

An Analysis of Entrepreneurial Character of Students of Pancasila and Civic Education Study Program of Sriwijaya University and Lampung University as an Effort to Shape Independent Citizens in the Industrial Revolution 4.0. Era

Sri Artati Waluyati
Pancasila and Civic Education Study Program
FKIP, Sriwijaya University
South Sumatera, Indonesia
sriartatiwaluyati@yahoo.co.id

Umi Chotimah
Pancasila and Civic Education Study Program
FKIP, Sriwijaya University
South Sumatera, Indonesia
umichotimah@unsri.ac.id

Kurnisar
Pancasila and Civic Education Study Program
FKIP, Sriwijaya University
South Sumatera, Indonesia
kurnisar@fkip.unsri.ac.id

Abstract— The objective of this study was to analyze the entrepreneurial character of students of Pancasila and Civic Education Study Program of Sriwijaya University and Lampung University as an effort to shape independent citizens in Industrial Revolution 4.0. Era. The students of the Pancasila and Civic Education (PPKn) Study Program of Sriwijaya University and Lampung University were the subjects of this study. The method used in this study was descriptive qualitative consisting of three stages, i.e., preparation, implementation, and data analysis. In collecting the data, documentation, observation, and interview were taken. Next, the obtained data were qualitatively analyzed. Based on the results, most of the students of Pancasila and Civic Education Study Program of Sriwijaya University and Lampung University possessed entrepreneurial character. An effort to optimize their entrepreneurial character development, however, was still needed to get them ready for being independent citizens in this Industrial Revolution 4.0. Era.

Keywords: *entrepreneurial character, independent citizens*

I. INTRODUCTION

In this Industrial Revolution 4.0 era, citizens now are facing extraordinary challenges in various aspects of life, such as economic, political, social, cultural, and educational aspects. Unemployment and poverty occur because the number of job opportunities is not proportional to the number of new job offers or offers at all levels of education [1]. One of them is that citizens are required to be more creative and innovative in many ways; the more creative and innovative a person is, the more successful his work and business will be. Therefore, an institution for educators as the central institution in shaping citizens ready to work and ready to compete should think about

how to prepare citizens who are creative, intelligent, and independent has become a destination of the education itself.

One attempt to do is to form and develop the entrepreneurial character of learners both at the primary and university level because it here in after referred to very precise character possessed by the citizens in realizing the goal of education itself and in the workplace.

According to Saroni, by providing entrepreneurial competencies such as productive activities to students to be effective in life, the entrepreneurial skills aspect is the applicative provision to reduce unemployment in the country. If learners have it, they will become more responsible for personal and social life [2].

According to Meredith, entrepreneurial characteristic and nature are depicted in the table below [3]

TABLE I. CHARACTERISTIC AND NATURE OF ENTREPRENEURSHIP

Characteristics	Nature
Confidence	Confidence, independent and optimistic.
Task and result-oriented	The need to be a good achiever, profit-oriented, persevering, and resilient, hardworking, energetic, and initiative.
Risk-taking	The ability to take reasonable risks and like challenges
Leadership	Behave as a leader, along with others, responding to suggestions and criticism.
Originality	Innovative, creative, and flexible.
Visioner	Visioner perspective.

In this regard, entrepreneurial education is expected to change the mindset of learners. Entrepreneurial education will encourage students to be able to start or to identify and open a business or entrepreneurship. Mindset is always oriented to be an employee. Then the entrepreneurial values can be taught and instilled to the students, and it can form their character to one day later to behave independently in their entrepreneurship. Based on the elaboration above, it can be summarized that good educational institutions are schools that can realize the functions and national education goals, one of which is providing the entrepreneurial skill for learners to foster an entrepreneurial character earlier, in addition to the knowledge gained by students in school.

Entrepreneurship is very important in the era of globalization since this skill is needed in dealing with free markets. According to Soemanto, in realizing entrepreneurial people in the school environment, there is no need to revise the existing curriculum totally, but it can be implemented by supplementing the existing curriculum with the field of entrepreneurship studies [4]. An entrepreneur will not succeed if he does not have the knowledge, abilities, and skills in accordance with the phrase.

Therefore, schools need entrepreneurial education or activities that can foster entrepreneurial character. The objectives of this research were to know the entrepreneurial character of students of PPKn Study Program of FKIP Unsri and Unila in forming independent citizens in facing the Industrial Revolution 4.0 era.

II. RESEARCH METHODS

This research is a type of qualitative research that refers to Miles and Huberman [5]. This research was conducted in the odd semester in the academic year of 2019/2020 in Sriwijaya University and Unila. The type of research was a qualitative descriptive study aimed at describing the entrepreneurial character of the students of Pancasila and Civic Education Study Program of FKIP Sriwijaya University and Lampung University in shaping independent citizens.

Research procedures carried out by researchers consist of three stages, namely, the preparation phase, the implementation phase, and the data analysis stage.

