

# The Emergence of Character and Entrepreneurial Spirit Since Childhood

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**Abstract**—Building character and entrepreneurial spirit require time and lengthy process. The entrepreneurship education at primary school is one of the efforts to form the character and entrepreneurial spirit from an early age. Nonetheless, it is not easy to set appropriate learning model that can have an impact on the character building and entrepreneurial spirit for elementary school children. Therefore, the study aims at 1) Identifying learning model used by technonatura international madrasa to form a character and entrepreneurial spirit, and 2) To know whether project-based learning model is appropriately used in shaping character and entrepreneurial spirit of basic level learners. The research method uses descriptive qualitative with case study approach. Data sources in this study are teachers, parents, and students. Data collection technique uses observation, interviews, and questionnaire, and documentation. Results have shown that the project-based learning model is beneficial in shaping the character and entrepreneurial spirit such as self-confidence, independent, responsible, communicative, creative and dare to take risks. Learning success is measured by the number of students who enjoy the process. It shows that 62% of the students like the entrepreneurship education project and 17% like it very much.

**Keywords**—*entrepreneurship education; character of entrepreneur; project-based learning*

## I. INTRODUCTION

Entrepreneurship is an economic power for Indonesia in entering the free market era. Entrepreneurship education begins to play an essential role in shaping an entrepreneur. Almost all higher education institutions, both public and private schools apply entrepreneurship education in their learning curriculum. With entrepreneurship education, the awareness of this young generation to create jobs is expected to grow, so as the problems of society about the difficulty of getting a job can be overcome. Currently, people who hold bachelor's degrees are not guaranteed to get a job following their educational background. One of the trigger factors is that the growth of university graduates is not balanced with the availability of employment.

It cannot be denied the fact that the majority of graduates do not have a high intention to entrepreneurship and then act to open a business after graduation. So far, entrepreneurship courses at universities are merely used as a means to obtain

academic achievement for students, just like other subjects [1]. Actually, with the growth of awareness and adequate skills through entrepreneurship courses, it is expected that the younger generation will be more confident in starting entrepreneurship.

Increasing the number of entrepreneurs in Indonesia can be done by way of forming an entrepreneurial spirit in each as early as possible [2]. The primary capital to become a successful entrepreneur is a strong motivation from within the individual in addition to the courage in taking risks, perseverance, and tenacity in running his business. The entrepreneurial spirit can be trained from an early age, as it is a significant time for forming children in the future by stimulating the growth of child entrepreneurial spirit from an early age through play and habituation [3]. Supported by the opinion said, "If students start elementary school already given entrepreneurial material in an integrated manner, it is expected that future generations will adopt the entrepreneurial paradigm" [4]. Therefore, if children know entrepreneurship education earlier and carry out their activities from the beginning of elementary school, the results will be even better. Unfortunately, not all elementary school can implement excellent entrepreneurship education.

Creating education that is fun and on target to primary school-age children (6-12 years) is not easy. At this age, the potential for children to develop optimally needs to be encouraged. Children still enjoy playing, like to move so that they cannot be calm for a long time, experience working in groups, and are happy to feel, do and demonstrate something directly [4]. Therefore the learning model of entrepreneurial education must be made as attractive as possible. Unfortunately, the right way to apply entrepreneurship education to elementary school students is still a dilemma. Do not let students feel bored. The difficulty in teaching entrepreneurship theory is the emergence of a sense of boredom from students. If the teacher becomes boring in class, the students will no longer be enthusiastic in their lessons [5]. They tend to be lazy and bored when learning in class because they face learning situations that are almost the same and very easy to predict. However, creating an appropriate learning model for entrepreneurship education is not a very difficult thing.

According to the general dictionary of Indonesian, the notion of character is mental nature or character morals that distinguish one person from another [6]. The character is a system of beliefs and habits that direct the actions of an individual. Characters are formed through learning processes and everyday practices. Passion relates to feelings and actions. Spirit is the state of mind when the mind is moved to do one or many activities. Spirit has a function as an inner driver to act. The character and entrepreneurial spirit are as follows: 1) Self-confidence is to have confidence, independence, individuality and optimism, 2) Oriented to tasks and results; by always being profit oriented, having perseverance and fortitude, having a strong determination, like working hard, achievement-oriented, energetic and having initiative, 3) risk takers; have the ability to take risks and like challenges, 4) Leadership; behave as a leader, can get along with other people and like constructive suggestions and criticisms, 5) originality; has high innovation and creativity, is flexible, versatile and has a broad business network, 6) Oriented to the future; have future-oriented perception and perspective, 7) Honest and diligent; have the belief that life is the same as work [7]. Zimmerer, et al. mention a number of entrepreneurial characters such as: Desire for responsibility, preference for moderate risk, Confidence in their ability to succeed, Desire for immediate feedback, High level of energy, Future orientation, value of achievement over money, the degree of commitment, Tolerance for ambiguity, Flexibility, Tenacity [8]. Therefore, the character and spirit are synergized; when the role is embedded, enthusiasm will emerge.

