Entrepreneurship Education: Is it Important for Middle School Students?

Lelahester Rina[1]✉, Wiedy Murtini[2], Mintasih Indriayu[2]

[1]Economics Education, Faculty of Teacher Training and Education, Satya Wacana Christian University, Salatiga, Indonesia
[2]Master of Economics Education, Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta, Indonesia

Abstract

The aim of this research is to know the important role of the entrepreneurship education program in the school institution. Entrepreneurial trait is needed in any fields of work regarding to the technology development today. Thus, entrepreneurial education needs to be applied in any levels of education as it has an important role for preparing skillful and creative graduates. This study focused on the interesting phenomena of the school effort in integrating entrepreneurship to other subjects and also the application of the entrepreneurship in Satya Wacana Christian Junior and Senior High Schools Salatiga. This study was done by qualitative approach through snowball sampling technique. Data were obtained through observations, interviews, and documentation of the participants who understand the information and central phenomena. Research data analyzed by the analysis of the domain from Spradley. The result of the study showed that entrepreneurship education had an important role to improve the entrepreneurial knowlegde and skills. The integrated education, either in the learning process or in the school entrepreneurship education program, increased the entrepreneurship understanding, character, and behavior. This study is significant because it gives a contribution the schools and students to understand the importance of entrepreneurship education.

How to Cite

Rina, Lelahester, Murtini, W., & Indriayu, M..(2019).Entrepreneurship Education: Is It Important for Middle School Students?. *Dinamika Pendidikan*, 14(1), 47-59.

INTRODUCTION

The development of science and technology has to be supported with the change of a good quality of employement. One of the efforts in educational institution to shape the human resources quality is by empowering them with competencies that help them to compete in this global era. Entrepreneurship competency is highly needed to stimulate society to create and innovate things which can be commercialized. Efforts that can be done in the provision of competence and entrepreneurship skills are through education. So, educational curriculum of entrepreneurship must be given by school. The entrepreneurship subject influenced students' interest in entrepreneurship (Kuncoro & Rusdianto, 2016). Some aspects to consider in entrepreneurship education include: educational curriculum, entrepreneurship teaching methods, educational managerial, and learning approaches that are oriented to individual characters (Gámez Gutiérrez & Garzón Baquero, 2017; Hadi, Wekke, & Cahaya, 2015; Kadir, Salim, & Kamarudin, 2012; Küttim, Kallaste, Venesaar, & Kiis, 2014).

Entrepreneurship education is oriented towards increasing competence and shaping students to be entrepreneurs (Din, Anuar, & Usman, 2016; Hadi et al., 2015; Korhonen, Komulainen, & Räty, 2012; Robles & Zárraga-Rodríguez, 2015). The competence in question is a skill or character of entrepreneurial character that must be owned during the educational process. Thus, entrepreneurship education seeks to equip students in various activities so that they have the capability of even the entrepreneurial character as an independent and superior person (Çolakoglu & Gözükara, 2016; Kadir et al., 2012; Karabulut, 2016; Luca & Cazan, 2011). According to the research of Korhonen et al. (2012) the achievement of learning in character education program consists of two aspects, namely: education focusing on planting the values of entrepreneurial character (internal) and education in shaping students into entrepreneurs

(external). This becomes the basis in focusing entrepreneurship education activities to prioritize entrepreneurial characters only or motivate and form students who are having entrepreneurial character. It can even happen both to be applied to the school to equip students both entrepreneurial character and skills to become a successful entrepreneur. Each institution has a goal and efforts in realizing entrepreneurship education in various school activities. For example, innovative learning can be used to build up entrepreneurship character to the students (Widyaningrum & Surindra, 2017).

School efforts do not only provide education through classroom learning but can be integrated into activities such as extracurricular activities, self-development activities, integration of teaching materials, through school culture and local content (National Education Ministry, 2010). Thus, entrepreneurship education needs to be sought by schools with a careful planning through a variety of integrated and sustainable activities. Establishment can occur effectively if the plan designed can be implemented properly.

Several other research results also reveal that entrepreneurship education should create the formation of character, motivation and entrepreneurial activity in students (Welsh, Tullar, & Nemati, 2016). The creativity and learning innovation influence towards entrepreneurial mentality of the students (Bachri & Setiani, 2018). Learning that focuses on deepening the knowledge of entrepreneurship needs to be done on all subjects. Especially in the planning, such as curriculum, syllabus, and learning implementation plan which are prepared in such a way to be carried out internalization of entrepreneurship. Attention to the character will give the student important things in his life. Welsh, Tullar, and Nemati suggest to build measurements in terms of entrepreneurial knowledge and skills, real behavior (learning experience) and performance rather than entrepreneurship only (Welsh et al., 2016). This provides an application to schools that shift focus not only gives students entrepreneurial interest but rather learning op-

portunities on direct experience practice.

