

Urgency of Entrepreneurship Education for Millennial Generation

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Abstract

In order to be a productive and creative nation, it should begin from the community itself. Inducing a creative attitude can be done by cultivating entrepreneurial activities. According to David Mc Clelland, a country that has many entrepreneurs is a country that the economy has the potential to quickly advance and become prosperous country. Therefore, if entrepreneurship lesson is absent from the national agenda of a country, the purpose of escaping poverty and rising to prosperity is only utopia. A country will prosper if it has at least 2 percent of entrepreneurs from the total population. According to Ciputra, Indonesia only have about 400,000 entrepreneurs, or about 0.18 percent of its population. In order for the entrepreneurial culture can really be embedded in the community, it is necessary for the habituation carried out since early on. School became a strategic place to cultivate entrepreneurial spirit since early on. The cultivation of entrepreneurial culture can be done through intracurricular and extracurricular activities. An example of entrepreneur extracurricular activity is the Market Day. Market Day activity is an activity that involves learners directly in the entrepreneurial process, ranging from production, marketing, and financial management in a simple way.

Keywords: Entrepreneurship, Education, Millennial Generation

Introduction

Education is interpreted as a conscious effort to create an atmosphere of learning and learning process in order to the learners actively develop their potential to have power of spiritual religion, self-control, personality, intelligence, noble character, and skills being needed by themselves, society, nation and state. From this understanding, it can be drawn the conclusion that the potential of learners are in the aspects of spiritual, personality, intelligence, and skill.

When look at the course of the current educational process, it tend to focus to one potency, which is cognitive intelligence, or just focus on mastering the theory. It is without regard to the other potentials development, which one of them is the skills competence or that are closely related to the creativity. Whereas for the progress of

the nation, it is not enough with just the cognitive intelligence, but also it needs creativity in order to compete with the other nations. In developing the creative potency from learners, there are many things that can be done, such as conducting entrepreneurship education in schools.

In accordance with the Ciputra in Mashud (2015), entrepreneurship education can produce a large national effect if it can educate all learners at every level of education, and able to generate many new entrepreneurs from the graduates of educational institutions for a long period of time. Meanwhile, according to Ngadi in Hananta (2015) entrepreneurial character is needed for developing countries such as the countries in ASEAN. With the creative character being possessed, it will give birth to a lot of human resources with entrepreneurial spirit. This entrepreneurial character will increase productivity and competitiveness in the global era, which will affect the independency of the nation. Eventually entrepreneurship and creative character are two things that cannot be separated. Both mutually affect each other. Accordingly, the existence of entrepreneurship activities in school becomes an important thing as an effort to increase the creativity of learners.

The word of entrepreneurship is the equivalent of kewirausahaan in Indonesian. The word entrepreneurship itself actually originated from the French language of *entreprendre* which means adventurer, creator, and business manager Yuyus and Kartib (2014). According to Daryanto (2013) the word kewirausahaan comes from the word *wirusaha*. *Wirusaha* is derived from the word *wira* which means brave, prime, noble. *Usaha* means independent activities of business as well as non-business. Literally kewirausahaan is defined as matters concerning the courage of a person to conduct business and non-business activities independently.

Ropke (1989) stated that literally entrepreneurship is a process of creating something new and creating something different from something that already exist (innovation), the goal is to achieve the prosperity of the implementer and add some values to the community. The same explanation is also expressed by Hisrich (2014) that entrepreneurship is the process of creating something new that is valuable by utilizing the effort and time required by taking into consideration about social, physical and financial risks and receiving rewards in the form of money, personal satisfaction, and independence.

Meanwhile, according to Kao (1989) entrepreneurship is described as follows "Entrepreneurship is the attempt to create value through recognition of business opportunity, the management of risk-tasking appropriate to the opportunity and through the communicative and management skills to mobilize human, financial, and material resources necessary to bring a project to fruition". In other words, entrepreneurship is an attempt to create value through the introduction of business opportunities, appropriate risk-taking management, and through communication and

management skills to mobilize the faith, money, and other raw materials or resources necessary to produce projects in order to perform well.

Giving understanding to learners about entrepreneurial values can not be done in an instant way. It takes a long time and not a simple process. Understanding about entrepreneurship must be cultivated early on. Cultivating entrepreneurship to elementary school students can be done through Market Day program. According to Mashud (2015), Market Day is an education that aims to provide more complete understanding and awareness of life, to form more stable structure of emotions and mentality, and to build more enlightened daily attitudes from time to time. Market Day is an entrepreneurship learning activities, where children are taught on how to marketing products to friends, teachers, or outsiders. This activity usually involves all components of the school. Sometimes some parties from outside the school also come. Learners are also involved in preparing the trading plan. Each class generally has its own stall and presents its theme and products with distinctive features.