In the preparation stage, the researcher made several preparations, which include the selection of research subjects and the preparation of research instruments. The instruments used as data collection instruments in this study were the observation sheet and interview guidelines. Then, the researcher asked for help from one lecturer to validate the observation sheets and interview guidelines that had been prepared.

At the implementation stage, observations of students' entrepreneurial character had been carried out. Video recording was done when students follow some of their daily activities with observations made by researchers. Furthermore, researchers provided questionnaires and conducted interviews with students to explore information that was not obtained at the time of observation as well as clarified the results of

researchers' interpretation of the observations that have been made.

The data analysis stage was the final stage, where data collection that had been done in the previous stage was then analyzed.

The collection techniques used were questionnaires, observation, and interviews. The use of observation had an important role in data collection as a basis for conducting data collection through interviews. The aspect of being observed was the value of the students' independent character. In collecting data through observation, researchers were assisted by three observers. The purpose of this observation was to explore the entrepreneurial character arising when learning took place. Furthermore, the interviews used in this study were unstructured interviews; the researcher only prepared outlines of questions based on the results of the implementation of learning and students' responses then the observations would be flexibly explored during the interview. Finally, data collection was done by using a questionnaire to find out the entrepreneurial character of students.

III. RESULTS AND DISCUSSION

Based on the description in the research methods section, the research results, which were based on data collected from three data collection techniques, namely interview questionnaires, and observations were described. Before giving questionnaires to students in each batch of the students of Pancasila and Civic Education Study Program at Sriwijaya University and Lampung University, the researchers first determined the indicators to be seen. Some predetermined indicators, namely:

- Students have confidence and optimism
- Dare to take risks and like challenges
- Have a leadership spirit
- Having a desire to improve student originality or creativity
- Has an orientation towards the future.

Some of these indicators had been outlined in twenty-seven questions that must be filled out by students on the questionnaire sheet. For the first indicator, students had confidence and optimism, was described in nine statements. In the first indicator section, the researcher tried to dig up information about how much the students' struggled for their source of income. Based on the average results of the questionnaire, the first indicator obtained a percentage of 45.2%. Based on the percentage of the questionnaire, it can be understood that more students had not sought to have income from their own businesses. Next, for the second indicator, the researcher tried to find information about how much courage the students had in trying something new and accepting the challenge of the new thing. Based on questionnaire data that has been filled out by students, for the second indicator, the percentage of 70% was obtained. From the results of the average questionnaire for the second indicator, it can be understood that most students already dared to take risks. For

the challenge of the third indicator, researchers tried to explore information related to student leadership. In this case, what was meant was the spirit of students in creativity and trying to find something new. The average percentage obtained was 45%. It showed that most students did not have the enthusiasm for creating new creativity. The last indicator was related to student orientation in facing the future. On this indicator, an average percentage of 70% was obtained, which indicated that most students had been oriented towards the future.

Furthermore, to complete the questionnaire data, researchers also conducted interviews and observations with several representative students from each class. Questions were also given based on the predetermined indicator standards on the questionnaire sheet. Based on the results of observations and interviews conducted by researchers, it could be understood that most students already have a future-oriented mindset and also had the spirit to live independently. However, sometimes the problem was that students often had difficulty channeling their creative ideas to have their own business and income. Also, sometimes students still did not understand how the procedure for starting a new idea be realized in real life. It showed that there was still a need to be given a briefing and direction for students to form them into students who had an independent spirit or entrepreneurship. It was in line with what was stated by [1] that by providing entrepreneurial competencies such as productive activities to students to be effective in life, then the aspects of entrepreneurial skills were an applicative provision to reduce unemployment in this country. If students have entrepreneurial skills, they will become more responsible for their personal and social lives. Furthermore, this was also in line with what was

conveyed by [4] that in realizing entrepreneurial people in the school environment, there was no need to revise the existing curriculum in total, but can be implemented by complementing the existing curriculum with the field of entrepreneurship studies. An entrepreneur will not succeed if he does not have the knowledge, abilities, and skills in accordance with the phrase.

IV. CONCLUSION

Based on the research conducted by researchers from several data collection techniques, the researchers could conclude that the students of PPKn Study Program from Sriwijaya University and Lampung University were good enough in terms of entrepreneurial spirit as an effort to establish independent citizens in the era of the Industrial Revolution 4.0. However, further briefing needs to be given to the students as a medium to develop and maximize the students' independent character.

REFERENCES

- [1] Saiman, (2009), *entrepreneurial: theory, practice, and cases*, publishers Salembah, Jakarta.
- [2] Saroni, (2013), *to educate and train young entrepreneurs: raising awareness on the importance of entrepreneurial for students*, Penerbit Ar-Ruzz media, Yoyjakarta
- [3] Meredith et al., (2000), *entrepreneurial: theory and practice* (Andre Asparsogi, translation). Publisher Reader Binaman Pressindo, Jakarta.
- [4] Soemanto (1989). *Instructions for educational guidance*. Surabaya. Usaha Nasional.
- [5] Miles, MB, & Huberman, AM (2014). *Qualitative analysis of data* (3 nds. Ed.). Thousand Oaks: Sage Publications