Thus entrepreneurial skills and activities can be encouraged through entrepreneurship education programs (Din et al., 2016). Learning experience in business planning, taking risks and confidence can be achieved through entrepreneurship education. Thus, the educational process seems to be applicable to various levels of schooling such as education and secondary education. The implementation of entrepreneurship education will provide a positive perception of the entrepreneurial profession. It will also give the idea of what kind of work will be chosen and how the path has to be pursued to become a ready-to-compete quality resource in this era. Schools need to play a full role in printing graduates who have the skills, knowledge and even the entrepreneurial character. School is an institution that makes up students to be competent and creative.

But in reality, in Indonesia there is still a gap that must be resolved in the phenomenon of unemployment. Based on data from the National Labor Force Survey in August 2015 Central Bureau of Statistics in Central Java Provincial) there is an open unemployment rate in Central Java of 4.99 percent or 863,783 people (Central Bureau of Statistics, 2016). In addition, open unemployment in the highest education that was rescued in Central Java Province in 2015 shows a considerable number of unemployed people in elementary to secondary education from elementary, junior high and high school and vocational school. The survey results show the number of open unemployment in high school amounted to 174,216. This is a problem that occurs in the distribution of work in Indonesia. Unemployment can be caused by the number of job opportunity that does not meet the number of job seekers or even the quality of skills and competencies required.

Seeing the importance of the qualifications required by employment providers, one of the offerings of solutions that can be done is to create their own jobs. Efforts are not depending on the provider of employment and creating job opportunities is one form of ent-

repreneurship. The recognition of the skills, abilities, knowledge and values of entrepreneurial character can be done on education. Therefore, at every level of education should pay attention to the introduction of entrepreneurship or in this study called entrepreneurship education in order to develop the potential, skills, character and even entrepreneurial behavior. This is because entrepreneurship education can not be equated with implementation only to certain institutions but to all phases of the education system.

Entrepreneurship education impacts on graduate students that entrepreneurs gain experience from entrepreneurship education in terms of developing communicative skills to adapt (Robinson, Neergaard, Tanggaard, & Krueger, 2016). Several opportunities in the direct experience provided by the school have an impact in the long run of graduates who have experienced entrepreneurship education activities. In fact, the entrepreneurship education has an effect on employee performance in work. In addition, the learning process providing a "learn-by-doing" approach is capable of developing entrepreneurial skills of high school students (Elert, Andersson, & Wennberg, 2015). The implementation of entrepreneurship education there is an independent learning approach to develop the skills and competencies of graduates (Kapasi & Grekova, 2017) and improve students' soft skills on entrepreneurship subject (Naufalin, Dinanti, & Krisnaresanti, 2016).

Based on some of these descriptions, they indicate the long-term goals and benefits that can be gained from entrepreneurship education. Schools play an important role in the formation of special skills in order for students to enter the work world and the continuation of the educational process. Learning by doing implies that education is not only based on the transfer of science on the subject matter given by the teachers (Nafiati, 2017) but also the formation of special skills of entrepreneurship as well as the character that is imbued each student in his life. Awareness and willingness of students themselves also need to be encou-

raged so that the entrepreneurship education process can be realized effectively and efficiently. The aim of this research is to know the impact of entrepreneurship education in Satya Wacana Christian Junior and Senior High Schools Salatiga.

METHODS

This research is intended to see entrepreneurship education on an ongoing basis in secondary education since it started from junior high school to high school. The reason of researchers chose the subject as the subject of research based on preliminary observations showed some research activities of entrepreneurship education at different levels. An interesting phenomenon is the direct involvement of students in school activities and programs through their role to extract substantial funds in every school event. They learn from hands-on experience for entrepreneurship practices in schools with members of intra-school organizations.

This study is a type of qualitative research that explores the central phenomena studied. It is intended to analyze the implementation of entrepreneurship education in junior and senior high school. Existing activities in the learning process as well as activities relevant to entrepreneurship will focus researchers to review the impact of entrepreneurship education.

The technique in determining the subject of this research is Snowball Sampling, the researcher will ask for recommendations from participants who have been interviewed to show participants who are considered to know the phenomenon and the information being extracted. Some participants are: teachers, students, principals and other informants who are considered know more the process of entrepreneurship education.

