
Testing Model of Entrepreneurship Education Based the Nation's Character

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ABSTRACT

Background - one of the very important issues in Indonesia is rising unemployment every year. SMK (Vocational High School) is expected to minimize unemployment by providing entrepreneurship education since early.

Purpose - The purpose of this study was to test a model of entrepreneurship education in the nation's character-based vocational students in Sukoharjo Indonesia, with a prevalence of factor approach, motivation and interest of students to entrepreneurship.

The research method - research is a survey, the study population was a teacher of entrepreneurship in vocational schools in Sukoharjo. Data was collected by questionnaire.

The findings - based entrepreneurship education nation's character exhibited significantly affect the prevalence, motivation and interest in entrepreneurship. Model of entrepreneurship education in schools seen from the indicators of citizen participation school, student participation, school performance, infrastructure, implementation of the action program entrepreneurship, the value of the benefits of the model.

Limitations of the study - the data was collected by questionnaire, a questionnaire which has the disadvantage that the research results.

Originality - this study examines the effect on the prevalence of entrepreneurship education, motivation and interest of students in entrepreneurship, where the value of the national character as an educational base

Keywords: Model, entrepreneurship education, the nation's character

1. INTRODUCTION

Moral and ethical education at this time began to be abandoned (Hutabarat, 2010). Those character traits that are desirable in education to develop entrepreneurial spirit in SMK (Vocational High School) value-based national character, such as honesty, decency, courage, perseverance, faithfulness, self-control, sympathy, tolerance, justice, respect the dignity of the individual, responsibility responsible has not appeared in entrepreneurship education (Sudarto, 2007). On the other hand, problems that arise number of unemployment in Indonesia is increasing every year. The increase in the unemployment rate has always been associated with the school, as an institution that produce labor candidates. Some researchers claim there are several factors that cause unemployment, namely: (1) the majority of high school graduates want a job in the formal sector such as being a Civil Servant, (2) most of the

prospective workers do not have the provision of entrepreneurship education, thus tend to seek or expect the work of others and not otherwise seek to develop their own potentials as well as trying to create jobs for others. SMK to minimize unemployment is to provide entrepreneurship education since early on, so that students have the benefit of high spirits is independent, dare to risk and able to exploit the slightest opportunity and have a soul not easily give up.

Oosterbeek et al (2010) stated that the entrepreneurship program at the student has no effect and the effect on entrepreneurial skills in students is not significant and the effect on the intention to become an entrepreneur or even negative. Rasmussen & Sørheim (2006) also found that entrepreneurship education is less an influence on students' entrepreneurial interest because it only focuses on teaching individuals in the classroom and less activity in a group setting and context of business networks. Von Graevenitz et al (2010) stated in his research that entrepreneurship education will lead an informative signal that build entrepreneurial talent of students. Henry and Leitch (2005), from the research found that entrepreneurship education is an aspect that affect entrepreneurship program. Pittaway and Cope (2007) explains that the constraints in entrepreneurship education is the lack of consensus about the practice of entrepreneurship. Cheng and Mahmood (2009) conducted a study in Malaysia found that students' perceptions that will determine the effectiveness of entrepreneurship education. Li and Matlay (2003), also conducted research entrepreneurship in China, and found that entrepreneurship education in schools is still a new concept that is being developed. Meanwhile, Rauch, and Hulsink (2015) states that entrepreneurship education in entrepreneurship improve student behavior. Matlay (2008), the research found that the needs of entrepreneurial education graduates do not match the actual in terms of entrepreneurial skills, knowledge and attitudes. By looking at the various differences in the results of previous studies mentioned above and is still a lack of studies that discuss entrepreneurship education is character-based, the researchers offer trial Model Entrepreneurship Education Character Based Nations for Students of SMK (Vocational High School) with empirical studies on vocational schools in Sukoharjo, Jawa Central Indonesia.

