

Group guidance with life modeling and behavioral rehearsal techniques to increase entrepreneurship

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(Received: 10-02-2023; revised: 04-05-2023; published: 01-06-2023)

Abstract: *Entrepreneurial attitude is an attitude instilled in students through learning about entrepreneurship as well as descriptions of personalities through physical movements and thoughts about entrepreneurship. One of the problems among adolescents is having low entrepreneurial attitude, manifested by being pessimistic and unsure about developing their skills, having weak determination to improve their talents, potential, and interests, lacking the desire to work hard and initiatives to develop their skills, having fear of challenges, and avoiding taking risks. This study aims to encourage students to find freedom, to recognize and acknowledge themselves and their current situations objectively and progressively, to guide themselves, to be able to make decisions, and to actualize themselves more properly. This study used systematic literature review to obtain a higher quality theoretical basis and more detailed, accurate, and complex data.*

Keywords: *life modeling; behavioral rehearsal; entrepreneurial attitude.*

Abstrak: Sikap entrepreneurship adalah sikap yang diperoleh melalui proses belajar, yang ditanamkan dalam kepribadian siswa tentang entrepreneurship. suatu gambaran kepribadian melalui gerakan fisik, tanggapan pikiran tentang entrepreneurship, adanya permasalahan rendahnya sikap entrepreneurship pada remaja, siswa yang merasa pesimis dan tidak yakin dalam mengembangkan bakat yang ia miliki, tidak memiliki tekad yang kuat untuk meningkatkan bakat, potensi dan minat yang dimilikinya, kurangnya keinginan untuk selalu bekerja keras, kurangnya inisiatif untuk mengembangkan keterampilan yang dimiliki, siswa kurang menyukai tantangan, merasa takut untuk mengambil suatu resiko. Penelitian ini bertujuan untuk memberdayakan siswa untuk mencapai kebebasan, untuk dapat memahami dan mengakui diri mereka dan keadaan mereka saat ini secara objektif dan progresif, untuk dapat membimbing diri mereka sendiri, mampu mengambil suatu keputusan dan dapat mengaktualisasikan diri dengan baik. Penelitian ini menggunakan literature review untuk untuk memperoleh suatu landasan teori yang lebih baik dan berkualitas, juga memperoleh data secara detail, akurat dan kompleks.

Kata Kunci: *life modeling; behavioral rehearsal; sikap entrepreneurship.*

INTRODUCTION

One of the developmental tasks of adolescence is preparing for a career. Vocational school students, who are in their adolescent years, are as well expected to be insightful of career preparation by identifying skills in demand, having the desire for entrepreneurship to live independently, planning for work that suits their skills, and recognizing their own abilities (Nurmairina & Khairina, 2023).

In this study, the researchers expected that students can achieve independence, understand and acknowledge themselves and their current situations objectively and progressively, guide themselves, make their own decisions, and actualize themselves properly. Guidance and counseling can help students with coordination and help individuals and groups understand and acknowledge their potential.

Students can stand on their own feet, have a motivation to improve work and earn income, and focus their attention on a risk-taking activity, seize opportunities to start a new business with an innovative approach. It is important for adolescents as it can benefit both themselves and other people (Maman, Asep, Ardian, 2022).

Low entrepreneurial attitude in adolescents is the cause of many problems in the adolescents' future. It is highly necessary to prepare for a career from an early age. Low entrepreneurial attitude is exhibited by adolescents in the following ways: feeling pessimistic and unsure about their abilities, having no strong intention to develop their abilities, potential, and interests, lacking the desire to always work hard, lacking initiatives to develop their skills, having fear of challenges, and avoiding taking risks.

Entrepreneurial attitude is an attitude obtained through learning about entrepreneurship and instilled in students. It is the description of personalities with physical movements and thoughts about entrepreneurship. A person with an entrepreneurial mentality is characterized by having no fear, being task and result-oriented, having a leadership mindset as well as having originality, integrity, and perseverance (Yunia and Ika, 2019).

Fragoso, et al., (2019) found that low entrepreneurial attitude causes many problems the adolescents' future. Based on the study by Zhe, Ling & Soo, (2021), students who have the desire to become successful entrepreneurs must have the necessary skills and knowledge. However, they will not become entrepreneurs if

they have the skills and knowledge but not the desire.

The study by Pinting, Kajiun & Chun (2020) ignored the results of assessment and evaluation as well as positive and negative behaviors of the model in question; it only emphasized individuals' views on independence, challenges, achievements, power, wealth, and the model's social acknowledgment, which are thought to influence individuals' motivation. On the contrary, an entrepreneurial attitude is born of people who are talented, have distinctive actions or abilities that can be observed and learned, and pay attention to the evaluation process (Fhatarani, Mulyadi & Widjajanta, 2019).