While the data collection techniques used are interviews, observation and triangulation. The types of interviews conducted through semi-structured interviews or in-depth interview. Observations done by resear-

chers as full observers or non-participant observers. The data collection process in the field needs to be analyzed continuously even in the field researchers have done the analysis before and during the research process. When the research data has been collected researchers will analyze data with the analysis of the domain from Spradley. Analysis of the domain from Spradley such as: a) semantic relation pattern, b) domain analysis worksheet, c) selecting the similarities on the interview transcript and observation, d) seeking the covering, e) listing the structural questions and f) identified domains list.

RESULT AND DISCUSSION

Based on the results of research that has been done in the field some interesting phenomenon found in the process of entrepreneurship education in Satya Wacana Christian Junior High School and Satya Wacana Christian Senior High School. The following will be presented domain analysis in entrepreneurship education profile at Satya Wacana Christian Junior and Senior High School.

Based on Table 1, the domain analysis found in the interview process and observation shows that data is divided into several domains, including: (1) entrepreneurship education planning, (2) implementation techniques of entrepreneurship education, (3) outcome of entrepreneurship education process.

Each domain contains sub-domains that are associated with semantic relationships. The first domain, planning entrepreneurship education in junior and senior high schools through teaching materials, tools/media and learning objectives. The second domain is the implementation and evaluation tools in entrepreneurship education with sub-domains consisting of entrepreneurial learning strategies with student-centered, co-curricular, extracurricular and entrepreneurial development. While the last domain is the outcome of entrepreneurship education which consists of understanding, ability, behavior and becoming an entrepreneur itself. Based on the semantic

Table 1. Domain Analysis of Entrepreneurship Education Profile at Satya Wacana Christian Junior and Senior High School

No	Sub Domain Details	Semantical Relationship	Domain
1	Learning Material (subject) Learning media. Learning goals in every meeting Description of environment aspect, relevance, learning method from games	The part of Entrepreneurship Education	Entrepreneurial Educational Planning
2	Entrepreneurship learning (student-centered, assignment, assessment) Co-curricular activities that support entrepreneurship education Extracurricular that gives the soul and interest in entrepreneuship Self development	The technique of Entrepreneur-ship Education	Implementation and evaluation tools of entrepreneurship education
3	Students understand entrepreneurship education (level of understanding) Students have ability to make good business plan (level of student ability) Establish entrepreneurial behavior in students (student behavior) Able to print entrepreneurs (skills to build independent business)	The type of Entrepreneur-ship Education	Outcome entrepreneur-ship education

Source: Processed Primary Data (2018)

relationship pattern described in Table 1, the domain analysis pattern contains the process of entrepreneurship education in secondary education in junior high school and senior high school. The domain analysis work pattern can be drawn as follows in Figure 1.
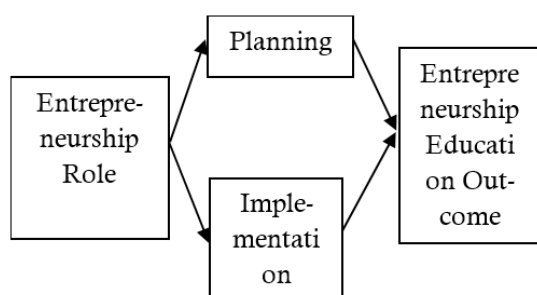

Figure 1. Work Pattern of Domain Analysis

Figure 1 shows the established domain analysis work pattern provides an overview of the role of entrepreneurship education in the secondary education level. Observation of this domain analysis done through reviewing the similarity of data from the research process. The analysis of play work includes: (1) The role of entrepreneurship education, (2) planning of entrepreneurship education in the middle level, (3) implementation of entrepreneurship education at the middle level, (4) the outcome of entrepreneurship education in the secondary education.

Entrepreneurship Education Planning

Before implementing the entrepreneurship education program, it is necessary to design the activity plan to achieve the expected objectives. One of the learning objectives, es-

pecially on the workshop and entrepreneurship, is directed students producing the product.

In the implementation of Satya Wacana Christian Junior High School through intracurricular activities can be seen through the planning of learning contained in Syllabus and lesson plan. This is stated by the headmaster: "... all the subjects exist because in the syllabus every subject there are entrepreneurial characters eg meticulous, cooperation with groups carrying goods, so all teachers teach like that" (S-NS.1). It is also supported by teachers in education designed teaching planning: "Teaching is designed through Lesson Planning design in Lesson Planning, it is applied in teaching" (S-AN.18).

Domain analysis result shows that entrepreneurial education is designed to focus on the teaching material, or learning tools, learning goals and aspects of scope, relevance, leaning method and assessment about entrepreneurship.