Siwiyanti Leona (2017) stated that by Market Day activity, learners are expected to be educated about good sales procedures. Learners will also be familiar with the concept of honesty, for example in the scales, dosages, which goods are good and which are damaged. The purpose of holding a Market Day is to cultivate the spirit of entrepreneurs, understand the business world, train creativity and innovation in learners. Market Day also can foster self-confidence in learners, improve the communication skills of learners, and train the business intelligence of learners.

Market Day is a strategic activity in the cultivation of entrepreneurial activities. This is because this activity concept is very applicable. Thus learners can feel the direct entrepreneurial process starting from the goods production process to the marketing process. Learners will also gain experience in managing the financial, and are encouraged to think creatively in creating the products that will be marketed. There are other positive characters that can be implanted to learners such as responsibility for the product quality, honesty in trading, and compete in a healthy manner with other learners.

One of the elementary schools in Yogyakarta that has implemented the Market Day program is Unggulan Aisyiyah Elementary School Bantul. This is a private school located at Kadirijo, Palbapang, Bantul, Yogyakarta. This school makes entrepreneurship as the leading program. One of the implementations of entrepreneurship education is the Market Day agenda for the students every week on Fridays. Departing from the background that has been presented, researcher conducted further research.

Methods

This research was used qualitative descriptive approach. This research was conducted in Unggulan Aisyiyah Elementary School Bantul in April 2015. The subject of this

research was the people in charge of Market Day activity in the school. Parties could provide information needed by researcher about the actual situation and condition. The instrument in this research was the researcher himself. The observation conducted by the researcher was participative observation by following the entrepreneurship education activity at Unggulan Aisyiyah Elementary School Bantul. The interview was done in depth, by first made interview guidelines, determined and made appointments with the resource persons, and prepared a recording media. The documentation was obtained photos, interview recordings, and files of the implementation of entrepreneurship education in school. Data analysis technique was data analysis during the field research. While the model of analysis was Miles and Huberman model that consisted of three things, which were data reduction, data presentation, and conclusion drawing/verification.

Results and Discussion

There are various studies that have been discussed about the urgency of entrepreneurship. Observed from economic and educational point of view, entrepreneurial activities have many positive values. From the economic point of view, it can give birth to great entrepreneurs who can help sustain the economy of the country. From an educational point of view, entrepreneurial activities contains many positive values and norms that can affect a person's life such as creativity, responsibility, honesty, independence, tenacity, perseverance, and so on. Therefore, the understanding of the values contained in the activities of entrepreneurship should be introduced from an early age.

Some elementary school stakeholders understand the urgency of entrepreneurship education. Thus they try to initiate the curriculum based on entrepreneurship education both in intracurricular and extracurricular activities. One of the elementary schools that have developed entrepreneurship education is Unggulan Aisyiyah Elementary School. The stakeholders of the school, which was established in 2006, since the beginning have made entrepreneurship education as its trademark. In the beginning, the implementation and management were still not well organized. However, gradually began to find the right management pattern for entrepreneurship education, so that it can be composed of various programs including Market Day activities.

In the principle, education is an attempt to develop the potential of learners all in terms of cognitive, psychomotor, and affective. The idea of Market Day in Unggulan Aisyiyah Elementary School was based on the desire to develop the learners' potential of these three aspects. In the Market Day activity, learners can really maximize the potential of these three aspects. In terms of cognitive, learners familiarized with simple financial calculations. They will be faced with the conditions of receiving money from customers and if there is change, they must also count the right amount. In terms of Psychomotor, learners are accustomed to creative thinking. Learners will be faced with the situation where their products must be sold. They are invited to

think about marketing strategy although it is still in a simple way. Also, no less important is the learners' characters will be formed.

In Market Day activity, there is an interaction between learners who become sellers and learners who become customers. Here they are taught ethics and courtesy when serving buyers. They are also invited to practice choosing words while serving buyer. Selecting and sorting the right words in order to not be offensive. Also, as the buyers they are trained to be discipline by waiting in line when going to buy product. Do not forget also habits to keep clean. Because during the course of the Market Day, there will be a lot of food wraps. Here the teachers can give direction and habituation to put the trash in its place.

Conclusion

Education is an appropriate means to cultivate values and characters contained in the activities of entrepreneurship. With the existence of entrepreneurial activities, all potential ability possessed by learners in terms of cognitive, affective, and psychomotor will be able to develop well. Therefore all stakeholders of education need to pay attention to entrepreneurship education as something that must be implemented thoroughly. It is because it has a significant influence on the development of learners' potential. With the introduction of entrepreneurial values from an early age, it is expected to help millennials to become entrepreneurs that are creative, independent, and have characters.

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