IMPLEMENTATION ANALYSIS OF ENTREPRENEURSHIP EDUCATION AND DYNAMICS OF ENTREPRENEURSHIP VALUES IN ELEMENTARY SCHOOL STUDENTS AND ITS AFFECTING FACTORS
(Case Study in SD IT Insan Cendikia)

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Abstract

This research moved from the problem of social phenomenon which recently emerged related to the moral degradation that befall the young generation of this country, the emergence of social problems in the form of juvenile delinquency in the form of violence, criminality and other negative things raises its own concerns. In addition, the current global competition phenomenon requires education to play a more active role to print learners who have life skills (life skills) are high, not only master the realm of cognition, but affective and psychomotor aspects must also be a priority in order to form a positive character child early. The purpose of this study is to analyze and describe the extent of implementation of entrepreneurship education and the dynamics of entrepreneurship values that grow on the attitudes and character of elementary students Insan Cendikia and the factors that influence it, analyzed through observation, interview and documentation. This study was using Case Study. Result of research is describing an implementation of entrepreneurship education show that planning of entrepreneurship education conducted through meeting of program discussion then result described teacher in various activities. The implementation of entrepreneurship education is applied in an integrated manner through subjects, extracurricular activities, and school culture. Implementation of entrepreneurship education through extracurricular activities conducted with market day and GPS (Movement of garbage collection). Evaluation of entrepreneurship education is done by making check list and description of student behavior to assess the development and ability of learners in entrepreneurship learning. Besides, it can be seen that the dynamics of various character of children behavior ranging from the attitude of confidence in acting and communicating, hard work attitude, independent, diligent, task-oriented and result etc, while the factors that influence it are parent's role, environmental motivation and quality Good school management.

Keywords: Entrepreneurship Education Values of Kewirausahaan, Elementary School Students

INTRODUCTION

Currently education based on the development of values and the positive character of learners is becoming the spotlight of the world of education in Indonesia, it is due to various social problems that arise related to the moral degradation that befell the young generation of this country. The problem of social ability is very prominent when the behavior of materialism and konsumtifisme increasingly dominant. This materialistic behavior can threaten the erosion of the values of human life, such as the value of faith, honesty, order, self-control, sacrifice, responsibility, togetherness, politeness, timeliness, trust, empathy, respect for dissent and also prevent young people from Soul independent, creative, innovative and have good life skills (Wening 2012, Hananta, 2013).

Ideally the implementation of education is not focused on the development of the intellectual aspect alone, but also the focus of building the character or personality of the
child in order to be able to realize the goals of national education comprehensively. One of the steps that can be taken for the achievement of national education goals, especially that leads to the formation of character and development of positive values of learners is to apply entrepreneurship education in educational institutions. (Soemanto: 2008) mentions that one of the educational services to build the character of the students can be done through entrepreneurship education, because there are 17 positive values that can be planted through this entrepreneurship activity that is honest, Cooperation, responsibility, leadership, unyielding, courageous, committed, realistic, have a high curiosity, communicative, high motivation and action-oriented (Puskur, Balitbang: 2010).

Schumpter (Andrias & Eben (2006: 14-15) defines entrepreneurs as innovative & creative Schumpter emphasizes that an entrepreneur is capable of seeing an opportunity and creating an organization to take advantage of the opportunity. While entrepreneurship education is itself a systemic effort to Fostering entrepreneurial character in a person or group of people (Kasmir, 2006, Suherman, 2010) emphasizes that entrepreneurship education should be able to change the mindset of learners, in order to be able to think creatively and seek opportunities in creating their own employment and more broadly, Creating jobs for the general public.

Character building is an integral part of the development of a nation, strengthening the character is the main capital in maintaining the existence of the Indonesian nation in global competition. Hornbel and Parnwel (1972: 49) interpret the character as a mental or moral quality, moral strength, name or reputation. Meanwhile Lickona provides an understanding that the character consists of operative value, value in action, we process in our character, as a value becomes a good, a reliable inner disposition to respond to situations in a way that is morally good, such a character has three The interconnected parts, namely moral feelings, moral knowledge, and moral behavior.