2. LITERATURE REVIEW

2.1. Entrepreneurship Education

Building the Spirit of Entrepreneurship in the School-based National Character by Grand Design developed Kemendiknas (2010), psychological and socio-cultural character formation in the individual is a function of the whole potential of the human individual (cognitive, affective, conative, and psychomotor) in the context of social interaction cultural (family, school, and community) and last a lifetime. Configuring the characters in the context of the totality of the process of psychological and socio-cultural can be grouped into categories: (1) if the liver (Spiritual and emotional development), (2) if the thought (intellectual development), (3) sports and kinesthetic (Physical and kinesthetic development), and though the feeling and intention (Affective and Creativity development) (Mone, 2010). Educational experts have put forward various theories about moral education. Richard Hersh (1980), suggests that there are six theories are widely used; namely: (1) the development of a rational approach, (2) the approach judgment, (3) clarification of values approach, (4) approach to

moral development, (5) cognitive, and (5) approach to social behavior. In contrast to the classification, John (1989), classifies the various theories, developed into three, namely: (1) the cognitive approach, (2) the affective approach, and (3) a behavioral approach. Classification is based on three elements of morality, which used to be the foundation of the study of psychology, namely: behavioral, cognitive, and affective.

In the context of entrepreneurship development, function and purpose of national education as defined in the Law on National Education System No. 20 of 2003 Chapter II Article 3 as follows: National education serves to develop the ability and character development and civilization of the nation's dignity in the context of educating the nation aims to the development of students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable. some academic approach to character education can be elaborated further by the Principal in an effort to develop the entrepreneurial spirit in schools based on values of national character; among others: (1) the value relegius; character in relation to God; thoughts, words, and actions of a person who strived always based on the values of divinity and / or their religion; (2) the character values in relation to themselves: honesty; responsible Java; healthy lifestyle; discipline; hard work; confidence; entrepreneurial; logical, critical, creative, and innovative; independently; (3) the character values in relation to each other; aware of the rights and obligations of self and others; abide by social rules; appreciate the work and achievements of others; a subtle nature and the good from the standpoint of grammar and system behavior to everyone; (4) the character values in relation to the environment: social care and the environment; national values.

Entrepreneurial model which will be designed in SMK Sukoharjo with attention on some models of Usman and Raharjo (2012), Winarno (2012), the judge (2012), Kuratko (200) can be presented as follows:

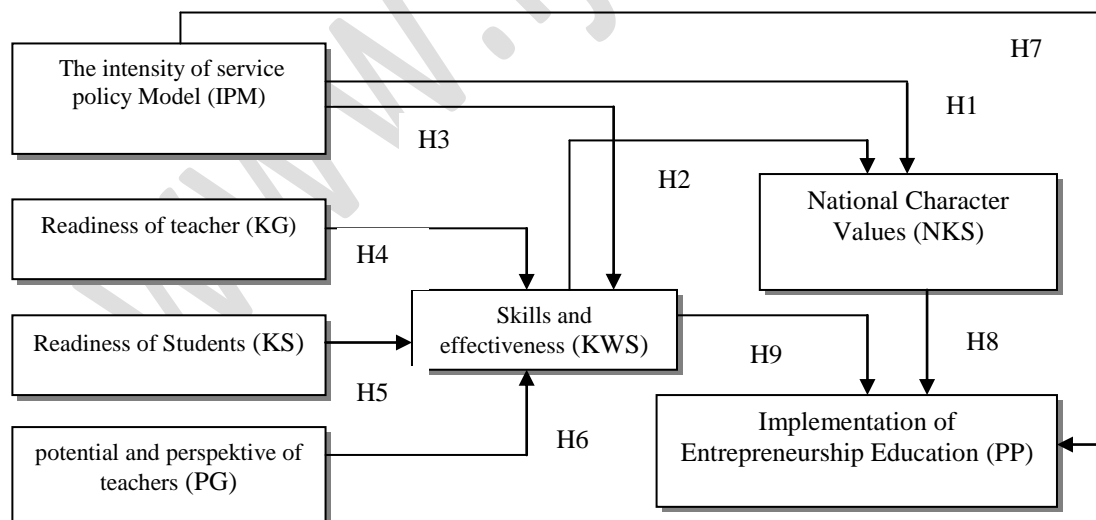


Figure. 1. Model-based Entrepreneurship Education Nation's Character
Source : Usman and Raharjo (2012), Winarno (2012), hakim (2012), Kuratko (2003)

Based on the previous studies, the hypothesis is:

- H1 The intensity of service policies model significantly influence the value of the nation's character
- H2 Skills and effectiveness of the model significantly influence the value of the nation's character
- H3 The intensity of the service policies model significantly influence skills and effectiveness models
- H4 Readiness of teacher significantly influence the skill and effectiveness of the model
- H5 Readiness of student significantly influence the skills and effectiveness of the model
- H6 Potential and perspectives of teachers significantly influence the skills and effectiveness of the model
- H7 The intensity of services policies model significantly influence the implementation of entrepreneurship education
- H8 The value of the nation's character significantly influence the implementation of entrepreneurial learning
- H9 The value of the nation's character significantly influence the implementation of entrepreneurial learning

3. THE METHOD

This research is a survey. The population of this research is the entrepreneurship vocational teachers in Sukoharjo Indonesia. Mechanical sampling with random sampling and the respondents, with a significance level of 5%. In this study, 200 questionnaires were distributed in the population, and there are 96 questionnaires were returned. Data were collected through questionnaire. The questionnaire contained several sections according to the data indicator. 5 item Likert scale from strongly agree to disagree. The test instrument is done by testing the validity and reliability. Testing instrument to knowing data is valid and reliable. Validity Convergent validity of the testing, the index used AVE. If the value of at least 0.5 AVE This shows that having a good convergent validity (valid) means that the latent variables can explain the variables studied. In this study, AVE for all variables have values higher than 0.5. Meanwhile, composite reliability (CR) coefficient higher than 0.7. The results demonstrated the validity and reliability table below shows all the variables studied meet the criteria of valid and reliable so that the questionnaire can be accepted.

Table 1. Results of testing the validity and reliability

Variabel	Sum of Item Question	AVE	CR
Readiness of teacher (KG)	5	0,603	0,858
Readiness of Students (KS)	7	0,459	0,771
Implementation of Entrepreneurship Education (PP)	6	0,680	0,863

potential and perspektive of teachers (PG)	7	0,598	0,878
The intensity of service policy Model (IPM)	7	0,466	0,857
Skills and effectiveness (KWS)	6	0,500	0,879
National Character Values (NKS)	6	0,554	0,879
Sum	44		

4. DATA ANALYSIS AND RESULTS

4.1. Results Descriptive Data

To analyze the data, descriptive statistical used to analyze demographic variables such as the following:

Table 2. Demographic of Respondent

Character of Demographic	Level	Prosentase
Gender	male	52
	female	48
Education	Diploma	15
	Bachelor	75
	postgraduate	10
Age	18 – 25 years	11
	26 – 35 years	52
	36 – 45 years	17
	More than 45 years	20

Table 3. Descriptive Information Research Variables

VARIABEL	MEAN	SD	KURTOSIS	SKEWNESS
Readiness of teacher (KG)	3,930	0,510	1,071	-0,382
Readiness of Students (KS)	3,926	0,363	-1.352	-0,228
Implementation of Entrepreneurship Education (PP)	3,847	0,375	1,385	-1,291
potential and perspektive of teachers (PG)	4,329	0,396	-0,909	0,300
The intensity of service policy Model (IPM)	4,373	0,396	-1,250	0,166
Skills and effectiveness (KWS)	4,188	0,403	-0,107	0,805
National Character Values (NKS)	4,283	0,407	-0,326	0,594

Table 3. Shows that the highest average intensity and policy models Entrepreneurship Education in Schools (IPM) and research data have normal distribution of the results of Curtosis and Skewnes between value of -1.96 and +1.96.

