement of success, not for reasons of praise or recognition (the implication here is that the feedback should be reliable, quantitative and factual).
3. achievers always kept motivated to seek improvements and ways of doing things better.
4. To achieve the goal of entrepreneurs continue to offer such flexibility in terms of sales, marketing, and business management.

An entrepreneur is required to innovative and intelligent reading of existing opportunities and utilizes existing facilities in the vicinity. Examples of tourism development in the surrounding area of Stone make a car rental business and culinary become more advanced in the area of Batu and Malang, such as the emergence of products apple cider, apple chips, apple pie, and so forth. Source of innovation someone by Drucker (1995) usually arises from (1) the unexpected (2) mismatch (incongruities), (3) process need, (4) industry and market structure, (5) demographics, and (6) new knowledge.

In order to achieve the intended characteristics by Mc Clelland and explore innovations such as proposed Drucker (1995), the students need concrete examples in the real world. It required an entrepreneurial practice such as schools held activities to explore the potential of entrepreneurship in students, for example through a bazaar where every class students have to make a group of entrepreneurs. Each group has a different superior product that will be manufactured, packaged, marketed, and sold by members of the group to consumers around the school. Each group is required to make (1) product plans, (2) marketing plan, (3) a simple bookkeeping, and (4) analysis of activity. Product and marketing plan is done with the aim that each group can be accustomed to think of creative and innovative in creating and promoting their products, while a simple bookkeeping intended for students to know how much capital is spent and how much income earned. Analysis of the activities carried out so that students can assess what degree of success and failure rate of the products they have made and marketed, based on the analysis of student should be able to find the right solution so that products can be accepted among consumers. Small activities like this can train students to learn to be tolerant, and work together, interact either with friends or with potential consumers (buyers). The impact of this activity is a growing sense of self-confidence in students, improve communication skills, and increase empathy and mutual respect for others. This is consistent with the statement of the Mulyani, et al (2010) that through the bazaar some entrepreneurial values will be integrated as,

1. Independent
Have attitudes and behaviors that are not easy to depend on others to complete tasks.
2. Creative
Thinking and doing something to produce different way or the results of the products / services that already exist.
3. Dare to take risks
Ability to love the challenging work, bold and able to take the risk of working.
4. oriented action
Take the initiative to act, and not to wait, before an incident occurs which is not desired.
5. Leadership
Attitudes and behavior of someone who is always open to suggestions and criticism, sociable, collaboration, and directing others.
6. Work Hard
Behaviors that indicate an earnest effort in completing tasks and overcome many friendships.

7. Honest
Behavior based on an attempt to make himself as a person who always believed in words, actions, and work.
8. Discipline
Measures indicating orderly behavior and abide by the various rules and regulations.
9. Innovative
The ability to apply creativity in order to solve the problems and opportunities to improve and enrich life.
10. Responsibility
Attitudes and behavior of people who are willing and able to carry out his duties.
11. Cooperation
behavior based on an effort to make him able to establish relationships with others in carrying out the action, and employment.
12. Never give up (ductile)
Attitudes and behavior of someone who does not easily give up to reach a destination with a wide range of alternatives.
13. Commitment
Agreement on something that was made by someone, either to himself or others.
14. Realistic
The ability to use the facts / reality as the cornerstone of rational thinking in every decision and action / actions.
15. Curiosity
Attitudes and actions which seeks to determine the depth and extent of what is learned, seen, and heard.
16. Communicative
Actions that show a sense of love to talk, hang out, and in collaboration with others.
17. The strong motivation for success
Attitudes and actions are always looking for the best solution

FUN-ECO-PRENEUR EDUCATION FOR ELEMENTARY SCHOOL STUDENTS

Entrepreneurship education is applied to the primary school students should adapt to the development of children aged 7-11 years, which at that time, according to Piaget children have the following characteristics:

1. Having the ability to sort objects according to size, shape, or other characteristics.
2. Having the ability to name and identify a set of objects according to the display, as well as size.
3. Begin to consider some aspects of a problem to be solve.
4. Begin to understand that the amount or objects can be changed. Begin to understand that the quantity, length, or the number of objects is not related to the appearance of these objects.
5. Elimination of egocentrism.

Besides tailored to a child's development, entrepreneurship education should also be adapted to the function and purpose of basic education in Indonesia. One of the functions of basic education are correlated with entrepreneurship education is to train and stimulate the sensitivity and the ability to appreciate, while the goal of basic education is closely related to entrepreneurship education is to form students to (1) knowledgeable, skilled, critical, creative and innovative, (2) healthy, independent, and confident, 4) tolerant, sensitive social, democratic and accountable. Attitude as mentioned above, if trained and educated continuously expected to produce students who are creative minded, innovative and resilient in the face of challenges of the times. Ministry of Education (2010) makes an indicator of entrepreneurial success in basic education as follows (table 1),

