

Teacher Communication in Entrepreneurship Learning for Children at Schools

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Abstract—The era of globalization in context of today's society makes entrepreneurship crucial since it concerns the development of a nation. Since this is something new, there are variety of unique ways to convey entrepreneurial values to children. Teacher communication is performed within the scope of interaction with children, in the process of learning, when assessing children's accomplishment, and evaluation on what they have achieved so far. *This paper is aims to observe the interaction among teachers and students is teachers who do conscious communication in the context of entrepreneurship learning, which includes teachers' approach in teaching, how teachers interact with children, how the learning process takes place, and how teachers evaluate students' achievement in learning.* Ethnography of communication approach used in this research. Through this approach, the research will focus on children's communication pattern in verbal communities in inclusive schools. Entrepreneurship learning in Sekolah Dasar Alam, where this research takes place, involves not only teachers and students but also various external parties in activities which support the implementation of entrepreneurship materials that has been previously compiled. Teachers help children understand the future and motivate them to develop multiple creativities to enhance their entrepreneurship capabilities. In addition to building up self-power, students are also trained to develop their social abilities.

Keywords—*entrepreneurship; teacher communication*

I. INTRODUCTION

Entrepreneurship is an important issue since it will bring major changes to the strength of a nation's economy. Building the entrepreneurship is building the characters. According to McGraith and Mac Millan basic characters of an entrepreneur are action oriented, think simple, always look for new opportunities, pursue opportunities with high discipline, only take the best opportunities, focus on execution, and put the energy on the business. They have several experiences accumulated into a set of knowledge used to interpret upcoming events [1, 2].

There are several Indonesian entrepreneurs have social awareness, Social-oriented entrepreneurship has characteristics such as socially innovative, proactive, and having willingness to take calculated risks [3]. The basic characters referred to as entrepreneurial mindset will give strength to the community while providing positive value for increasing the nation's competitiveness. Entrepreneurship is self-confidence, virtue,

trust, and confidence to fulfill the needs and solve problems in life with inner strength. These terms indicate that entrepreneurship is an embodiment of optimization to become a whole person with strong [4].

One method considered effective in building entrepreneurship is through education for children. Axelsson, et.al. Strengthened argue that human beings are entrepreneurial and creative by birth [5]. The task of schools is to challenge and develop these natural entrepreneurial abilities instead of what is sometimes the situation of today where education 'educates out the creativity'. Since the beginning, children have been introduced to the importance of entrepreneurship (for survival and competitiveness) and local potentials as entrepreneurial basis. The implementation of entrepreneurship learning requires a method so that the phenomenon of entrepreneurship can inspire broadly. Entrepreneurship values contain good characters which worthy for a child's life. This is in line with Wibowo's opinion that entrepreneurship education should indeed be done early and taught in the early levels of education (kindergarten and elementary school) with the learning material adjusted to the level of education and age of students [6].

Given the importance of instilling entrepreneurial values in children, then innovation in learning is a must. An adaptive and innovative attitude is needed in instilling entrepreneurial values in the millennial generation which characterized by being connected to internet. Inclusive entrepreneurial values that have been embedded in children through education are expected to be able to create persons with good characters who can develop various businesses and provide economic added value while providing significant social impacts [7]. Involving families in education in elementary schools is an absolute matter to conduct. Successful education shall not ignore the role of family [8].

Some schools have already begun incorporating entrepreneurship material into their learning curriculum at the basic education level. Since it is new, there will be unique ways to convey the value of entrepreneurship to children which require reliability in teacher communication skills. Communication is believed to become a channel to build mutual understanding among actors in developing certain knowledge in order to have economic and social added value [9].

This study uses the ethnography of communication approach by observing how teachers carry out entrepreneurial learning for children at school. This research covers the approach taken by teachers in teaching activity, interaction with children, in learning process, rate children's achievement in mapping the characters of entrepreneurship, and evaluate what children have achieved in learning.

In this research, the interaction occurred between teachers and students/children is teachers who do conscious communication in the context of entrepreneurship learning, which includes teachers' approach in teaching, how teachers interact with children, how the learning process takes place, and how teachers evaluate students' achievement in learning. Teachers do the communication based on their meaning toward students' behaviors in entrepreneurial learning. Subsequently, through an interpretative process, students receive communication from their teachers.

II. METHOD

Ethnography of communication approach used in this research is an approach to language assessment in social context. Ethnography of communication approach views the use of language in communicative behavior of a society on certain cultural themes. Through this approach, the research will focus on children's communication pattern in verbal communities in inclusive schools. This method can describe, explain, and build relationships from categories and data found. The purpose of ethnographic communication study is to describe, analyze, and explain the communication behavior of a social group [10]. Subjects of this study are teachers who teach entrepreneurship in elementary schools that have applied entrepreneurship learning in their curriculum. The school mentioned is Sekolah Alam Bandung (Bandung School of Nature) located on Jl. Cikalapa II no 4 Kampung Tanggulan, Dago Pojok, Bandung.