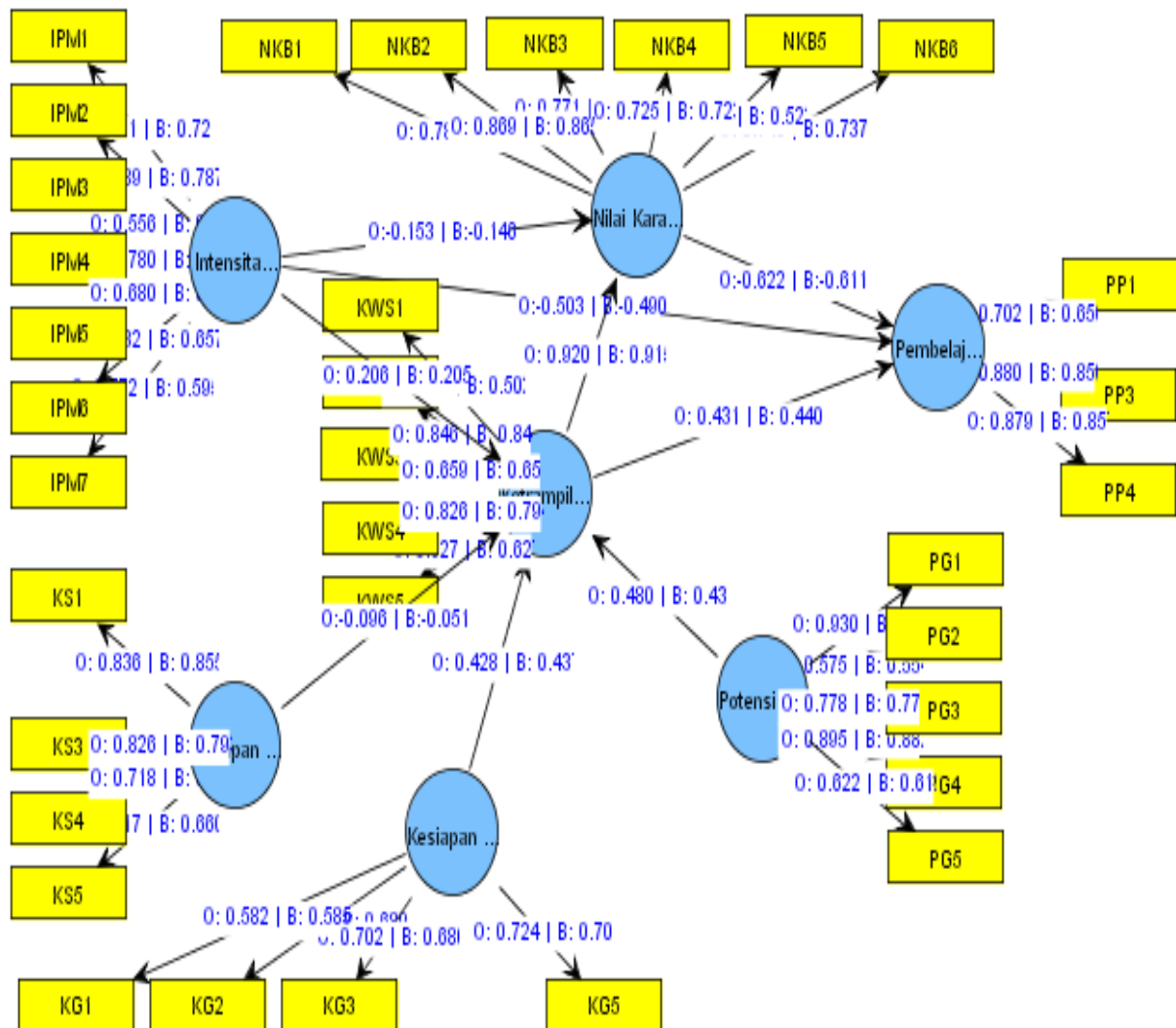
4.2. Testing conceptual model

The conceptual model and hypotheses are tested by Structural Equation Modeling, using SmartPLS 3 and produced two types of information that shows how well the predicted structural model and the relationships that have been hypothesized. The first information can see the value of the coefficient of determination (R^2) which is a test of goodness-fit model to explain the variation percentage to the overall construct of the model. By using the output SmartPLS 3 and sample bootstrapping method, as shown in the table below, we can see the value of R^2 every endogenous variable.

Table 4 .*R-Square Inner Model*

Variabel	R-square
The intensity of service policy Model (IPM)	
National Character Values (NKS)	0.690
Skills and effectiveness (KWS)	0.675
Readiness of teacher (KG)	
Readiness of Students (KS)	
Potential and perspektive of teachers (PG)	
Implementation of Entrepreneurship Education (PP)	0.380

With a coefficient of determination and application of practical learning at 0.380 entrepreneurship it can be concluded that the contribution of independent variables and interaction variables studied variables contribute to the implementation of practical learning and entrepreneurship by 38% and the rest influenced by other factors beyond the studied eg external environmental factors. Results obtained from the processing of data by means of SEM-PLS structural model is obtained as follows:



Model goodness of fit is one of the most important things in the structural equation. The results of this model show the correspondence between the model with data obtained from empirical.

