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Analysis of Entrepreneurship Education in Embedding Entrepreneurship Values in the Family of SME Owners to Grow Entrepreneurial Interest (Study of SME Owners in Rejoso Hamlet, Junrejo District, Batu City)

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Abstract

The purpose of this study was to determine entrepreneurship education taught by SME owners in Rejoso Hamlet, Junrejo District, Batu City, entrepreneurial values that are instilled by SME owners as parents to their children, interest in entrepreneurship in the child's self after getting an entrepreneurial education. This study uses a qualitative research approach to the type of phenomenological research. The selection of informants uses the snowball sampling method. The techniques used in this data collection are observation, interview, and documentation techniques. To test the validity of the data, checking the data through triangulation of sources to the informants' children, and increasing accuracy. The results of the study are (1) entrepreneurship education in the families of SME owners through three ways, namely internalization, modeling, and habit (2) instilled entrepreneurial values, namely honesty, discipline, hard work, creative, independent, responsibility, cooperation, leadership, dare to take risks (3) the entrepreneurial interest in children has paid off, that is, children are interested in continuing the business owned by their parents or setting up their own business.

How to Cite

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INTRODUCTION

Globalization is one phenomenon that cannot be avoided at this time. The current era of globalization has caused many changes in all fields of human life and relations between countries in the world. The impact can be felt to occur in all aspects of life, both in the economic, social, cultural, and educational fields. The increasingly intense competition is one of the most prominent phenomena caused by globalization. Developed and developing countries have begun to realize that at present they cannot rely on changes in the economic field alone but also they must rely more on creative human resources. The rapid advancement of science and technology (IPTEK) also demands an increase in human resources (HR) to be able to compete with other countries. A qualified and skilled workforce that has competitiveness is very much needed in improving human resources (HR).

The problem of unemployment is indeed still a problem that needs to be solved in the Indonesian economy. The increasing number of population which is getting bigger every year brings an increase in the number of the labor force as the number of people looking for work will increase, and also followed by an increase in the workforce. So the existence of this unemployment problem can be overcome by one of them by way of entrepreneurship. Because with entrepreneurship there will be more jobs available to absorb the existing workforce. But on the other hand, interest in entrepreneurship in the Indonesian community is still quite low, one of them due to the thinking of people who prefer jobs in the formal sector rather than entrepreneurship. Therefore, efforts are needed to foster interest in entrepreneurship among today's young generation so that later they have the idea that it is better to create their jobs rather than work for others. This is following a statement from Periansya (2018) which states "That the number of entrepreneurs in Indonesia, however, is still very minimum. One of the factors is low entrepreneurial interest for students, college students, or college graduates to become entrepreneurs. Entrepreneurial interest is affected by several factors such as family environment, entrepreneurship education, intrinsic motivation, personality, entrepreneurship program, etc."

Entrepreneurship education is one of the efforts to foster an entrepreneurial spirit in children so that the interest in entrepreneurship is higher. Entrepreneurship education is important to be given to children so that entrepreneurial values can be embedded in the child because children can't have an entrepreneurial spirit if not taught and trained by their parents. On the other hand, it should be noted that the formation of the entrepreneurial spirit does not occur in a short period, but requires time as the process of development. Therefore, parents must be clever in guiding their children to become a successor to the nation with an entrepreneurial spirit.

METHOD

This study uses a qualitative approach to the type of phenomenological research. The research subject selection technique uses a non-probability sampling method with a snowball sampling technique, namely five SME owners who are the main informants of the research. The research location is in the area of Rejoso Hamlet, Junrejo District, Batu City. Data collection procedures in this study used three techniques, namely observation, interview, and documentation techniques. After collecting data, the data are analyzed using the following steps: data reduction, data presentation, and conclusion drawing. To test the validity of the data

that has been obtained, checking the data through triangulation of sources to informants' children and increasing accuracy by reading more references both books and journals.

RESULTS AND DISCUSSION

Entrepreneurship Education in Families of SME Owners in Rejoso Hamlet

By looking at the research data, it is found that the majority of people in Rejoso Hamlet are business owners in the field of crafts so that they are known as SME villages. Seeing the state of the environment where the majority of the community has a business in the field of crafts makes parents guide and teach their children to get involved in the business they run in the hope that children can learn well about the businesses owned by their parents. This is supported by a statement from Hendro (2017: 40) that from the family can be a source of opportunities, for example from the skills of our mothers, our fathers, or relatives who transmit their skills. Especially if one parent has succeeded in becoming an entrepreneur then he can be a mentor (mentor) in business.

