

Establishment of Student Entrepreneur Characters in Elementary School During the Covid-19

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ABSTRACT

This study aims to determine the integration of entrepreneurship education in the formation of entrepreneurial character during the Covid-19 pandemic. The methodology used in this study is a qualitative method. The technique of determining the subject with certain criteria (purposive sampling) is 5 teachers at Soekarno Hatta elementary school in North Lampung with the criteria, namely active teachers teaching, teaching experience > 5 years, and 6th-grade elementary school teachers. Data collection techniques using observation, interviews, and literature review. Techniques through the stages of data reduction, data display, and data verification. The results of the research during the Covid-19 pandemic at Soekarno Hatta Elementary School showed that 1) The formation of entrepreneurial character was still carried out by all teachers and school officials, 2) the formation of entrepreneurial character was carried out online through the help of WhatsApp Group applications, Google Classroom and Youtube, 3) Teachers experience limitations in the integration of entrepreneurship education into online learning so that they are only able to integrate three models of the seven models of integration of entrepreneurship education, namely integration into thematic learning, integration into teaching materials and integration into *mulok* in the form of assignments.

Keywords: *Entrepreneurship, Character, Education, Elementary School.*

1. INTRODUCTION

The Covid-19 virus has become a global problem that affects all aspects of life. The impact of Covid-19 on the economy shows how important entrepreneurship so that people can be independent, creative, and innovative in surviving during the difficult pandemic. Entrepreneurship education has a positive effect on entrepreneurial character [1]. The entrepreneurial character must be possessed to take advantage of opportunities during a pandemic. Entrepreneurial character is a provision for future generations to face challenges in the economic field. The entrepreneurial character can answer the increasingly difficult challenges in the future, especially economic problems.

Entrepreneurship is one of the alternatives that is needed to overcome socio-economic problems, especially to create business opportunities and reduce unemployment and poverty rates. One solution to the problem of poverty, because the number of entrepreneurs is still very small in Indonesia, is to form an entrepreneurial character [2]. The entrepreneurial character makes a person survive even though the

environment changes during the Covid-19 pandemic. The character of the entrepreneurial spirit forms a person to think optimistically and positively in solving problems.

The positive contribution of entrepreneurship education encourages interest and intention for entrepreneurship [3]. Entrepreneurship education determines students' entrepreneurial intentions as well as examines the emerging role of the entrepreneurial mindset [4]. The entrepreneurial character can change an employee-oriented mindset into an entrepreneur orientation, transforming ordinary people into entrepreneurs who are aware of future opportunities to make careers by creating companies [5]. Entrepreneurship education will encourage students to find entrepreneurial character and intend to open a business or entrepreneurship [6]. The mindset that has always been oriented to being an employee is turned upside down to become oriented to finding employees. Entrepreneurship education successfully influences entrepreneurial self-efficacy, entrepreneurship, and entrepreneurial mindset [7].

Entrepreneurship education is an effort to build character, mindset, and entrepreneurial skills. The skills obtained from entrepreneurship education are very important both to prepare students to face changes in the future [8]. Entrepreneurship education can transmit mindset and character to encourage students to grow into personal entrepreneurs [9]. Entrepreneurship in principle is an ability to think creatively and behave innovatively which is used as the basis, resources, motivators, goals, tactics/strategies, and tips in facing life's challenges [10]. Entrepreneurship education is expected to be able to break the mentality of the nation's next-generation so that they are not easily discouraged in facing the challenges of life, and are ready to compete intelligently with other countries.

Elementary schools play an important role in the process of forming entrepreneurial character values. Schools influence the entrepreneurial characteristics of students [11]. Elementary schools have unique characteristics for the possibility of introducing entrepreneurship so that entrepreneurship development is carried out early and empowers entrepreneurial attitudes [12]. Schools are educational institutions that are fully responsible for the character of future generations [13]. School is the right environment in shaping the entrepreneurial character of students. An entrepreneurial environment that is characterized by not only profit-oriented but sustainable entrepreneurship [14]. School is a level of formal education that is considered appropriate to start implementing entrepreneurship education.