Based on the study by Prasasti (2020), the success or failure of entrepreneurship is greatly influenced by the nature and personalities of the entrepreneur. The study by Esther & Rahman (2022) found that family has a huge influence on the development of a child's entrepreneurial attitude. Based on the study by Al & Asrul (2020), Entrepreneurial attitude is molded and influenced by social environment. Based on the study by Rukmana & Tiara (2018), entrepreneurial attitude can be improved by emphasizing personal skills and attitudes related to entrepreneurship.

Based on the study by IM (2019), Even though the guidance and counseling service in school is not competent in preparing for highly-skilled workers, it must have a concrete program for developing personal qualities, especially soft skills needed in the world of work and career. The program should be designed optimally and aim to broaden insights and develop mindset of the students about the realities of work opportunities (IM, 2019). Students have to possess entrepreneurial attitude to be more innovative, imaginative, and independent as well as to build confidence in becoming an entrepreneur to reduce unemployment.

The environment can also serve as a driving force for students to start a new business and an inspiring entrepreneur can influence students' entrepreneurial attitudes. What needs to be considered is how students learn. Guidance and counseling service is a methodical, objective, logical, long-term, and planned effort made by school counselors to help students build independence. Entrepreneurship is a way to achieve independence in life and it should be taught to students to help them develop their potentials and build their independence in making decisions about future career.

The use of group guidance combined with life modeling and behavioral rehearsal techniques by performing or demonstrating real-life situations can become solutions and alternatives to the problem of how to instill entrepreneurial mindset in today's students (Yuliasuti, 2018). (Jawandi, et al., 2021).

METHOD

This study employed systematic literature review that involved collecting and presenting data and conclusions from previous studies before they are analyzed critically. With this method, both a sharper and higher quality theoretical foundation and detailed, accurate, complex data can be obtained (Creswell, 2018).

RESULTS AND DISCUSSION

Schools are designed to increase knowledge, provide information, build characters, and help learn how to be independent in life. In this regard, in addition to filling job vacancies in business and industry, students are also prepared to work independently. However, current trainings are frequently given for planning skills for work in the formal sector although there seems to be more opportunities in the informal sector.

The study by Pinting, Kajiun & Chun (2020) suggested that a role model's entrepreneurial attitude plays an important role. Attitude towards independence, challenges, achievements, power, wealth, and social recognition can become motivating factors.

Based on the study by Fhatarani, Mulyadi & Widjajanta (2019), entrepreneurial attitude is born of people who are talented, have specific actions or abilities that can be observed and learned, and pay attention to evaluation. The success or failure of entrepreneurship is greatly influenced by the nature and personalities of the entrepreneur.

Entrepreneurial behavior and interest can be developed and learned through life modeling by paying attention to and imitating how an entrepreneur behaves.

Esther & Rahman (2022) found that parents (family) are highly influential on the development of entrepreneurial attitude. Based on the study by Al & Asrul (2020), entrepreneurial attitude is shaped and influenced by social environment.

It aims to allow students to actualize

entrepreneurial behavior by improving their entrepreneurial attitude with the focus on entrepreneurial behavior as an empirical phenomenon in society. Improving the entrepreneurial attitude can help students build entrepreneurial behavior and a leadership mindset related to how students can run businesses independently. As a result, students are required to actively learn about economic situations.

Rukmana & Tiara (2018) found in their study that to develop an entrepreneurial attitude, individual abilities and interests need to be foregrounded. Based on the study by Saragih & Nawary (2020), the more knowledgeable a person is about entrepreneurship, the better their entrepreneurial attitude will be.

The study by Rusdiana (2018) revealed that in addition to the concept of entrepreneurship, students should also be taught about ways to develop an entrepreneurial spirit and attitude. Arend (2020) found that there is a relationship between social entrepreneurship and the target in making exploration and how the target makes interactions. Yulihastuti (2018) said that when a life model talks about their knowledge and experiences, students can learn and practice all the aspects of the life model's mindset.

Norhaliza (2021) explained that the guidance and counseling service and the life modeling technique can be used to improve students' entrepreneurial attitude. In her study, Prasasti (2020) said that students will learn from the life model's experiences, knowledge, creative ideas, and other positive things that can increase their entrepreneurial attitude.

The study by Soputan, Mamujaja, & Krisnanda, (2021) found that the life model's education has a positive influence on the improvement of students' entrepreneurial attitude. The study by Darmawan & Maisaroh (2023) found that environmental support will increase students' entrepreneurial attitude to always make innovations. The study by Muliadi, (2020) showed that students' entrepreneurship-related knowledge and abilities can improve their entrepreneurial mindset in the future, The study by Subagio & Sutarto, (2021) suggested that entrepreneurship-related knowledge affects students' entrepreneurial attitude.

This study found that education is currently focusing on providing theoretical insights about entrepreneurship, but not addressing how to foster students' entrepreneurial aspirations and skills. In other words, education about

entrepreneurship fails to focus on the actual entrepreneurship. Trainings on improving personal and entrepreneurial potential are given to students to encourage them to become an entrepreneur after graduation. It is to ensure that if students receive trainings, they will pursue entrepreneurship.