Entrepreneurship material is delivered through craft and entrepreneurship subjects in both Junior High School and Senior High School. Students start to be taught about entrepreneurship from Junior High and is continued in Senior High level. Thus, entrepreneurship will no longer be a theory only, but is directly practiced by the students. Next is the learning media. In both junior high and senior high levels, the students have been told and guided to the project-based learning. The learning media used are food products, products cultivation, plants, or recycled products that can also be the learning media for students. Entrepreneurial practice is applied by the students in a purpose of introducing entrepreneurial education in school so that it can run smoothly from junior high to senior high level.

In addition, the school provides a unity of specific curriculum in the school program that is Strengthening Character Program through three teachers namely the Counseling Guidance, the Civic Education and the Christian Education. The Strengthening Character Program is done through every morning devotion in junior and seior high levels. The Character planting through morning devotion gives opportunity to students to lead and communicate. The unity of the morning devotion is strongly related to the character planting, such as honesty, discipline, fearless, independent, and leadership. Thus, by the character strengthening program, especially in junior and high schools, will as well plant the entrepreneurial characters. Character planting has done every day and continuously to the middle school level is the entrepreneurial education design.

The orientation of entrepreneurship education in junior high school is already projected on the sales of the products they produce. Students learn to plan products, organize, and practice their projects. The last important thing is that they also report the results of the learning process that has been implemented. It can be interpreted that the planning of entrepreneurship education in Satya Wacana Christian Junior High School is done in accordance with the students' needs and develop their potency.

In addition, entrepreneurship education is also conducted at Satya Wacana Christian Senior High School. This is in accordance with the opinion of NK teachers stated: "The curriculum is clear that the entrepreneurship lessons towards the students produce the product, pack and then sell it." (S-NK.1). The planning of entrepreneurial learning is not only carried out at the level of a particular class but also at all levels in secondary education ranging from 10th, 11th and 12th grade. The material is given based on the subject matter which has been determined according to the entrepreneurship education curriculum.

Some of the methods given by several teachers at each level differ according to the learning objectives. Classroom learning takes place with the assignment of workshops and entrepreneurial activities. But before practice, teachers encourage students to plan their work and business with presentations. "This assignment contains the draft which has to be presented and accounted for the teacher and

his friends" (S-NK.8). Given the draft business proposal is useful in the preparation of practicing their business efficiently.

The facilities used in entrepreneurship education are supported by the provision of computer laboratory and internet access. This convenience helps teachers and students in designing through business references sourced from the internet. "I have the advantage of using this Lab Computer, I can look for information more easily than these a room with no computer. ... Structural assignment method and practice" (S-NK.10). Based on the method used then the teacher's assessment: "The assessment includes three aspects, starting from the initial proposal, results, and the presentation of results. Usually I ask on youtube from foro-photos then uploaded "(S-D.2). This shows that the entrepreneurial learning is applied through a continuous process. Where this such process will form an entrepreneurial spirit since it has been started to be planted from an business planning, business practice and evaluation through a series of presentation. Thus planning in the entrepreneurship education process appears in the planning of learning activities, materials and facilities that support the entrepreneurship education process.

Entrepreneurship Education Implementation

The next stage is the implementation of entrepreneurship education in Christian Satya Wacana Junior High School and Christian Senior High School Satya Wacana Salatiga. Based on the results of interviews and observations of entrepreneurship education conducted through intracurricular, co-curricular, extracurricular and forms of self development students.

Satya Wacana Christian Junior High School in the implementation of intracurricular carried out in the process of learning that took place in Junior High School Satya Wacana Christian shows school efforts in synergy with certain subject teachers to emphasize the character and entrepreneurial spirit in stu-

dents. This is based on the results of classroom observations, especially the Praja's subjects at all grade levels (7, 8 and 9) showing that entrepreneurship through a variety of ways, among others: 1) practice-based learning to create product workshops either individually or in groups, 2) Assignment and assessment are based on the process because at each meeting the student must complete his / her work gradually. The learning process begins with the planning semester, followed by the practice of making the product gradually in every meeting. The evaluation in accordance with the learning process is step by step that must be completed students.

A series of activity done in each class level in junior high will not only provide a theoretical understanding but they have also been given tutorial to do the entrepreneurial practice. Entrepreneurial practice starts from designing product or making a business proposal, analyzing strengths, weaknesses, opportunities and threats (SWOT), then implementing the their project result in a business project. Thus, students are required to dare to take risk from their every activity since is is the related to the new way of entrepreneuring. One of the interesting challenges is Junior High School students have a big enthusiast in promoting their products to their schoolmates, teachers and people around their school.

