

Entrepreneurship Education at SMP IT LHI Yogyakarta Implemented Through Life skill Programs as a Strategy to Deal With the Challenges of Industrial Era 4.0

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Abstract—The 4.0 industry era poses its own challenges in the field of education. Education must be able to equip students with competencies to deal with disruptive innovation phenomenon. Schools as educational institutions must be able to equip students to face these challenges by facilitating the internalization of students' skills so that they become competitive human beings. The required skills can be improved through a life skill program. High human competitiveness in a country will increase the country's competitiveness in the international arena. A country that dreams to advance can develop entrepreneurship, because entrepreneurship is one of the keys to a country's advancement. Entrepreneurship development can be performed through education channels i.e. by making entrepreneurship as an intracurricular and extracurricular activity. Entrepreneurial education is education that applies the principles and methodologies enhancing the formation of life skills for students through an integrated curriculum developed at schools. This research aims at examining the entrepreneurial education strategy through life skills at SMP IT LHI Yogyakarta. This research is a case study research. Data collection techniques include observations, interviews and documentations. Data validity is gained using triangulation techniques. Data analysis technique utilized in this research is an interactive analysis of Miles and Hubberman models. The results show that entrepreneurship education implemented through the life skill program is performed by determining the life skill program in accordance with the specialization of students. In addition, the implementation of entrepreneurship education is in the form of life skill clubs, student expos, bazars, and market days.

Keywords—life skill, entrepreneurship education, industry 4.0

I. INTRODUCTION

The industrial revolution era 4.0 is an industry that prioritizes computerization. Computerization is closely related to the cyber world and automation is not only affecting the industry but also affects all aspects of human life including social, cultural, economic, educational and other aspects.

The 4.0 industrial era gives its own challenges in the field of education. Education must equip students with skills in order to be able to deal with the disruptive innovation phenomenon. Schools as educational institutions must be able to arm students to face these challenges by facilitating the internalization of students' skills so that they become competitive human beings. The required skills are expected to provide life skills for students where life skills can be improved through a life skill program at school. This is in line with Hodge, stating that life skills may bring us a success in various sectors, and there are many basic life skills that work across sectors (e.g., home, school, sport, peer group environments) [1]. If that statement is associated with this research, it can be concluded that by having life skill, students will have the possibility of success in various fields of life.

Toch in Meyer explains that President Obama has argued that we need to know if students possess skills required for the 21 century including problem solving, critical thinking, creativity, and entrepreneurship [2]. Based on this view, it can be concluded that students need to have skills required to deal with 21st century, one of which is entrepreneurship. Entrepreneurship is important for a country. Entrepreneurship has experienced rapid development in the past three decades as stated by Lin and Xu that the world has witnessed the rapid development of entrepreneurship education over the past three decades. This development is closely related to policies of the government [3]. Of course, if Indonesia wants to increase the number of entrepreneurs, the government policy must also support the development of entrepreneurship education.

Tight human competitiveness in a country will increase the country's competitiveness in the international world. A country that dreams to advance can develop entrepreneurship, because entrepreneurship is one of the keys to a country's advancement. As stated by Ciputra, along with the existence of the ASEAN community, Indonesia must develop entrepreneurship so that

Indonesia can make an advancement otherwise Indonesia will be less competitive [4].

II. RELATED WORK

The importance of entrepreneurship is supported by the OECD statement, 2009 in Blenker, in which entrepreneurship plays important role for the process of value creation, job creation and the advancement of general economic [5]. This suggests that universities are required to carry out an entrepreneurship teaching and produce graduates who have entrepreneurship competencies, skills and motivations to be an entrepreneur.

The statement above needs to be responded to as early as possible by education. Education as media to educate the public has a vital role in developing entrepreneurship through a concept of entrepreneurial education. According to Saroni, entrepreneurship education is an educational program that considers the entrepreneurial aspects as a vital part in escalating the learner' competencies [6]. Another view is expressed by Suherman, he says that entrepreneurship education is a type of education that teaches people to produce their own business [7]. Another view is stated by Lin and Xu in which entrepreneurship education is an educational program offered by universities and colleges to their students or other individuals intended to improve entrepreneurship awareness, capabilities, and techniques [3]. Sunyoto and Wahyuningsih in Titiani, say that entrepreneurship deals with mental and attitude, the active soul in trying to increase its work in order to increase income [8].

According to Soemanto, there are 3 principles of entrepreneurial education which include the following [9]:

- Entrepreneurship education can last a lifetime, anywhere, and at any time, so that humans are obliged to learn and educate themselves naturally.
- The environment of entrepreneurial education can be anywhere, at school, at family, and in the community.
- The parties in charge of entrepreneurship education include school, family and community.