Kesuma et al (2011: 9) argues that the main goal of character education is to facilitate the strengthening and development of certain values so as to manifest in the child's behavior, both during the school process and after school graduation. Character education should bring learners to cognitive value recognition, affective value scoring and ultimately to actual value practice. Geoffrey G. Meredith in Suharyadi et al (2007: 9) suggests about entrepreneurial traits as well as the character values contained in the entrepreneurial spirit among others as follows (1) Confidence (2) Task-Oriented and Outcome (3) Dare to take risks (4) Leadership (5) Originality (6) Oriented Future.

Meanwhile Mulyani, et al (2010: 58-65) argues that entrepreneurship education can be internalized in several ways, including as follows.
1. Integrated entrepreneurship education in the subjects
2. Integration of entrepreneurial values in syllabus and RPP.
3. Integrated entrepreneurship education in extracurricular activities
4. Entrepreneurship education through self-development
5. Change the implementation of entrepreneurial learning from concept theory to learning of entrepreneurial practice
6. Integration of entrepreneurship education into Book material
7. Integration of entrepreneurship education through school culture
8. Integration of entrepreneurship education through local content

(Barnawi & Arifin: 2012) argue that Through the planting of characters from the most basic level of education is expected to have a major impact on the development of entrepreneurship education. This is done as an effort to socialize the entrepreneurship and the process of internalization and actualization of entrepreneurial character values in the realm of education. In this case entrepreneurship education can be applied from the start of
kindergarten or elementary school. At the school children are faced with many new things to be learned, especially at the age of 7-8 years will appear shame and pride due to their own actions, the period of ideas. Also began to appear empathetic attitude, help behavior children also began to be able to control negative emotions (Papalia et al., 2004). Successful experience will foster a sense of industry that is a sense of competence and skills possessed by children, otherwise failure will result in inferior feelings and consider themselves incapable of doing anything (Miller, 1993). Meanwhile, at the age of 5-7 years (age of reason) children are categorized in the phase of the use of reason in this age the child is assumed to be able to develop new skills and start to have new roles and responsibilities in family and society (Collins, 1984). In other words school age is a phase where there is a great opportunity for children to develop cognitive skills and absorb much of the value of their social environment (Miller, 1993). In line with that Armstrong (2006: 156) argued that the greatest part of the development of elementary school age is fully participate in the social world. This means that children begin to dare to socialize with peers, children at elementary school age also entered at the stage of Industry vs Inferiority (Teks Vs Low Self) Children begin to learn more formal skills related to socialization with friends and new rules, developing From the pattern of free games to switch to games that use the rules, start mastering social learning materials, reading etc. When children are able to pass this phase well then in the future will form the values of confidence, initiative and dynamic, and if it fails then the child will tend to shy And often have a sense of guilt and tend to be inferior and less valuable than others (Ericson in Nuryanti 2008) In line with that Witherington (Dalyono: 152) opinion in the middle age of 9-12 Year children begin to have initiative, confidence, For groups and a willingness to accentuate themselves in the sphere of the social world Yes, because basically the child is a social person who needs relationships and communication with others to humanize himself, the child wants to be loved, want to be recognized, appreciated and willing also to be calculated and get a place in the group, therefore a good social environment with communication The good between the child and the teacher, the educator, the caregiver, the parents, the family members, peers and other play groups will make him grow toward maturity.

Piaget in Dalyono (2002), stated that elementary children entering the concrete operational stage (7-11 years) have the following capabilities (1) Ordering (2) Classification (3) Decentering (4) Reversibility (5) Conservation (6) Disappearance The properties of Egoinfantil.

**RESEARCH METHODS**

This research uses qualitative approach of case study type (case study). Arikunto (2002: 120) explains that case study research is an intensive, detailed, and in-depth study of a particular organization, institution or symptom. This study is more specifically observing the characteristics of the individual studied. The subject of this study involves the Vice Principal of the curriculum department as the executor, 1st and 4th grade teachers, parents and 5 students who are the focus of research subjects to know the dynamics of their entrepreneurial values. The stage of the implementation of this study itself begins with the preparation stage by observing the place of research and interviewing teachers and administrators of the institution, the next stage of implementation and data collection, in this stage the researcher uses interview guidance, observasi and documentation, while the final stage of data analysis that is by analyzing through reading and triangulation data and conclude it.