Other supporting activities are through co-curricular and extracurricular. Co-curricular activities are conducted with the practice of self-employment outside the learning hours. Students are asked to learn and practice the tasks that must be done in the field. This hands-on experience in this workshop is the basis for learning about the Workshop subjects. In addition, learning is also process-based, because each meeting has a different learning objective or practice with the stages students have to make. This is in accordance with the opinion of the teacher of the Workshop: "Before (the workshop) they were given a briefing, after (the workshop) they were given practices, the process of initiating the manufacture of the product itself was a process

assessment" (S-EH.5).

The next activity is extracurricular. One of the extracurricular is scout. The scout material leads to the principle of Dasa Dharma Pramuka which contains ten values of a Boy Scout character. Scouting activities are done like camping, hiking, marching line, scout gymnastics, semaphore, Morse and others. Some of the activities and principles of embedded character values emerge several characters of hard work, cooperation, creative, independent and disciplined. To focus in the extracurricular activities is to plan a good leadership character to students which will be formed through every activity. Some of the traits that will be visible are honest, dare to take risk, independent, cooperative, discipline, communicative, and hard-working (Rina, Murtini dan Indriayu, 2018). The last activity in supporting entrepreneurship education is students' self-development activities. School efforts through self-development is a proof that schools also pay attention to start from entering classes morning and weekend, literacy, character education in accordance with the themes, and some programs of intra-school students organization activities are conditioned to be followed by all students, teachers and even employees.

The next level of education is at Satya Wacana Christian High School. Workshops and Entrepreneurship are provided for the purpose of learning. This is supported by the opinion of S-T.2 states that, "...the entrepreneurial character has entrepreneurial material..." The subjects of Workshops and Entrepreneurship are based on the practice of entrepreneurial activity. This is supported by the opinion of some students, among others: "The way of teaching is so fun to go to, more to practice than to the theory ... (S-MY.2).

Entrepreneurship education in high school already leads to the practice of entrepreneurship even to the stage of selling the product. Learning methods are given through the process of assignment. The assignment given to the students is to follow every process that starts designing or modifying their products,

presenting the results of designs and costs, and practices or running entrepreneurship in the field. This assignment process requires students to have creativity in designing their product idea.

The school also provides training in knowledge and skills on entrepreneurship through the School Environment Introduction (MPLS) activity for grade 10. "Entrepreneurship is given to children once the 10th grade has been implanted, among others, being offered sales or offering small-scale merchandise to schools, outside of school. "(S-BI.1). Extracurricular activities in Satya Wacana Christian high school are oriented towards actions that require student initiative, and some skills that participants must possess during extracurricular activities. In addition, this activity leads to the formation of characters as disclosed by some teachers, among others: independent, hard work, responsibility, initiative and action-oriented, high curiosity, creative, communicative in guiding the event, and other entrepreneurial spirit. Thus, extracurricular activities provide action-oriented activities, character and skills for all extracurricular participants.

Other entrepreneurship education support activities are self-development activities of students. This program includes morning devotions, early weekly reflections, and events on intra-school students' organization activities. Self-development activities in schools are divided into routine activities and activities that are intentionally performed to be followed by all students in an effort to form the character of students. This self-development cannot be separated from the direction of principals, teachers and all employees and exemplars are done on learning activities in the school environment.

The Gained Outcome

Various designs and entrepreneurship education activities that have been implemented in junior and senior high schools provide opportunities for students to grow. Understanding of the characteristics, principles and forms of entrepreneurial activity can be

introduced even practiced directly. This activity becomes an experience for students to know entrepreneurial activities both in theory and practice. At the junior level, the school provides lessons according to the materials of the workshop: "the class will cook chocolate from survey to store looking at the price, then presented the later so their ingredients make chocolate" (S-NP.1). Teachers also seek to provide insight in creating valuable goods from unused goods. "The child has at least a thought of creativity (from a thing which) does not seem to be useful" (S-EH.2).

The learning process that took place in Satya Wacana Christian Junior High School showed the synergy of school effort with certain subject teachers gave the students entrepreneurial character and entrepreneurial emphasis. One of them is creatively creating the product and having the independence in completing the assigned practice assignment. The learning objectives include making chocolate modifications according to their creations and creating valuable goods from used items such as wall hangings, vases, unused plastic bags.

This also happens in Satya Wacana Christian Senior High School providing understanding and entrepreneurial learning opportunities. The material is taught in accordance with the educational curriculum: "The subjects of Workshops and Entrepreneurship have four major points of workmanship, engineering, cultivation and processing" (S-NK.6). This is supported by the students' opinion: "What makes me interested is that we are free to take care of ourselves, to manage ourselves and to learn more about how to be responsible." (S-DS.1).