Mulyani states that the success of entrepreneurship education programs can be identified from the achievement of criteria/indicators by students, which include: having high independence, having high creativity, being brave to take risks, being action oriented, having high leadership character, having hard-working character, understanding the concepts of entrepreneurship, having entrepreneurial skills in his school especially regarding entrepreneurial competence [10].

According to Sutrisno, entrepreneurial education is education that applies the principles and methodology enhancing the formation of life skills for students through an integrated curriculum developed in schools [11]. Schools that implement an entrepreneurial education must carry out activities which enhance life skills. One of the schools that

develops entrepreneurship education is SMP IT Luqman Al Hakim (LHI) Yogyakarta.

Listyono defines life skills as the ability and courage to deal with life's problems, then proactively and creatively find solutions to overcome the problems [12]. Definition of life skills is broader than vocational skills or working skills. According to World Health Organization (WHO), life skills is the ability to behave in an adaptive and positive manner that enables a person to effectively solve their daily needs and challenges. Based on Law No. 20 of 2003, Life skill education is education that provides personal, social, intellectual skills, and vocational skills to work or perform independent business [13].

SMP IT Luqman Al Hakim International Yogyakarta has the concept of holistic education performed through an integral learning process. SMP IT Luqman Al Hakim has an excellent program i.e. life skill program based on specialization. The life skill program aims to provide life skills based on the students' interests. The life skill programs develop entrepreneurial values, so that it is expected to be able to train students with entrepreneurial skills. This is because entrepreneurship needs to be taught to the younger generation as stated by Baidi and Suyatno that the development of entrepreneurship to the younger generation needs to be increased [14].

III. METHODOLOGY

This research is a descriptive qualitative research. The research subjects were the Principal, the vice principal of Student Affairs and the teacher of life skill at SMP IT LHI Yogyakarta, as well as life skill students at SMP IT LHI Yogyakarta. The research subject was determined using purposive sampling technique. The objects of the study include life skill activities in schools related to entrepreneurial education strategies conducted by schools through the lifeskill programs. Research instruments are researchers themselves or often referred to as human instruments. Data collection techniques consist of observations, interviews, and documentations. To gain the data validity, the researchers employ triangulation techniques or data retrieval process which is carried out through observation, interviews and documentation of the life skill programs. The data analysis techniques employed was an interactive analysis proposed by Miles and Huberman [15].

IV. RESULTS AND DISCUSSION

From the observations, interviews, and documentation, we investigate that the competencies developed in SMP IT LHI consist of:

- Living skills: Living skills contain life skills needed to adapt in everyday life
- Learning skills: Learning skills contains skills to be able to develop themselves through an ongoing learning process

- **Thinking skills:** Thinking skills contain the skills needed to solve problems in everyday life

SMP IT LHI has several excellent programs, one of which is life skill. The life skill program that promotes entrepreneurship consists of gardening, cooking, fishing, sewing.

The vision and missions of SMP IT LHI promotes the development of skills needed in everyday life which are later on developed in the form of life skill programs. The life skill program is intended to enable students to have skills required for living in the next 20 years and can be applied in the daily lives of students and in the surrounding environment. The development of student skills is carried out by habituating the students to stay in the dormitories that are also developed in school life. To further improve their skills, the schools design life skill clubs.

A. Determining Life skill Programs

Determining the life skill program for students is carried out through various stages which can be described in figure 1.

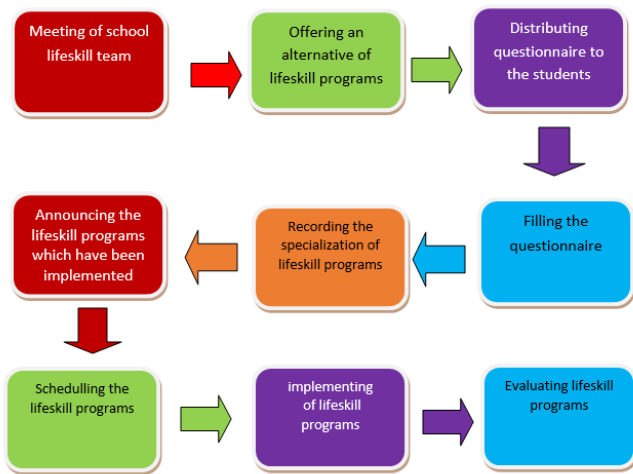


Fig. 1. Flow of determining and implementing of life skill program at SMP IT LHI Yogyakarta.