Education is a process of transferring values consciously and intentionally to mature students. While learning is a conscious and deliberate effort to develop students by transferring knowledge [4]. Various learning models are applied to introduce entrepreneurial values to elementary school students such as action-based learning [9], problem-based learning models [10], integrated learning theory [11] and many others. Entrepreneurship education has also been widely applied in several schools with a variety of learning model approaches. However, there are no clear objectives and specific indicators in measuring its success. While the education process will produce outcomes as a result of output, besides, a learning system that can develop student regarding skills, attributes, and characteristics of an entrepreneur's behavior is still a challenge [12]. Therefore, based on the case presented earlier, this study aims to identify the learning model used by a school that has implemented entrepreneurship education and how is the project-based learning model effectively applied in shaping the character and entrepreneurial spirit for elementary school student.

## II. METHOD

The research method used a descriptive qualitative, case study approach. Our research object was Technonatura International Madrasa, one of the schools that realize the importance of entrepreneurship education since the age of children. One of the school's missions is the skills that students have gained will have high use values to compete in the future according to their respective potential. The sources of data in this study were teachers, parents, and students. The technique

of collecting data used observation, interviews, questionnaire, and documentation. A survey was given to check the validity of the data so that the conclusions of the research results have a high level of trust.

## III. RESULTS AND DISCUSSION

In the learning process, the Technonatura International Madrasa used a project approach. The theme of the project changed every month. The daily activities for a week were as follows: Monday (introduction of learning material and video), Tuesday (students' planning), Wednesday (take action on the plan), Thursday (make a report) and Friday (presentation of results).

TABLE I. ENTREPRENEURSHIP EDUCATION SCHEDULE

Theme of Project
<b>August</b> Business Scope
<b>September</b> Business Plan: Product
<b>October</b> Business Plan: Price
<b>November</b> Business Plan: Place
<b>December</b> Business Plan: Promotion
<b>January</b> Mini Cafe Event

The implementation of each project theme is carried out for five days, e.g., the 'place' project activities. The teacher provides learning material regarding the determination or indicator of a suitable (strategic) location to sell on Monday. Students activate their thinking skills unconsciously in a way that the teacher lets them decide for themselves which place they will visit and conduct interviews according to their respective groups on Tuesday. In this case, the teacher offers the location of areas that can be visited simultaneously by each group (e.g., culinary merchants along the UI access road / Near Gunadarma University, Depok). Then the students are asked to prepare the items in the group interview questions that they will ask the merchant regarding the sales process and the reasons for choosing the location to sell. They visit the seller's place and interview the seller on Wednesday. The students discuss and make reports on Thursday. They make a presentation of the results of their discussions on Friday. For students in grades 1-3, the display still uses writing and pictures. It aims to train the participants' excellent motor skills. Whereas for the 4<sup>th</sup>-grade students, they present by memorizing what is said. Then for students in grade 5-6, they show using power point and speak English. Teachers assess or evaluate their project papers based on the process of how they undergo and the concept of their presentation of results.

The results of the observation the author saw in the process students were very enthusiastic, enjoying and always active in the implementation of learning activities. They were simulated to enable their thinking skills and critical thinking. In the process, it was carried out in groups, so that it trained students about leadership and worked in teams.

The observation on implementation of the 'mini cafe' project activities in a week was as follows: On Monday, Students set a particular product based on their respective groups. On Tuesday, Students discussed the equipment and materials needed and the division of their tasks. On Wednesday, students conducted a trial of making the product and teachers who will be judges of the feasibility of products for sale and purchase. On Thursday, they organized a Mini cafe. On Friday, Students presented the results of their sales. They did it in groups, and one group was mixed from first to sixth grade. They had their respective roles and were active in their groups based on their division of tasks adjusted to the level of difficulty.

TABLE II. INTERVIEW RESULTS REGARDING THE POSITIVE IMPACT OF ENTREPRENEURIAL ACTIVITIES (MINI CAFE)

1 <sup>st</sup> Teacher said, "The children learn to work together in a group and learn ethical leadership by practice, self-confidence grows, and they also have the courage to create products and dare to sell."
2 <sup>nd</sup> Teacher said, "The children foster the spirit of creativity and entrepreneurship."
1 <sup>st</sup> Parent said, "The children learn about the real entrepreneur's life activity, learn to be independent, to be responsible for their task, and learn to solve their problems."
2 <sup>nd</sup> Parent said, "The children learn to recognize different characters and to be confident in adapting."
3 <sup>rd</sup> Parent said, "The children will be more creative, try to be independent, learn to plan and manage a business."