Elementary school teachers have a great responsibility in integrating early childhood entrepreneurship education to be ready for life's challenges. Teachers can instill entrepreneurial character during class guidance with a psychological approach [15]. Entrepreneurship in children cannot be done alone but requires guidance and support from adults, parents, and teachers. Children who know the world of entrepreneurship from an early age will find benefits for their future provisions [16]. Entrepreneurship education in elementary schools can form characters that can be a provision for children in everyday life.

Elementary school teachers need careful preparation to instill entrepreneurial values from an early age in elementary schools. Entrepreneurship learning needs to be grown from an early age not only at the level of cognitive formation by telling children about the definition of entrepreneurship, its benefits, and how. But entrepreneurship can be integrated into learning themes through hidden curriculum [16]. The formation of entrepreneurial character in elementary schools by integrating entrepreneurship education into the existing school curriculum, namely 1) integration in thematic learning, 2) integration with extracurricular activities, 3)

integration through self-development, 4) integration through entrepreneurship practices, 5) integration in materials and textbooks, 6) integration through school culture, 7) integration through local content.

Soekarno Hatta Elementary School is one of the leading schools in North Lampung which integrates entrepreneurship education considering that it is not held face-to-face. During the Covid-19 pandemic, a new strategy for integration is needed for the formation of entrepreneurial character in distance learning. The integration of entrepreneurship education at Soekarno Hatta Elementary School in instilling entrepreneurial character must adapt to distance learning conditions during the Covid-19 pandemic. This study aims to determine the entrepreneurial character learning strategy and the integration of entrepreneurial character formation in elementary schools during the Covid-19 pandemic at Soekarno Hatta Elementary School, North Lampung.

2. MATERIAL AND METHOD

The methodology used in this study is a qualitative method. The technique of determining the subject with certain criteria (purposive sampling) is 5 teachers at Soekarno Hatta elementary school in North Lampung with subject criteria 1) teachers are actively teaching, 2) teaching experience > 5 years, 3) 6th-grade elementary school teachers. These criteria became the subject of research because high-grade teachers were more effective in distance learning. Data collection techniques using observation, interviews, and literature review. Literature searches were carried out in both national and international literature related to this research. Data analysis uses three stages, namely data reduction, data display, and data verification.

3. RESULTS AND DISCUSSION

3.1 Character Education in Schools

Entrepreneurship education in schools can provide a stimulus to students to make entrepreneurship a passion. Entrepreneurship is the formation of an entrepreneurial spirit by instilling a person's passion, attitude, behavior, and abilities to find and create opportunities [17]. Entrepreneurial values will become student characteristics that can be used in socializing and interacting with their environment. Entrepreneurship education will give students character so that they have strong mental and moral, independent spirit, and tenacious attitude (resistance), adequate knowledge and skills, and can face global competition.

Entrepreneurship curriculum development in schools is more emphasized on achieving entrepreneurial values to students. Teachers in schools have a role in forming entrepreneurial characters and developing all the

potential and interests of children, especially in the field of entrepreneurship. A school is a place where children get knowledge, experience from the speech, behavior, and attitudes of teachers. Therefore, to foster an entrepreneurial mindset, it is better to form an entrepreneurial spirit starting from the lowest level of education as early as possible. Children aged 8-12 years can acquire and properly handle the basic concepts of entrepreneurship, develop skills in entrepreneurship, and implement personal and social [3]. Informing entrepreneurial character in schools, the characters that must be possessed by students are 1) honest character, 2) obedient and disciplined character, 3) hardworking character, 4) creative character, 5) innovative character, 6) independent character, 7) character responsibility, 8) cooperation character, 9) leadership character, 10) unyielding character, 11) risk-taking character, 12) commitment character, 13) realistic character, 14) curiosity character, 15) communicative character, 16) strong motivational character, 17) initiative character.

