

## GROWING UP ENTREPRENEURSHIP AT SCHOOL.

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### Abstract

There is no single accepted definition of entrepreneurship in the literature - in fact, the literature is filled with many and often contradictory definitions. Even though "a concise universally accepted definition of entrepreneur or entrepreneurship does not exist... there is agreement that entrepreneurs have common personality traits", includes creativity, risk taking, innovation and traits. Based on this statement, and to be connected to teaching and learning process entrepreneurship education is defined as "a collection of formalized teachings that informs, trains, and educates anyone interested in participating in socioeconomic development through a project to promote entrepreneurship awareness, business creation, or small business development. Indeed, the role of entrepreneurship in the nation development is very important.

The key words: entrepreneurship, education, development

### Introduction

Nowadays, all nations in the world as well as Indonesia are on a phase where changes take place very quickly in all aspects of life, especially science, economics, and technology. So quickly it changes, as Lord Snow said, it has unconsciously changed us too. The changes bring effects to the more intensive interaction among human beings, inter-society, and the geographical boundary doesn't give any meaning at all. Beside that, the dependency inter-states gains stronger, as so the pluralistics global society will be realized.

This very quickly changes make the unpredictable future, and this also makes us difficult to predict the kinds of jobs badly needed in the future and also the competition among candidate workers is hard to be predicted. Furthermore, *man power planning* is difficult to be done properly. In educational sector, the rapid progress of science and technology bring impact to teachers that they are not the only sources of knowledge anymore. There are many other sources which can be accessed as to make possibility for students to gain more knowledge which is not mastered by teachers. Such condition leads to the decrease of teacher profession.

In such condition, the educational institutions needs to build entrepreneurship characters to their students as they are able to face globalization era. Some questions come to surface related to entrepreneurship; What is entrepreneurship? What factors supporting the entrepreneurship? Can education bear up entrepreneurship? Is educational institution able to produce students having entrepreneurship?. Those significant questions are crucial to be answered due to the fact that educational institutions are the place among which still have conservative character.

Next questions come up as: can a conservative institution produce students having entrepreneurship character? What is entrepreneur or character of entrepreneur? The success of economics development in one nation is related to the

existency of entrepreneur owned by the nation. For example, Peter Drucker (2002), a management expert states that the very spectacular Japan's progress in 1980 and early 90's was because of the existency of its entrepreneurs.

Entrepreneurship might be analyzed by some approaches, among others a) the economic functions, b) mentally virus development, and 3) behavioral terminology. The first one views entrepreneurship as a motivation to conduct an activity which leads to the benefit potency. Someone is dare to buy a piece of land and he can develop a building shop which can be sold to the uncertain consumer. This activity takes a loss risk for the shake of benefit potency. Not everybody is dare to conduct it. It is difference between one who has a character of entrepreneurship and soul of worker. An action that is done with full of loss risk for the shake of potency of benefit is the main thing of entrepreneurship.

In order to know the potency of benefit and conduct some transformations from potency to be the real one, one needs to be brave to create some innovations. According to Schumpeter, this innovative action will lead an unbalanced economy which will change the system of production or the existing distribution. Furthermore, Schumpeter identified those innovative actions into 5 categories: a) introducing new product, b) introducing new ways, c) opening new market, d) exploiting raw material to semi useful thing, and, e) creating new organization in industry. Based on the description above, the entrepreneur, then can be identified as someone who is; a) able to estimate and decide something which is full of risk for the future; b) able to get more information than others; c) able to have big motivation to get self-advantage; d) able to have confidence of what will be done is correct; and, e) able to create his own market. Therefore, an entrepreneur owns: knowledge, power of imagination, ability to analyse, skillful to look for opportunities, ability to communicate with others, and ability to estimate accurately and precisely.

The second approach views entrepreneur as somebody who: owns the mental virus in the form of need for achievement, be able to do self-control, has a bravery to take a risk, be aggressive, be ambitious and be very optimistic, be strong independence, and has interesting personality. The three first are fundamental characteristics which must belong to an entrepreneur. From Psychological perspective entrepreneurship is "the study of behavior and underlying mental phenomena", as stated in American Psychological Association. Psychological approaches to entrepreneurship seek to identify behaviors and personality traits that are unique to successful entrepreneurs where "traits" are defined as "temperamental characteristics of the individual that are stable over time".

McClelland's, a psychologist, associating an individual's "need for achievement" with entrepreneurship and by extension, with economic development cross-referenced many subsequent psychological studies to identify character traits that consistently predicted entrepreneurship. These characteristics included degree of adaptability and impulsiveness, intensity of desire for independence, need for achievement and the extent to which an individual believes that outcomes of events are under his or her active control rather than a matter of destiny, luck or other factors out of the individual's control (also known as external locus of control).