The lessons are focused on activities that create creative ideas in the use of goods that can be converted into valuable goods. As stated by the teacher that the practice of workshop and entrepreneurship is done outside the classroom. "As one class XI catfish cultivator has taught, they are struggling to make a place to nurture it, seek seeds, care for sales" (S-SJN.3). Thus, the orientation in the role of entrepreneurship education is not only in material comprehension but an opportunity for creating creative work in giving value to goods or entrepreneurship process.

The incorporation of different theoretical concepts and learning approaches can increase awareness and entrepreneurial mindset (Sarah, Helle, Lene, & F, 2016). Teachers encourage students to think creatively in the classroom as a major goal of the entrepreneurship education process. This implies changing entrepreneurial education from a teacher-centered learning process to being more student-centered and focusing on lifelong learning practices (Sarah et al., 2016). School efforts take into account the student-oriented process of education, aimed to establishing experience through field practice. Practice and understanding this mindset as things that can be used as a reference of various levels of education in entrepreneurship education.

Furthermore, Satya Wacana Christian Junior High School provides understanding of entrepreneurship through intracurricular, co-curricular, extracurricular activities and self-development activities. As for educational process begins with a plan that can be used as a reference in teacher teaching. In addition, to increase the students understanding, teachers also apply learning practices of entrepreneurial activities through products created by students themselves. Even at the final grade 9, students project are to sell their products. It is clear that entrepreneurial behavior is given through direct practice and experience. Students' efforts in completing the project will encounter problems that have implications for the formation of their character. Students will be independent and cooperate with friends to finish the project, creative and hard work in making the work. It is clear that in addition to the behavior being taught, students also experience the process of character building in this entrepreneurial education.

Some of the efforts of teachers in the character education process can be done several strategies such as: changing the mindset of fear of failure into the perception of

finding opportunities in the surrounding environment, promoting positive social norms on entrepreneurship by showing evidence of the social status and career of an entrepreneur (Dehghanpour Farashah, 2013). Improved understanding in junior high school is evidenced by the learning succes story described by the teacher to see the opportunities and career that can be achieved by an entrepreneur. The entrepreneurial characteristics are also formed as they engage in entrepreneurial practice in school. Thus, entrepreneurship education can increase confidence through presentaion in order to form knowledge and entrepreneurship skills and the character formed in the entrepreneurial experience (Dehghanpour Farashah, 2013; Jones & Underwood, 2017).

This also happened to the entrepreneurship education process in Satya Wacana Christian High School. Activities are designed from planning to implementation oriented learning objectives. The method used is to create a business plan that is presented then put into practice. Cultivating an interest in the entrepreneurship education process as an effort in the formation of learned skills (B.T, Sukanlaya, & Roxanne, 2018). The obtained result from this planning is that the students will have entrepreneurial interest start from grade 10 to 12. Providing entrepreneurial understanding and training in middle school levels can support the students' skills and capabiity to enter the work field.

In addition, to education conducted inside and outside the classroom, education is done on several other activities such as extracurricular and self-development. The form of self-development activities is based on activities that support the character and skills one of which is the role of students in the organization of intra-school students. Based on the results of research data, students have an important role in planning activities and funding. Another interesting thing is that they are trying to dig up sponsorship activities and sell food, drinks and accessories. These efforts need to involve their creativity and have the goal of successfully organizing school activi-

ties. Thus, the character education not only deals with the entrepreneurial and entrepreneurial materials and practices in the classroom or outside the classroom, but also is supported by their experience of organizing and creating opportunities for fundraising. Beside of being creative to create business opportunity in school, students are trained to find solution for every problem they face in running an organization. Thus, leadership and hardwork traits in students will train them to have an entrepreneurial spirit. This habit will surely affect the entrepreneurial culture in school and develop their skills, either hardskills or softskills.

It is clear that junior and senior secondary education levels not only provide an understanding of entrepreneurship theory and concepts but also integrated activities on various occasions. With this two-tier review it can be seen that there is a similarity and sustainability of entrepreneurship education programs. At the Junior High School level, it is still restricted to the practices and entrepreneurial experience without selling products in class. But only grade 9 alone has been practicing the process of selling products to the market. While the orientation in High School has been directed to sell products or works produced to school residents and school environment.

Researchers advise students to be actively involved in program activities other than classroom or out-of-class learning, as well as engaging in other self-development activities. This is because of the great benefits gained in activities other than intracurricular and co-curricular program. The experience in fundraising activities in various student organizations will stimulate them to think creatively, innovatively and dare to take risks. Even they also have other skills in creating products to sell in order to achieve the expected goals. This integrated activity is a provision for secondary education students who play an important role in the formation of their understanding of entrepreneurship. In addition, the experience process will shape their character in addressing entrepreneurial practices in the field so that entrepreneurial behavior will also

be formed. Thus, the entrepreneurship education plays a role in various aspects of the life of students and schools need to support in various ways to achieve effectiveness in the implementation of this program.