Entrepreneurship education in primary schools is not oriented towards earning money or doing business. The achievement of entrepreneurship education is more about the internalization of entrepreneurial character values in students. The internalization of character values in schools is not only the task of the teacher but also the joint task of the principal, education staff, and canteen sellers. The integration of entrepreneurial character in schools is important to form entrepreneurial character. The model for integrating entrepreneurship education in schools is as follows:

a. Integrate into thematic learning Classroom learning teaches material and character values. The formation of entrepreneurial character needs to be integrated into all subjects. In elementary schools, learning is integrated or thematic, namely the incorporation of all subjects into learning themes. The formation of entrepreneurial character in thematic learning can be internalized in the themes, materials, and learning strategies in the classroom.

b. Integration With Extracurricular Activities The integration of entrepreneurial character is also carried out in learning outside of school subjects. Extracurricular are the right means in building entrepreneurial character outside of school hours. Extracurricular forms an entrepreneurial character because it can accommodate talents and interests and is also a place for students to express themselves.

c. Integration Through Self Development The formation of entrepreneurial character is integrated with self-development through counseling at school. Self-development allows students to develop themselves according to the personal conditions and different talents of each student.

d. Integration Through Entrepreneurial Practices The integration of entrepreneurship education requires direct practice as a form of application of the theory that has been obtained by students and adds to the experience of entrepreneurship.

e. Integration in Materials and Textbooks Materials/textbooks are the most influential learning components in the learning process. Internalization of entrepreneurial values can be done into teaching materials both in the presentation of materials, assignments, and evaluations.

f. Integration Through School Culture The development of values in entrepreneurship education in school culture includes activities carried out by principals, teachers, counselors, administrative staff when communicating with students and using school facilities, such as honesty, responsibility, discipline, and entrepreneurship culture in the school environment.

g. Integration Through Local Content Integration in *mulok* subjects is based on the potential of local wisdom in areas full of noble values. Through *mulok* lessons, students can find out the potential of their area and see it as an entrepreneurial opportunity.

3.2 The Formation of Entrepreneurial Character During the Covid-19 Pandemic

The following are the results of interviews conducted with five elementary school teachers of Soekarno Hatta who provide information on the formation of entrepreneurial character.

Subject 1

S1: Yes, I have formed an entrepreneurial character at school so that later my students will have entrepreneurial character

S1: Entrepreneurship education continues even though it is online

S1: Implementation of entrepreneurship education is carried out by all elements of the school

S1: It's difficult, sir because we can't directly accompany students while studying at home. so that through integration into thematic learning and integration in homework assignments

S1: During the Covid-19 pandemic, our school implemented online learning so that internalization of the formation of entrepreneurial character through thematic learning and teaching materials.

S1: Using WhatsApp group

Subject 2

S2: True, my goal is to instill an entrepreneurial character so that someday my students will have been a successful entrepreneur

S2: Yes, there is still character education even though it's online

- S2: *Integrated into all school activities*
 S2: *It's difficult because you don't have to meet face-to-face with the character-building students the role of the teacher figure, before Covid-19 there are many things we can do, such as through extracurricular and entrepreneurial practice*
 S2: *I integrate it into mulok through assignments to make handicrafts for students*
 S2: *I use WhatsApp group and Google Classroom*

Subject 3

- S3: *Yes, at Soekarno Hatta Elementary School, the graduates must be great individuals*
 S3: *Instructions from the principal of the learning school remain as usual even though it is online*
 S3: *Entrepreneurship character education can be implemented in learning activities daily even though online and through school-based activities online.*
 S3: *The limitations during the pandemic made it difficult for me to implement only through materials teaching and assignments.*
 S3: *Integrate mulok with handicrafts and market it through social media*
 S3: *Using WhatsApp group and Google Classroom*

Subject 4

- S4: *Yes, for a mental revolution so that my children are able to face the changing world*
 S4: *It continues even though there is a signal problem*
 S4: *Implementation through daily communication with teachers in online learning*
 S4: *The internalization of entrepreneurship education is very limited in our school, this is related to online learning technical problems such as students who have difficulty signaling, and running out of quota.*
 S4: *A form of entrepreneurship cultivation with integration into thematic and deep learning teaching materials (both books, pictures, and videos) have character*
 S4: *Students use Google Classroom and WhatsApp groups*