Based on the study by Jufri et al. (2018), in addition to better understanding obtained from the observation of the context and based on individual beliefs, judgment and evaluation of a person's behavior from other people can turn into motivation. Fhatarani, Mulyadi & Widjajanta (2019) argued that talents, interests, motivation to excel, and knowledge can create foster an attitude, creativity, and development necessary for the improvement of entrepreneurial attitude.

Zain, Sholihah, & Fikri, (2020) argued that unemployment can be reduced by improving students' entrepreneurial attitudes as students become independent in developing their talents and creativity for their future careers. Manap (2018) stated that in addition to an entrepreneurial spirit, becoming an entrepreneur also needs the ability to think creatively and strategically. The study by Dainuri, (2019) found that the teaching and learning process can foster entrepreneurial attitude.

Based on the study by Muliadi, Mirawati & Prayogi (2021), through the life model, students' intrinsic factors can be oriented towards entrepreneurship and entrepreneurial mindset can be formed. Learning at school and in society can help students develop an entrepreneurial mindset in a structured manner from an early age. The study by Santoso & Handoyo (2019) revealed that a person's entrepreneurial attitude is partly influenced by their confidence level.

Since adolescents are often influenced by the outside world, entrepreneurship education and the role of teachers are important to improve students' entrepreneurial mindset. An entrepreneur is a person who strives to increase their wealth and value. Thus, a student who wishes to become an entrepreneur, they must have mentally strong and virtuous traits as well as the determination to face challenges that come from within themselves.

To run a business and become an entrepreneur, students must be motivated. However, not all students are motivated to become entrepreneurs. Some students want to become their own boss, earn money, and gain wealth as much as possible. Some others only want to do ordinary things. There are still some

students who are quite serious about following in the footsteps of successful people even though they have just joined. Everyone goes through different processes in becoming an entrepreneur; some become entrepreneurs by accident, some by enlisting the help of colleagues, some by using their talents, skills, and education, and some by identifying what people need.

The desire for entrepreneurship can also be fostered by a business owner who can inspire students and spark their interest in entrepreneurship. Colleagues and friends who always talk about business ideas and experiences can also be a motivating factor. To cultivate students' motivation and creativity, teachers and schools can give concrete examples related to improving entrepreneurial attitude.

The study by Agus (2020) highlighted the importance of teaching students about entrepreneurial mindset and skills so that they can be prosperous, independent, and competitive. The study by Zubair, Yousaf, and Syed (2021) found that if students have an entrepreneurial mindset, they will be able to identify opportunities, become responsible, and take risks. The study conducted by Pranata, Khairinal, and Denmark (2021) revealed that education is necessary to develop an entrepreneurial mindset to build the future.

Improving an entrepreneurial mindset in students is the first step to reduce unemployment. Students are expected to be trained young business visionaries who can start their own businesses and employ other people. The more the new entrepreneurs there are, the more jobs there will be. The employed workforce will increase the economy. Businesses will bring about technologies, products, and services that promote competitiveness in the midst of international market competition.

Life modeling and behavioral rehearsal are techniques that can increase entrepreneurial attitude. Even though the major guidance and counseling service in school cannot prepare for highly-skilled workers, it must have a concrete program for developing personal qualities, especially soft skills needed in the world of work and career. The program should be designed optimally and aim to broaden insights and develop mindset of the students about the realities of work opportunities (IM, 2019).

CONCLUSION AND SUGGESTIONS

Group guidance with the life-modeling

technique that combines role-playing with other forms of experiential learning may positively influence students' entrepreneurial attitude based on observation, belief, assessment, and evaluation, prompted by social and personal factors (Jufri, et al., 2018).

Talents, skills, motivation, and knowledge can shape an attitude, creativity, and development necessary for the improvement of entrepreneurial behavior in a person who is talented or has specific actions or skills that can be observed, learned, and evaluated (Fhatarani, Mulyadi & Widjajanta, 2019).

Entrepreneurial attitude is closely linked to individual independence, which is instilled through guidance and counseling to build students who can identify and solve problems, acknowledge themselves, and direct people to achieve normal, independent, and optimal growth (Hambali, 2019).

Even though the guidance and counseling service in school cannot prepare for highly-skilled workers, it must have a concrete program for developing personal qualities, especially soft skills needed in the world of work and career. The program should be designed optimally and aim to broaden insights and develop mindset of the students about the realities of work opportunities (IM, 2019).

It is explained in this study that guidance and counseling service helps students choose a career that suits their needs, interests, talents, and other characteristics. With life modeling where a living example is invited directly, students can learn from a successful entrepreneur about how to become one.

Based on the results, one of the improvements that can be made is changing people's attitude towards entrepreneurship by reinforcing the needs to succeed, innovate, self-regulate and have self-confidence. To improve entrepreneurial attitude, schools should continuously facilitate the development of entrepreneurial learning programs, provide a place for students to accommodate and sell student work, socialize entrepreneurial values, develop RPL BK (Guidance and Counseling Service Implementation Plan) and administer entrepreneurship-minded learning.

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