Table 5. Goodness of fit model indicator on SEM

Indeks model	X2/DF	GFI	CFI	NFI	RMSEA	IFI	RFI
Accepted	$\leq 1 \leq 3$	$\geq 0,9$	$\geq 0,9$	$\geq 0,9$	$\leq 0,09$	$\geq 0,9$	$\geq 0,9$
Value	1,312	0,913	0,932	0,905	0,062	0,925	0,925

Based on the results of the model indicator of goodness of fit, then declaring there is harmonization between the relationship model between the factors studied by the fact that actually happened.

Testing Hiptesis, the main analytical methods in this study conducted by Structural Equation Model (SEM). Testing is done with the help of program SmartPLS 3. Hypothesis testing is done to address the problem of research. Here is a test of hypothesis based on calculations by SmartPLS 3. Testing the hypothesis, it can be seen from the value of the T-statistic. The

significance of the estimated parameters provide very useful information about the relationship between the variables of the study. Limits to reject and accept the proposed hypothesis is ± 1.65 , which if t is in the range value of -1.65 and 1.65 , the hypothesis will be rejected or, in other words accept the null hypothesis (H_0). The table below gives the estimated output for testing the structural model.

Table 6.Results for Inner Weights

	original sample estimate	mean of subsamples	Standard deviation	T- Statistic	Kesimpulan Hipotesis
Intensity of service policy Model → National character values	-0.153	-0.143	0.126	1.217	Rejected
Skills and effectiveness → National character values	0.920	0.923	0.102	9.063	Accepted
Intensity of service policy Model → Skills and effectiveness	0.206	0.209	0.120	1.712	Accepted
Readiness of teacher → Skills and effectiveness	-0.096	-0.038	0.135	0.712	Rejected
Readiness of Students → Skills and effectiveness	0.428	0.443	0.127	3.363	Accepted
Potential and perspektive of teachers → Skills and effectiveness	0.480	0.412	0.164	2.925	Accepted
Intensity of service policy Model → Implementation of Entrepreneurship Education	0.663	-0.503	0.099	5.106	Accepted
National character values → Implementation of Entrepreneurship Education	-0.622	-0.613	0.139	4.464	Accepted
Skills and effectiveness → Implementation of Entrepreneurship Education	0.431	0.448	0.221	1.953	Accepted

Based on the table, then some hypotheses constructed in the model is acceptable, and there are only two relationships hipots is rejected it means the relationship is not significant,

namely (1) Intensity model policy with the character values and (2) the skill effectiveness of school readiness model. Research is produce findings that the most positive and significant influence of entrepreneurship education is the intensity of the service model (at 0.663). While the value of the character and skills affect negatively and significantly to entrepreneurship in vocational education.

5. CONCLUSIONS AND SUGGESTIONS

Model-based entrepreneurship education to be effect with value national character by school readiness, teacher readiness, potential teachers, and values in society and intensity of policy and service models. However, the factors that most significantly influence the model of entrepreneurship education based on the value of the nation's character is the intensity and service policy models, with the indicator (1) the participation of the school community, (2) the participation of students, (3) the performance of schools, (4) infrastructure, (5) the implementation of the action program entrepreneurship, (6) the value of the benefits of the model. Model-based entrepreneurship education value national character is designed in this study still does not meet the criteria of goodness of fit for the R-Square is only 0.38, which means that the contribution of independent variables that affect entrepreneurship education is only 38%, while the remaining 62% are influenced by other factors not investigated. This brings consequences to empirical testing in future studies with a model that is identical to this model. Prevalence in building, motivation and interests of students in entrepreneurship, the most influential factor is significant is accompanied by support learning. This shows that the factor of support from family, friends, parents, the capital, the school and of the various parties will be an important factor in motivation and interest entrepreneurship in vocational students. Based on these conclusions, the suggestions are 1) conduct empirical test for models of entrepreneurship education based on the value of the nation's character, in order to obtain a model that is more raw, 2) conduct empirical test for higher education related to the model of entrepreneurship education based on the value of the nation's character, is associated with self-employment independent and qualified.

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