The inculcation of entrepreneurial values through entrepreneurship education can be used as a means by parents to guide children to become successful entrepreneurs in the future. Of course, to become a successful entrepreneur must meet certain characteristics. So that to form a child into a successful entrepreneur requires effort, one of which is by involving the child directly through the business he has so that the child will learn through the experience given by his parents. For example, through involvement in the efforts of parents, children can learn to be responsible for the work that must be done by their obligations. Children can also learn to hone their skills both in terms of the production process or interaction with customers. These experiences can shape children to have the characteristics of successful entrepreneurs in the future. This is following the opinion of Scarborough (2014) which states that "entrepreneurs have some common characteristics, including a desire for responsibility, a preference for moderate risk, confidence in their ability to succeed, desire for immediate feedback, a high energy level, a future orientation, skill at organizing, and a value of achievement over money."

The purpose of instilling entrepreneurial values is of course not only that, but the parents of the business owner also have hope that in the future the business they are running now can be more developed when managed by their children. This development has begun to be carried out by several children from informants both in terms of product renewal or marketing methods. Surely every parent wants their children to be able to make progress in the business they have pioneered for a long time and want their children to have a better economy than him. This is following the opinion of Suharyadi et al (2007: 47) which states that there is a phrase in Chinese "If the father used to sell water by the roadside, his son would open a restaurant and perhaps his grandchild would set up a factory that produces bottled water."

Based on the results of the study, the family of the first informant provided entrepreneurship education to children through an internalization process. The process of planting entrepreneurship education begins with parents who not only allow the child to simply know how the production process is run by their parents but also participate in it. So here the first informant's child since junior high school has been taught to be independent and willing to work hard to get directly involved

in the production process of making products. Starting from the smallest thing, namely by providing opportunities for children to operate the machine. So that children themselves will learn how to make products contained in the businesses owned by their parents. But this is of course with the direct supervision of his parents. This is following the opinion of Ningrum (2017: 30) which states that the internalization method is an effort to incorporate knowledge and skills to carry out knowledge into a person so that knowledge becomes a personality and is implemented in daily life. For example, children understand the concepts and definitions of discipline, besides that children, are also skilled at applying discipline in their daily lives.

It is undeniable that children need role models or examples in the family. So with this example children can apply in everyday life. Like when the first informant the SME owner as a parent gives role models to children such as getting up early and organizing each job can make a diligent and neat personal child. It can be concluded that a child will grow in kindness and have a good character if he sees his parents set a good example. This is following the opinion of Setiardi (2017: 143) which states that the process of character education in families with exemplary values can be applied by parents by setting an example in attitude, for example, parents giving role models in worship on time, telling the truth, being loving to one another and love between family members, set an example of a good attitude and speech when talking to older people or with peers to create a harmonious life. This attitude will be imitated and set an example for children.

In the family of entrepreneurs, it is expected that parents become models for children so that children can overcome problems with the skills acquired from their parents. No exception in the family of business owners in Rejoso Hamlet who wants their children to be able to take a good example from their parents in matters of managing their businesses. So that the second and third informants as parents try to provide role models to children through their interactions with employees and customers. Through this interaction, children can see how their parents have a good relationship with employees and customers or how parents deal with any problems that arise in their business. Later the child will see and study it well and then serve as a role model in running the business going forward. This is following the opinion of Kabiba et al (2017: 17) which states that children can directly observe the forms of exemplary parents in everyday life so that children are very easy to absorb the good values contained in that person. Parenthood in social life is very good for the education of values and ethics in children.

The habits instilled by parents of SME owners in Rejoso Hamlet start from the smallest things. For example, the second informant accustoms children to interact with customers so that children will get used to how to deal with customers when making sales. By getting used to this, the informant's child when he first participated in marketing and getting acquainted with customers still felt fear in dealing with people. But when you are used to participating and interacting directly with customers, over time, you have become accustomed to establishing good communication with customers. Whereas the third, fourth, and fifth informants provide habituation to children in terms of helping to get involved in their business. This habituation is carried out starting from small things such as helping in the production process, lifting goods, or participating in marketing goods. Here of course children in the process of habituation require quite a long time to get used to

the job. So here the child is not immediately accustomed to doing the work but through a process that continues to be done through the guidance of parents so that children become accustomed to helping parents in lightening their work. This is following the opinion of Setiardi (2017: 143) which states that the habituating of the attitude is carried out repeatedly and in an orderly condition so that it becomes a habit, and that habits will later make the child tend to do a good attitude and leave a bad attitude.

Entrepreneurship Values Implanted in the Family of SME Owners in Rejoso Hamlet

Entrepreneurial values can be instilled through entrepreneurship education efforts carried out by informants as parents. The inculcation of entrepreneurial values is carried out in families where parents play an important role in instilling entrepreneurial values in children. This is intended as a preliminary path for children to know anything about the business that their parents are in and can instill in their children early on to have entrepreneurial values such as honesty, leadership, discipline, hard work, creative, innovative, independent, responsibility, motivation, curiosity, orientation to action, dare to bear the risk, resilient, cooperation, commitment, realistic, and communicative. The inculcation of entrepreneurial values is expected to have a positive impact because the family can be a good means to instill these values early on. This is following the opinion of Wahy (2012: 246) which states that the family environment is the first and foremost educational environment for children because in this family a human child first gets education and guidance. Most of the life of the child is passed through in the family so that most education received by children is in the family.