**RESEARCH RESULT**
Based on observations, interviews and documentation, the results of the implementation of entrepreneurship education are planned in the planning session through the discussion of the program held at the beginning of the learning year. In this process school programs and policies are reviewed and evaluated so that the entrepreneurship program can run well and in accordance with the vision of the school mission. Although this program has not been formally included in the curriculum draft, it is implemented in various ways, including integrated through subjects such as PKN, IPS, Mathematics and SBK, starting from identifying the material in the syllabus that can be loaded into the next entrepreneurship value of education Entrepreneurship through extracurricular activities conducted in market day activities, and education Environment in the form of GPS activities (Garbage collection movement). Implementation of market day is done every day at this time every class gets a turn every week to trade in the school environment, all students become active participants as sellers and buyers, after the event is finished students are required to re-clean the entire school environment through the program picking movement Garbage. The above findings are similar to the opinions of Mulyani et al (2010: 58-65) which explains that entrepreneurship education can be internalized through several ways such as integrated through subjects and school extracurricular. The same thing is expressed by (Wahyudin: 2012) who argues that entrepreneurial Behavior can be formed by three factors, namely innate, environment, and practice. Environment and practice can be familiarized when learning in school, or during extracurricular activities outside school hours. Furthermore, the evaluation of entrepreneurship education is done by the classroom teacher that is making check list to assess the development and ability of learners. In the student assessment sheets, teachers use the "K" (sometimes), "J" (rare), "S" (often) classifications to indicate the child's development in each child development indicator. Description of each of these symbols are as follows: J (Rarely): meaning the ability of the child has not appeared, new to know, need to be motivated, need guidance. K (Sometimes): meaning the ability of the child has appeared several times, more often than not. S (Often): means the child is able, and then supported also by a description of the results of observations of student activity behavior. In addition, evaluation is also done through tests related to certain subjects such as the ability to count children to determine profit and loss and through other subjects.

In addition to the above, other findings relate to a wide range of behaviors that show the dynamics of entrepreneurial values that appear in the attitude of primary school students. Ranging from confidence, hard work, help each other, responsibility, leadership, independent, creative, etc., it is in accordance with the opinion of Geffrey G.Meredith in Suharyadi et al (2007: 9) suggests about entrepreneurial values that will appear among them Confidence, task-oriented and results-oriented, risk-taking, leadership, originality and future-oriented are visible when the implementation of entrepreneurship education takes place in every activity whether during the learning process in the classroom, market day activities or daily student activities that Already integrated in the school's positive culture.

CONCLUSION

The factors that influence the dynamics of these entrepreneurial values include the role of parents and their work background. The background of the parents of the students coming from an entrepreneur gives more suggestion to the child but the response of the child tends to be indifferent because the condition is considered normal, unlike the case with those who have parents rather than an entrepreneurial motivation of the child is quite high seen in market day practices implemented Every week. Another thing that affects the dynamics of entrepreneurial values is a factor of more motivation due to the appreciation given by the school management directly or motivation derived from friends and teachers. A child has more motivation to show a positive value because of the appreciation given by the school in
the achievement day activities that are routinely implemented in each year, the awarding program to students who excel not only in terms of academic but give appreciation such as giving labeling (nickname) to each - students include, among other students, philanthropist, terpujur, terpemaaf and awards other category attitudes. This is consistent with that put forward by Witherington (Dalyono, 2002: 152) Argues in the middle age of 9-12 years children begin to require relationships and communication with others to humanize themselves, children want to be loved, want to be recognized, appreciated and willing also to be calculated and get a place in the group, therefore a good social environment with communication The good between the child and the teacher, the educator, the caregiver, the parents, the family members, peers and other play groups will make him grow toward maturity.

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