VALUES OF ENTREPRENEURSHIP	INDICATORS OF ACHIEVEMENT			CLASS		SCHOOL	
	INDIVIDUAL						
be autonomous	1.	Able to perform tasks without the help of others.		1.	Create a classroom atmosphere that provides opportunities for students to work independently.	1.	Preparing for school situations that build students' independence.
	2.	Being able to search for their own learning resources					
creative	1.	Creating a literary / art from materials available.		1.	Create learning situations that encourage creative thinking and acting.	1.	Creates a situation that fosters creative thinking and acting.
	2.	Make a variety of new sentences invitation own words					
	3.	Propose a new activity in the classroom		2.	Giving a challenging task emergence of new work works		
dare to take risks	1.	Dare to accept the consequences of their own action.		1.	Give students a challenging task.	1.	Provide opportunities to enable students to develop the business potential.
	2.	Like challenges glad to do					
Action-oriented	1.	practicing ideas		1.	Provide opportunities for students to apply their ideas.	1.	Providing excellent service to develop students' ideas.
	2.						
leadership	1.	Able to coordinate his friend in the group.		1.	Establish an atmosphere of class discussions	1.	Creating an atmosphere of democratic schools.
	2.	Being able to accept criticism from friends.			Forming the head of the class in turns.		
	3.	Being able to receive advice from friends.		2.			
hard work	1.	Seek information from sources beyond the textbook.		1.	Creating a classroom situation so that students seek resources.	1.	Facilitating the school community for learning activities.
	2.	Using most of the time in the classroom and outside the classroom to learn.		2.	Assign tasks to students to explore the sources of reading	2.	Providing facilities and infrastructure that support learners to find the source of reading.

Table 1. Indicator of Achievement Values Study Entrepreneurship SD / MI / SDLB / Package A

Entrepreneurship is applied in education in time will produce an intelligent human being, creative, independent and have an attitude of tolerance.

CONCLUSIONS AND RECOMMENDATIONS

Facing the era of free markets Indonesian people, especially entrepreneurs should increase as increasing the entrepreneurial spirit of creativity, innovation, strategy, and mentally tough not to compete with entrepreneurs from other countries. In order for the Indonesian nation can compete with other countries in the field of trade, it is necessary to apply entrepreneurial education as early as possible. Entrepreneurship education can be provided since children start school so that children trained and accustomed to think of creative, innovative, and communicative.

Looking at the child development theories of entrepreneurship education can already be delivered since the students were in elementary school. Through the concept of educational fun-eco-preneur presented by the teacher, the students are expected to train her to get used to (1) discipline, (2) honest, (3) tolerance, (4) mutual aid, (5) hard work, (6) dare to take risks with consideration, (7) independent, and (8) creative. Attitudes like this are indispensable in fostering an entrepreneurial spirit.

Entrepreneurship through education concept fun-ecopreneur able to make students feel comfortable and are not burdened with a heavy task. The concept of play and learning that is applied to relatively make students more motivated to pour all forms of thought into the real work that can be displayed in public. Real work that made the student and his attempt to be accepted by consumers, will forge students' mental to be stronger in the face of challenges to ultimately form an independent soul.

The concept of eco-fun-preneur also hone students' ability to communicate with friends and with prospective buyers. It is very necessary in entrepreneurship, because good communication will be able to make consumers believe in the products and can later expand the network. Mulyani (2011) revealed that in practice in schools, to instill the values of entrepreneurship in students there are some things that can be done include: 1) improvement in the curriculum; 2) increase the role of schools in preparing entrepreneurs; 3) improvement in the organization of proses pembelajaran; 4) improvement in self-teacher. The success of entrepreneurship education programs can be known through the achievement of criteria by learners, teachers, and principals that include: 1) learners have character and high entrepreneurial behavior, 2) classroom environment that is able to develop the habits and behavior of learners in accordance with entrepreneurial values internalized, and 3) the environment of school life as nuanced entrepreneurial learning environment.

REFERENCE

- [1] Suardi dan Warnengsih. *Indonesian dictionary*. Pusat Bahasa. Jakarta. (2008).
- [2] Mudyahardjo, R. *Introduction to Education A Preliminary Study On Basics Education in general, and education in Indonesia*. Jakarta: Raja Grafindo Persada. (2001).
- [3] Muhibinsyah. *Psychology of Learning*. Jakarta : PT. Raja Grafindo Persada. (2003).
- [4] Suryaman. *Fun-Eco-preneur Education: A Multi-Cultural Education Concept to Strengthen Values Entrepreneurship in Indonesia*. Sosiohumanika. Jurnal Pendidikan Sains Sosial dan Kemanusiaan. Pp 125-136. (2014).
- [5] Suryaman. *Set in a Multicultural School Organizational Culture: An Ethnographic Study*. Universitas Negeri Malang. Dissertation. (2007).
- [6] Drucker, Peter F. *Innovation and Entrepreneurship: Practice and Basics* (translation). Jakarta: Erlangga. (1995).
- [7] Mulyani, E, et al. *Development of Entrepreneurship Education*. Kementerian Pendidikan Nasional Badan Penelitian Dan Pengembangan Pusat Kurikulum. (2010).

The Concept of Fun-Eco-Preneur Education for Forming Entrepreneurial Spirit on the Elementary School Student

- [8] Mulyani, E. *Entrepreneurship Education Model in Primary and Secondary Education*. Jurnal Ekonomi dan Pendidikan, Volume 8 Nomor 1. pp1-18. (2011).
- [9] Suryaman. *Concept Development Multicultural Education, Through Joy of Learning, Creative, Self, and noble character to Establish Entrepreneurship in Indonesia*. Sosiohumanika. Jurnal Pendidikan Sains Sosial dan Kemanusiaan. Pp 231-240. (2014).

AUTHOR'S BIOGRAPHY



Suryaman

Lecturer Graduate University of PGRI Adibuana
Jl. Dukuh Menanggal Surabaya – Indonesia
msuryaman1939@gmail.com

Citation: Suryaman (2015) The Concept of Fun-Eco-Preneur Education for Forming Entrepreneurial Spirit on the Elementary School Student. IJHSSE 2(5), pp: 199-205.