The third approach of entrepreneurship is behavior, it is emphasizing on someone's ability to do an action because of seeking for the advantages which will be obtained in the future. According to this perspective other branch of social sciences, sociologist was interested in the influences of unequal distribution of power common in practice. Entrepreneurship could be described and predicted by examination of the pressures exerted by socially defined forces such as role expectations of individuals along lines of family and class status with respect to work, general attitudes toward innovation, and levels of civil unrest (Thornton, 1999; Vesala, 1992). Sociologists do not dismiss the presence of the individual entrepreneur, but describes interdependence of the various sectors and institutions in society and how these relationships change with shifts in the social actors (individuals and organizations). Such condition needs someone who is able to exploit the sources needed. There is the difference between administrator and entrepreneur. The first has been able to exploit the source that is needed while the second is not, even both can get potency of benefit in the future. This behavioral approach identifies 3 special characteristics from entrepreneur; a) the ability to take potency of benefit, b) the ability to find the ways to take up real advantage from that potency, and c) the ability to feel confident that whatever is done will be success.

From various approaches above, a profile of an entrepreneur with special characteristics can be developed, that is someone who always looks forward to finding beneficial potencies and finds the

way to realize potency to be a real advantage, even in a condition in which he can't be able to exploit some sources. An entrepreneur owns bravery and independence to take a risk for whatever he does. He must have high confidence of what he does will be successful. In creating some innovations, the entrepreneur must be creative, smart, critical thinking, and constructive thinking beside having high intelligence.

It is believed that the characters of this entrepreneur are created by the impact of family. The entrepreneur gets experiences from making contacts with other entrepreneurs—most of them are still family.

Regarding to the fact, a question comes up, Is it possible for schools to produce students who have the characters of this entrepreneur? In my opinion, schools might be able to produce students who have the characters of entrepreneur if they are able to change the system becomes a better one, such as the changing of paradigm, the changing of vision, and the changing of action.

The changing of paradigm means all components should understand that school is a small society. As a society, school has its own culture which bringing up its students to be good people. Consequently, the principal and the teachers should create a conducive situation as the instructional objectives are best achieved.

The understanding of new paradigm—student centered—will be motivating students as they are not considered as "robots", they are seen as a whole human beings who should interact with each other, be creative in class—in the form of two ways discussion in which students are given some opportunities to be creative and to develop their ability as:

1. Making up decision logically and making some plans for the future.
2. Developing cooperation networks which are based on "trust"
3. Living harmoniously side by side
4. Having good morale such as honesty, optimism, independence, inquiry, self confidence, and also the bravery of taking some risks.
5. Having critical, constructive, and innovative thinking.

For that reasons, each student is emphasized on learning how to develop himself/herself such as:

1. developing intellectual curiosity
2. having the bravery of taking some risks for whatever he does.
3. being optimism in any condition and keep going on trying something new
4. being cooperative with others in one team as to achieve some objectives based on rules.

The changing of paradigm and vision leads to the changing of schools' activities. As formal education, firstly, schools must have two kinds of curriculum; intra-curriculum and extra-curriculum.

Both have to be implemented integratedly. Extra-curriculum is not just some accessories for the schools, but it must be arranged well as to give all students to develop their capabilities of having good cooperation, good leadership, and good at organizing one program.

Secondly, every teacher should understand the importance of "Hidden curriculum" which can create good morales for all students. This curriculum is about how to develop students' behaviour to become a better one.

Thirdly, the activities at schools should vary from time to time as to give students to take some options. The options should be flexible. The curriculum should not be in one packet, but there should be some options for all students to choose some activities under good guidance.

Fourthly, in learning process, teachers should be brave in bringing "controversial issues" in class, for instance: inviting the expert to be the speaker and taking the students to the real situation as they can learn directly from the society.

Fifthly, teachers should make some innovative methods in transferring the knowledge during the learning process as to make all students get involved in what is happening in class and always lead the students to have the alternative thinking.

Sixthly, the schools should create "Comprehensive Course" in which the materials are taught in the ways of vertical integration and horizontal integration—team teaching.

Seventhly, the schools should lead all students to have chances to create new and spectacular ideas. The schools should give students some experiences which can motivate them to be more optimism in gaining achievements.

Finally, allow me to terminate our discussion by making up some conclusion related to the characters of entrepreneurship which should be gained by all people in any nations, especially the

nations which are in development phase, such as our country, Indonesia. The characters of entrepreneurship should be developed since born. In facing globalization era, all people who don't want to be left behind must have the characters of entrepreneurship. As formal educational institutions, schools have responsibility in producing outputs who have characters of entrepreneurship. Such as outputs who are ready to do their duties and to overcome some obstacles happening in real life situations. They will be responsible for what they have done. It can be realized if the schools are brave to change the system to be a better one. The schools should involve all of components in learning process and always create innovations in learning process.

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