CONCLUSION

The purpose of this research is to know the important role of the entrepreneurship education program in the school institution. The result of the study showed that entrepreneurship education had an important role to improve the entrepreneurial knowlegde and skills. The integrated education, either in the learning process or in the school entrepreneurship education program, increased the entrepreneurship understanding, character, and behavior. Researchers found the continuity of the program in one foundation is reviewed the method of teaching practices and some other forms of self-development.

This educational process is the main goal of the school to develop student-centered learning as well as the role of teachers in instilling entrepreneurial character and mindset. The experience of entrepreneurial practice also affects the students' self-skills. They will find an effective way of dealing with problems on the ground and inadvertently character formation can occur there. The student involvement in various organizational activities supports the implementation of an integrated and comprehensive education program.

Entrepreneurial education can create students who will orient themselves to the creativity. The hardworking in running every business plan will make them dare to take risk. Through entrepreneurial spirit they got from every entrepreneurial activity in middle school level, students will be able to develop both of their hardskills and softskills to fulfill the qualification needed in the current work field. Graduates who have entrepreneurial spirit will be ready to compete, since they have been equipped with experience when they were still in middle school level.

This study is significant because it gives a contribution the schools and students to understand the importance of entrepreneurship education. However, this study is limited to the middle school level. Thus, the next study might be done in the other levels of education. The future research can be done with different research methods to determine the effect of entrepreneurship education on student achievement or character and other variables as well as entrepreneurship education in terms of the higher level education.

REFERENCES

Bachri, A. S., & Setiani, A. (2018). The Influence of Creativity and Learning Innovation on Entrepreneurial Mentality and its Implications for Learning Outcomes. *Dinamika Pendidikan*, 12(2), 11. https://doi.org/10.15294/dp.v12i2.13563.

Badan Pusat Statistik Provinsi Jawa Tengah. (2016). *Provinsi Jawa Tengah dalam Angka 2016.* Badan Pusat Statistik Provinsi Jawa Tengah. https://jateng.bps.go.id/publication/2016/07/15/e8273586eae1993d1adac969/provinsi-jawa-tengah-dalam-angka-2016.html

B.T, I. A., Sukanlaya, S., & Roxanne, Z. (2018). Entrepreneurship education pedagogy: teacher-student-centred paradox. *Education + Training,* 60(2), 168–184. https://doi.org/10.1108/ET-07-2017-0106.

Çolakoglu, N., & Gözükara, I. (2016). A Comparison Study on Personality Traits Based on the Attitudes of University Students toward Entrepreneurship. *5th International Conference on Leadership, Technology, Innovation and Business Management* 2015, ICLTIBM 2015, 10-12 December 2015, Istanbul, Turkey, 229, 133–140. https://doi.org/10.1016/j.sbspro.2016.07.122

Dehghanpour Farashah, A. (2013). The process of impact of entrepreneurship education and training on entrepreneurship perception and intention: Study of educational system of Iran. *Education + Training,* 55(8/9), 868–885. https://doi.org/10.1108/ET-04-2013-0053

Din, B. H., Anuar, A. R., & Usman, M. (2016). The Effectiveness of the Entrepreneurship Education Program in Upgrading Entrepreneurial Skills among Public University Students. *IRSSM-6 The 6th International Research Symposium in Service Management,* 224, 117–123. https://doi.org/10.1016/j.sbspro.2016.05.413

Elert, N., Andersson, F. W., & Wennberg, K. (2015). The impact of entrepreneurship education in high school on long-term entrepreneurial performance. *Journal of Economic Behavior & Organization,* 111, 209–223. https://doi.org/10.1016/j.jebo.2014.12.020

Gámez Gutiérrez, J., & Garzón Baquero, J. E. (2017). New cross-proposal entrepreneurship and innovation in educational programs in third level (tertiary) education. *Contaduría y Administración,* 62(1), 239–261. https://doi.org/10.1016/j.cya.2016.10.005

Hadi, C., Wekke, I. S., & Cahaya, A. (2015). Entrepreneurship and Education: Creating Business Awareness for Students in East Java Indonesia. *First Global Conference on Contemporary Issues in Education (GLOBE-EDU 2014)* 12-14 July 2014, Las Vegas, USA, 177, 459–463. https://doi.org/10.1016/j.sbspro.2015.02.396