III. RESULTS AND DISCUSSION

Sekolah Alam Bandung is the first nature-based formal school in Bandung city. The idea of this school came up in 2001 and started with the inspiration from Sekolah Alam Lendo Novo (Lendo Novo School of Nature). Lendo Novo, a social activist who has a great concern over education is a founder of Sekolah Alam, a school where children can play and learn with nature as their unlimited learning sources. At first it was only an educational idea, but later transformed into a school model. The school created should have natural dimensions as a source of knowledge and can be managed by students. The learning system in this school utilizes nature and open space as learning media. The implementation of learning while playing is very visible from this learning system. Students can do observation and practice in the field while playing several games, including outbound. In between times, a group discussion system is applied as an effective learning method.

Entrepreneurship learning in Sekolah Alam Bandung is given in various entrepreneurial projects, namely independent projects and group projects. Independent projects are carried out by individual students collaborating with their parents, while group projects which consisting of groups in class and

groups between classes are designed by students with direction from teachers. The projects are designed over a period of two weeks to one month and conduct every semester in all classes.

In entrepreneurship learning, students learn the concept of thinking according to the stages in entrepreneurial cycle, starting from production to distribution and consumption, which means children learn the entrepreneurial process from upstream to downstream. It consists of how to create products or services, packaging products or services, distributing products or services to consumers, how to do promotions, managing the finance, how to manage organizations, and sharing the tasks which all provide comprehensive learning about entrepreneurship.

Entrepreneurship curriculum at Sekolah Dasar Alam includes skills of production, distribution, and promotion. The concept of growth and development in business is also taught according to the age level of the child. Even in simple terms, the business design concept always begins with a business design that involves students, teachers, and even parents. Two concepts emerged from the entrepreneurial business, namely daily concepts and scheduled concepts. Students also learn the concept of selling and payday. The concept of payday is quite interesting for children because they can feel how to be paid or get paid after doing business every day.

A. Teacher Encourages Motivation in Student

Sekolah Dasar Alam applies the concept of teachers similar to father and mother in a family. The concept is man and woman, which means there is a mister (Mr.) and mistress (Mrs.) as homeroom teachers. This entrepreneurial curriculum applies the concept of teachers and children partnering together in entrepreneurial activities. An important part of entrepreneurship is creativity. Creativity at children's level is to recognize the various types of fields that are cultivated. Creativity is not only limited to the idea of its activities, but also in the production, assets, and sources of funds. They even have already planned the results or benefits to be obtained.

To develop creativity, there are two types of entrepreneurship applied, namely independent entrepreneurs and group entrepreneurs. Independent entrepreneurship is usually a collaboration with parents, while group entrepreneurship is a collection of people who do business together in a group. Group entrepreneurship are easier because of their joint venture capital and also funding from the school for teaching and learning activities. Students learn about capital, payday concepts, profit, and loss. Loss occurs when the products are not sold or damaged. Students are also taught the creativity and ability to add value to products or services. Adding value in business, for example, is the free delivery service or service excellent. Teacher's creativity really helps motivate students in developing their ideas.

B. Building Children's Independence

Being independent was started through physical activities, including installation activities such as flying fox, playing height, obstacle course, game of Takeshi fortress, etc. Almost all areas in the school function as installations. Real outbound activities actualize the concept of *matra*. *Matra* means territory,

and this year's agenda is about water matra which perform activities related to territorial waters. The areas mentioned are inland waters, rivers, lakes, and ponds from upstream to downstream. Students learn about territorial areas and get familiar with social activities, for example, the activity of sixth grade students who camp and socialize with the surrounding community. They spend the night in residential areas, helping people, raising livestock, and farming. In addition, they learn the concepts of safety procedures and survival, such as how to help themselves and other friends in certain situations.

Independence trait is expanded by a collaboration system. In addition to teacher-parents collaboration is collaboration between classes and parties outside the school. Collaboration is carried out in the food and entertainment industry, for example, by creating a café together. All areas in school can be used as a place to sell products for students. For example, a bazaar can be held in children's playground equipped with entertainment which displays the creativity of students. This independence began with the implementation in small classes which later developed into classroom collaboration involving parents and on a large scale brought in outsiders to collaborate. Building entrepreneurship is not just oriented to production and distribution capabilities. Entrepreneurship is closely related to building the characters. Building the characters of entrepreneurship should be carried out from an early age that can be taken by means of, among others, entrepreneurial education activities. With a curriculum design suited to children's condition, teacher has a guide in communication to achieve the goals of entrepreneurship education.

IV. CONCLUSION

Teaching entrepreneurship in schools is largely determined by how entrepreneurship education materials being organized. Teacher builds students' credibility when they teach entrepreneurial values. The credibility built will facilitate the acceptance of entrepreneurial values taught by teachers. Teachers' abilities to deliver the material and teachers' management in assisting students in entrepreneurship become factors for student to trust their teachers.

Teacher's ability to motivate students is needed especially in encouraging them to develop their creativities. To develop something new and unique is important in building entrepreneurial values. The creativity of children seen from the development of their age is quite high, but requires a motivating factor. This is where the role of teacher is needed to give encouragement in various ways. Teachers accompany

students in the field and praise them or give them rewards when they have successfully done something. Teachers also help students understand the future so that they are motivated to develop various creativities to improve their entrepreneurial abilities.

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