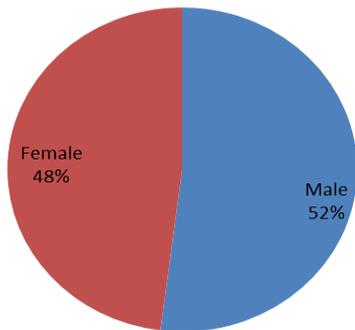


Fig. 1. Gender of Students' questionnaire.

The results of observations and interviews indicate that the project-based learning model can be applied effectively for elementary school students. The results of questionnaires from 50 students showed that students tended to have an entrepreneurial character (67%) and entrepreneurial spirit (67.2%) of the expected results.

The measurement indicator of entrepreneurial spirit that is carried out during mini cafe project activities are: 1) Passion; 2) Independent; 3) Opportunity Creation; 4) Creativity and Innovation; 5) Calculated risk taker; 6) Persistence; and 7) High ethical standards.



Fig. 2. Students' entrepreneurial spirit.

As seen on figure 2, during the project activities, students were very enthusiastic about preparing a mini cafe project. They seem to have an awareness of responsibility for each task in the group. Compactness was seen when they had a problem or difference of opinion; they could also handle it well. They liked it when they tested some recipes and produced their secret recipes, created different products and then packed them in attractive packaging. Then how to make an attractive promotion when trading activities took place became an exciting challenge for them. Furthermore, they were very confident in offering their products when the bazaar took place.



Fig. 3. Students' entrepreneurial character.

Indicators for measuring students' style from surge scores are as follows: 1) Confidence; 2) Task-oriented and results; 3) risk takers; 4) Leadership; 5) originality; 6) Orientation to the future; and 7) Honest and diligent.

Figure 3 in the habits of their daily activities, students look diligent and honest. They always work on their self and do not cheat when they take the semester exam. It is also seen when the mini cafe or bazaar takes place, when there are buyers forget the change, they immediately remind the buyer and give the money. They are also very diligent at home by helping with the mother's duties. They are accustomed to tidying their beds and preparing their needs before leaving for school. They are not dependent on others in carrying out their duties. They do not follow others but have their own opinions, and there are original ideas, there is the ability to do something. It can be seen from how they express their thoughts or project ideas. They are also delighted when producing secret recipes in their

cooking products. In doing the task, they are very focused and think hard to get maximum results. When they get a problem in working on a job, they are initiatives to act and find solutions together.

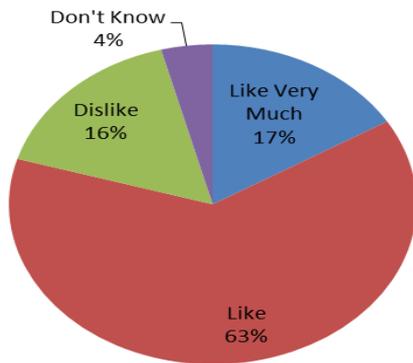


Fig. 4. Students' entrepreneurial character.

On figure 4, it shows that 63% of students liked the project on entrepreneurship, 17% of students said they loved it very much, 16% of students said they did not like it, and 4% of students did not give a statement. The students like the theme of the mini cafe more because they enjoy creating food or other products, do the selling, earning money, tasting foods, and calculating the results of profits. They enjoy the activity and channel their creativity freely.

The results are supported by previous research which states that "Project-based learning is more suitable for interdisciplinary teaching because it naturally involves many different academic skills, such as reading, writing, and mathematics and is suitable for building conceptual understanding through assimilation of different subjects." Project-based learning model that is student-centered to build and apply the concept of the project produced by exploring and solving problems in the real world independently [13].

#### IV. CONCLUSION

Entrepreneurship education with project learning models makes the learning process fun and enjoyable. Also, they are unconsciously trained to think, analyze and communicate what they have gained from learning outcomes. The formation of the character and spirit of entrepreneurship can be applied through learning this model because the creation of characters will be more natural if done since childhood through the habituation of daily activities.

The learning model always develops, and its application depends on the situation or context in which the participant is located. Therefore further research on other learning models can be done to find out which is the best. The possibility of the

emergence of new learning combinations or models from the results of further research, which can later be applied in entrepreneurship education, would be beneficial to the world of education.

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