Jones, S., & Underwood, S. (2017). Understanding students' emotional reactions to entrepreneurship education: A conceptual framework. *Education + Training*, 59(7/8), 657–671. https://doi.org/10.1108/ET-07-2016-0128

Kadir, M. B. A., Salim, M., & Kamarudin, H. (2012). The Relationship Between Educational Support and Entrepreneurial Intentions in Malaysian Higher Learning Institution. *International Conference on Education & Educational Psychology (ICEEPSY 2012)*, 69, 2164–2173. https://doi.org/10.1016/j.sbspro.2012.12.182

Kapasi, I., & Grekova, G. (2017). What do students think of self-determined learning in entrepreneurship education? *Education + Training.* https://doi.org/10.1108/ET-02-2017-0028

Karabulut, A. T. (2016). Personality Traits on En-

trepreneurial Intention. *5th International Conference on Leadership, Technology, Innovation and Business Management* 2015, ICLTIBM 2015, 10-12 December 2015, Istanbul, Turkey, 229, 12–21. https://doi.org/10.1016/j.sbspro.2016.07.109

Kementrian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum. (2010). *Bahan Pelatihan penguatan metodologi pembelajaran berdasarkan nilai-nilai budaya untuk membentuk daya saing dan karakter bangsa (Pengembangan Pendidikan Kewirausahaan).* Jakarta: kepala pusat kurikulum. Jakarta. https://smadppekalongan.files.wordpress.com/2011/08/3_-kewirausahaan.pdf

Korhonen, M., Komulainen, K., & Räty, H. (2012). *"Not Everyone is Cut Out to be the Entrepreneur Type": How Finnish School Teachers Construct the Meaning of Entrepreneurship Education and the Related Abilities of the Pupils* (Vol. 56). https://doi.org/10.1080/00313831.2011.567393

Kuncoro, A., & Rusdianto, H. (2016). The Influence of Entrepreneurship Subject on Students? Interest in Entrepreneurship by Hidden Curriculum as Intervening Variable. *Dinamika Pendidikan,* 11(1), 7. https://doi.org/10.15294/dp.v11i1.8700

Küttim, M., Kallaste, M., Venesaar, U., & Kiis, A. (2014). Entrepreneurship Education at University Level and Students' Entrepreneurial Intentions. The 2-Dn International Scientific Conference. *Contemporary Issues in Business, Management and Education 2013*, 110, 658–668. https://doi.org/10.1016/j.sbspro.2013.12.910

Luca, M. R., & Cazan, A.-M. (2011). Involvement in Entrepreneurial Training and Personality. *2nd World Conference on Psychology, Counselling and Guidance -* 2011, 30, 1251–1256. https://doi.org/10.1016/j.sbspro.2011.10.242

Nafiati, D. A. (2018). Motivation, Creativity, and Self-Confidence as Forming Factors of Economic Learning Autonomy. *Dinamika Pendidikan,* 12(2), 14. https://doi.org/10.15294/dp.v12i2.13566.

Naufalin, L. R., Dinanti, A., & Krisnaresanti, A.

(2016). Experiential Learning Model on Entrepreneurship Subject to Improve Students? Soft Skills. *Dinamika Pendidikan,* 11(1), 9. https://doi.org/10.15294/dp.v11i1.8703.

Rina, L , Murtini, W , Indriayu, M . (2018). Establishment of Entrepreneurial Character in the Foundation based School System through Project Based Learning. *International Journal of Educational Research Review,* 3 (4), 128-140. DOI: 10.24331/ijere.455049

Robinson, S., Neergaard, H., Tanggaard, L., & Krueger, N. F. (2016). New horizons in entrepreneurship education: from teacher-led to student-centered learning. *Education + Training*, 58(7/8), 661–683. https://doi.org/10.1108/ET-03-2016-0048

Robles, L., & Zárraga-Rodríguez, M. (2015). Key Competencies for Entrepreneurship. *2nd Global Conference On Business, Economics, Management And Tourism*, 23, 828–832. https://doi.org/10.1016/S2212-5671(15)00389-5

Welsh, D. H. B., Tullar, W. L., & Nemati, H. (2016). Entrepreneurship education: Process, method, or both? *Journal of Innovation & Knowledge*, 1(3), 125–132. https://doi.org/10.1016/j.jik.2016.01.005

Widyaningrum, B., & Surindra, B. (2017). Implementation of Innovative Learning Method of Business Practice Teaching Firms to Grow Entrepreneurship Characters. *Dinamika Pendidikan,* 12(1), 8. https://doi.org/10.15294/dp.v12i1.10588