Of all the entrepreneurial values which total 17 values, 9 entrepreneurial values are instilled by parents to children, namely honesty, discipline, hard work, creative, independent, responsibility, cooperation, leadership, and dare to take risks.

Of the 9 values embedded, two entrepreneurial values are always instilled by the informants as parents to their children, namely honesty and hard work. The five informants assume that one of the keys to success in entrepreneurship is, to be honest in every act and be willing to work hard to achieve the desired goals. As for values that have not yet been instilled, it does not mean that parents will not invest them in children but indeed all values are not directly implemented at once but gradually. This is following the opinion of Mulyani (2011) which states that based on the concepts and characteristics of entrepreneurship, many entrepreneurial values should be owned, but some entrepreneurial values are chosen that are considered the most basic and following the level of student development as much as 17 scores. The implementation of the 17 core values of entrepreneurship is not directly carried out at once but is done in stages.

Interest in Entrepreneurship in the Family of SME Owners in Rejoso Hamlet

To foster interest in entrepreneurship in children can be done by teaching entrepreneurship education in formal educational environments such as schools or colleges. The family environment can also be a means to provide entrepreneurship education to children so that interest in entrepreneurship will increasingly grow. Likewise with entrepreneurship education instilled by parents towards their children. Entrepreneurship education by instilling entrepreneurial values to children

using internalization, modeling, and habit in the families of SME owners in Rejoso Hamlet has the aim to foster entrepreneurial interest in children. These three methods are applied differently to each of the business owner's children. But the expected goal is of course the same so that the child has experienced so that the interest in entrepreneurship grows within the child. The inculcation of entrepreneurial values is expected to have a positive impact because the family can be a good means to instill these values early on. This is following the opinion of Harini Cicik and Yulianeu (2018) which states that to instill an entrepreneurial mindset can be started from the world of education. Demographic factors (parents' educational background and work experience, gender) also play a role in influencing one's desire to become an entrepreneur.

The provision of entrepreneurship education to children from an early age by instilling existing entrepreneurial values is expected to train children to be ready to face competition in the business world. Another goal is to encourage children to have an interest in entrepreneurship. Based on the results of the study it was found that all the informant's children showed that parents of business owners who provided entrepreneurship education by instilling entrepreneurial values to foster entrepreneurial interest in children produced results. Evidenced by the desire of the child of a business owner after getting entrepreneurial learning from his parents looks to have an interest in entrepreneurship to continue the business owned by his parents in the hope that the business will grow and progress. Or have an interest in establishing their own business rather than working in the tourism sectors in the City of Batu. So it can be said that entrepreneurship education provided by parents of business owners in Rejoso Hamlet has made children have the desire or interest to advance the business owned by their parents or self-employment. This is following the understanding of interest itself expressed by Harini Cicik and Yulianeu (2018) which states that entrepreneurial interest is the desire, curiosity, interest, and willingness of a person to work harder, independently, dare to take risks, or face challenges in limitations, by acting creatively to fulfill his life needs and the progress of his business.

CONCLUSION

Entrepreneurship education among families of SME owners in Rejoso Hamlet in instilling entrepreneurial values to children is carried out through three ways namely internalization, modeling, and habit. From the five informants, each informant did a different way of instilling entrepreneurial values. For the first informant, they instill entrepreneurial values to children using internalization and modeling. The second and third informants used modeling methods and habits in instilling entrepreneurial values in children. Whereas the fourth and fifth informants used the method of habit in instilling entrepreneurial values in children.

Of all the entrepreneurial values that exist, not all of these values are implanted by informants in their children. 9 values are instilled by parents to children, namely honesty, discipline, hard work, creative, independent, responsibility, cooperation, leadership and dare to take risks. Of the five informants, the first informant was the informant who instilled the most entrepreneurial values available.

The five informants provided entrepreneurship education by instilling entrepreneurial values to foster entrepreneurial interest in children. This is bearing fruit with evidence that children have an interest in entrepreneurship to continue the businesses owned by their parents or are interested in establishing their own business rather than working in the tourism sectors in Batu City

Suggestion

Based on the conclusions above, the researchers provide the following suggestions:

1. For SME coordinators in Rejoso Hamlet to increase the number of events or training to provide knowledge and experience to village youths on entrepreneurship and innovation of new products.
2. For children of SME owners to learn more and continue to seek further experiences. As with the way to attend entrepreneurship training or seminars so those insights about entrepreneurship are getting wider.
3. For the community and young people in Dusun Rejoso to actively participate in finding experiences through the SME village festival held by the SME coordinator in Dusun Rejoso or entrepreneurship training to gain experience and insights on entrepreneurial activities.

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