Subject 5

- S5: *Yes, because I want to change the mentality of job seekers to become entrepreneurs*
 S5: *Online learning we continue to learn as usual*
 S5: *The implementation is hidden curriculum, that is, it does not stand alone but is still taught hidden by the teacher in every lesson*
 S5: *The formation of entrepreneurial character is only in the integration of thematic learning Due to online learning*
 S5: *In the form of an assignment to make a video and upload it on YouTube*
 S5: *Via WhatsApp and youtube groups*

Education in elementary schools has also been affected by the spread of Covid-19, so distance learning (online) has been implemented. In online learning,

teachers and students cannot interact face-to-face directly. Online learning is one of the products of technological developments in education that have developed to replace face-to-face. According to Prihatmojo [18] "the more technology develops in the 21st century, the learning process must adapt to change". Entrepreneurship education in elementary schools must also adapt to online learning during the Covid-19 pandemic.

The results of the research during the Covid-19 pandemic showed that the formation of entrepreneurial character at Soekarno Elementary School was still carried out by all teachers and school officials. Online learning is the only safest way to learn entrepreneurship during the Covid-19 pandemic. The formation of entrepreneurial character was carried out by Soekarno Hatta Elementary School teachers during online learning through the help of the WhatsApp Group, Google Classroom, and Youtube applications. Teachers choose the application because it is easy to understand and access by elementary school-aged children. The WhatsApp group application is a communication medium between teachers and students that is most widely used by teachers at Soekarno Hatta Elementary School.

The results showed that teachers at Soekarno Hatta Elementary School had difficulties in integrating entrepreneurship education during the Covid-19 pandemic. This is indicated by the results of teacher interviews which reveal that the integration of entrepreneurial character formation during learning is only through integration into thematic learning, integration into teaching materials, and integration into Mulok in the form of assignments. Entrepreneurship education at Soekarno Hatta Elementary School does not stand alone but is integrated into thematic learning, namely the internalization of entrepreneurial character into all subjects by theme. Integration through teaching materials, namely through textbooks and teaching materials containing entrepreneurial characters. Meanwhile, integration into Mulok is in the form of assignments that integrate entrepreneurial characters, namely the task of making handicrafts at home and then being marketed to friends via Whatsapp. Assignments are also in the form of videos demonstrating the manufacture or production of goods and uploading them to YouTube.

Online learning at Soekarno Hatta Elementary School makes teachers limited in integrating entrepreneurial characters. Whereas in the absence of the Covid-19 pandemic, the formation of entrepreneurial character was carried out by 1) integration in thematic learning, 2) integration with extracurricular activities, 3) integration through self-development, 4) integration through entrepreneurship practices, 5) integration in materials and textbooks, 6) integration through school

culture, 7) integration through local content. The teacher revealed the difficulty of integrating entrepreneurial characters because they could not meet directly with students so that there were only two integrations, namely through teaching materials and assignments. In addition, the limited reach of online learning is still not able to reach all activities such as extracurricular activities, self-development, entrepreneurship practices, and school culture. This is difficult to implement because students and teachers are separated by distances and spaces that cannot be reached by online learning. The obstacles encountered by teachers in providing entrepreneurship learning during the pandemic are not as usual because there are schools that do not implement entrepreneurship learning because teachers have difficulty in providing practice to students [19]. Therefore, the Soekarno Hatta Elementary School teacher invites parents to work together to assist and shape the character of students during the Covid-19 pandemic.

4. CONCLUSION

Curriculum development of entrepreneurship in schools is emphasized more on achieving entrepreneurial values to students. Teachers in schools have a role in the establishment of entrepreneurial characters and in the development of all the potential and interests of the children, especially in the field of entrepreneurship. The spread of the Covid-19 virus has become an obstacle to learning entrepreneurship education at Soekarno Hatta Elementary School. Online learning using the Whatsapp Group, Google Classroom and Youtube online platforms has been found unable to fully integrate character education. Implementation of entrepreneurship education during the Covid-19 pandemic at Soekarno Hatta Elementary School has been done through 1) integration of thematic learning, 2) integration of teaching materials, 3) integration of school local content in the form of assignments. It can be concluded that online learning causes difficulties in integrating the formation of entrepreneurial character at Soekarno Hatta Elementary School so that teachers have limited integration of entrepreneurial character values. Therefore, they invite parents to work together to assist and shape student character during the Covid-19 pandemic

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