B. Implementation of Entrepreneurship Education Through Life skill Program

Ruskovaara and Pihkala state that Teachers have a great responsibility to integrate an entrepreneurship education in their teaching practices. Also, they are encouraged to search for the best and benefited model since an easy to perceived pedagogical guideline for performing an entrepreneurship education doesn't exist yet [16]. Teachers need to integrate entrepreneurial education in their teaching as a best practice.

The implementation of entrepreneurship education at SMP IT LHI through the life skill program is suited to the specialization groups. Students attend life skill training within clubs that they have chosen. Life skill programs that are

organized are in the form of projects that must be completed by students or employ a project based learning approach. Project-based learning is chosen as a life skill learning method because it can foster student creativity in completing projects. At the end of the semester, after attending the life skill programs, students must produce a product based on the project agreed at the beginning of the life skill program. Life skill products are used as merchandise in student expo (LSE / LHI Students Expo), bazaars, and market days.

Through the life skill programs, students are equipped with the skills to produce a product based on their interests guided by life skill instructors and a dormitory companion (musrifah). Then the results of the life skill programs /products are exhibited and marketed in LSE activities.

C. Organizing Student Expo, Bazar, and Market Day

Student expo activities, bazaars, market days are held as a medium for instilling the student's entrepreneurial sense so that they have a selling skill. Also, they aim at training students to dare to show their work, offering their products, determining the selling price of their products and marketing their products.

Entrepreneurship education at SMP IT LHI Yogyakarta is implemented through a life skill program. According to Sutrisno, education that promotes entrepreneurial knowledge must perform life skill development activities and must conduct activities which enhance life skills [11]. Life skill program is organized based on the students needs employing specialization models, so that students participate in the life skill programs with feelings of pleasure without feeling of being forced. The life skill programs implemented by schools in the form of life skill clubs based on the students specialization is expected to provide students an overview of what they are going to do in the future. This is in line with the view of Sultana which states that the important life skills required by young generation includes the capability to arrange a training or educational direction in relation to the occupations they desire to pursue [17]. In implementing life skill programs, entrepreneurial values are instilled through indirect learning i.e. how to produce goods, and how to market goods through student expo activities, bazaars, or market days. Entrepreneurial values are intended to develop entrepreneurial attitudes as stated by Asenjo and Barberá, in Zondo that entrepreneurship deals with a process that occurs over a period of time and its initial phase is an entrepreneurial attitude [18].

Students must have skills which are relevant to the need of 21st century. With regard to this, Harris says that the Partnership for 21st Century Skills consist of a well-recognized framework of skills which are required for the modern workforce (Partnership for 21st Century Skills, 2011). The skills addressed in this framework consist of innovation and learning, innovation and creativity, problem solving and critical thinking skill, communication skill, and cooperation skill [19].

These skills will enhance students' to be able to compete in the industrial era 4.0 where several skills to face the industrial era 4.0 are required, one of which is creativity. Student's creativity is improved through project based learning which is employed as a learning method in the life skill program. Moursund in Gultekin explains that project-based learning is a learning approach which is implemented based on the principle that learners solve real life problems individually or in groups [20].

Project-based learning can improve the students skills to solve complex problems, collaborate, develop communication skills, organize projects skillfully. These skills are trained to students to face the industrial era 4.0 and in accordance with the development of society and the modern world, so that entrepreneurial development runs well. This is in accordance with the view of Vakili et al., "therefore, promoting entrepreneurship is inevitable in order to align activities in societies with modern world, and education this process is considered as one of the most important components of entrepreneurship development" [21].

V. CONCLUSION AND FUTURE SCOPE

Entrepreneurship education implemented through the life skill program as a strategy to face the industrial era 4.0 is performed by determining the life skill programs which are suited to the specialization of students. The implementation of entrepreneurship education is in the form of life skill clubs (gardening, fishing, cooking, sewing). To practice entrepreneurship education especially the concept of marketing, students expo, bazaar, market day are held. The implementation of entrepreneurship education through life skill which is packaged with a project based learning model is directed to instill skills to students as a provision to face the industrial era 4.0 where several skills are needed, one of which is creativity. Creativity skills will be developed through projects in entrepreneurship education through life skill programs. Other researchs can also be carried out the effectiveness of the life skills program in entrepreneurship education.

ACKNOWLEDGMENT

We would like to express our very great appreciation to the headmaster, vice principal of students affair, teachers, staffs, and students of SMP IT LHI Yogyakarta for esnabling us to observe the life skill program. We are particularly grateful for the assistance given by social sciences students in the data collection. Special thanks should be given to the head of LPPM UNY and the Staffs' for the valuable support.

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