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Parenting-Based Entrepreneurship Learning Models to Improve Entrepreneurial Character

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Abstract:

This study aims to develop a parenting-based entrepreneurship learning model to improve entrepreneurial character through school collaboration with the business world and industry. This research conducted for 3 years starting from 2017 with the object of research of vocational students in Jakarta with 3 schools taking samples representing vocational schools in the fields of tourism, business and economics, and technology. The method used in this study research and development (Rn D) with 4 stages of development (Four D). This model developed by Thiagarajan et al. (1974), with 4 main stages, namely Define, Design, Develop and Disseminate. In the first year research, the Define (defining) stage carried out through observational research and gathering information about entrepreneurial learning needs and product plans based on parenting approach as part of the first Design (planning) stage. In the second year, the Development (Development) phase carried out, namely the creation of a Parenting-Based Entrepreneurship Learning module (PKBP) that will go through several stages until this module ready to use. The feasibility test carried out to material experts (entrepreneurship, parenting, and media), teachers, business / industrial world and students. The results show that this parenting-based entrepreneurship module feasible to use with a feasibility score above 75 percent for all indicators (content, appearance, suitability, and benefits). Thus, this module expected to be used to improve the entrepreneurial character of vocational students.

Keywords: Entrepreneurship, modules, parenting

1. Introduction

Education a place for human development to become a quality, innovative and creative human. Education has a clear direction and purpose for human development, both morally and materially. One direction of the task, as well as the responsibility of education, to prepare decent human beings who sensitive to the environment and ready to face such complex global challenges.

Vocational High Schools vocational-based formal education that prepares students to become skilled workers according to the needs of the industry. Substantially vocational education in charge of forming students so that they have the ability, insight, good industrial skills, and mastering engineering concepts that exist in the industry (Sukardi, 2008).

The challenge in the world of education, especially vocational education to produce graduates who not only ready to work with their skills but more than that can create jobs or entrepreneurship. The bitter reality that currently occurs where vocational school graduates the biggest unemployed producer expected to gradually reduced. Therefore, a learning model needed that can build entrepreneurial character in vocational students.

So far, what has happened that Industrial Work Practices (prakerin) have not implemented optimally. In the implementation of Industrial Work Practices (prakerin) can only produce a skilled workforce, not giving birth to entrepreneurs who creative, innovative and brave to face challenges. This what according to Samsudi (2014) most vocational school graduates more often found to job seekers than to open jobs.

In the implementation of industrial work practices, there many mastery of productive learning with the employer and worker approaches. This gives rise to vocational school graduates who less aware of entrepreneurship. Emphasis on fertile fields in charge of honing students' skills, on the other hand, will ignore the soft skills of students. The field learning model of Industrial Work Practices which a form of cooperation between schools and business/industry has weaknesses in the approach field. These weaknesses can seen, among others, from the lack of communication and evaluation carried out between business owners and the school regarding the development of students. This influenced because the block release pattern that carried out in the PKL model places students as workers so that business owners enough just by giving value,

they feel they have fulfilled the existing obligations. Finally, students not able to develop both regarding skills and soft skills.

Entrepreneurship education requires learning models and approaches that able to instill entrepreneurial values in students comprehensively. These values cannot go through monotonous and rigid learning practices. Parenting a way of caring for children from parents. This treatment includes 3 things, namely teasing, compassion and caring. Science and concepts in parenting have never used in the field of entrepreneurship education studies. Though parenting the right way to instill the values of entrepreneurial character.

Based on the first year research, researchers conducted a needs analysis by conducting surveys in the form of questionnaires or questionnaires in 3 vocational schools with different clusters. Researchers found that vocational students found a lack of entrepreneurial character in the risk taker dimension. The risk taker dimension a dimension that shows someone willing to take risks and ready to face challenges. In this risk taker dimension, it can also see that the respondents in the high category only 9.3%, the rest in the medium category. This shows that respondents prefer to a comfort zone rather than face new challenges. Besides that, there is still a reluctance to do new things with various possible risks that will face. This what ultimately inhibits the formation of human resources that able to entrepreneurship or create jobs and still rely a lot on existing jobs, whereas according to Meredith (1996) someone who has the character of entrepreneurship always dares to try new things to create an opportunity. Based on the background of the above problems, the formulation in this study is: "How to create a parenting-based entrepreneurship learning model that can improve the character of entrepreneurship through school collaboration with the business world/industry?"

2. Methods

The method used in this study research and development (Rn D) with 4 stages of development (Four D). This model developed by Thiagarajan et al. (1974), with 4 main stages, namely Define, Design, Develop and Disseminate. In the first year research, the Define (defining) stage carried out through observational research and gathering information about entrepreneurial learning needs and product plans based on parenting approach as part of the first Design (planning) stage. In the second year, the Development (Development) phase carried out, namely the making of Parenting-Based Entrepreneurship Learning (PKBP) modules, while the Disseminate (dissemination) phase will carried out in the third year.

The main focus in this second year the feasibility and operational test of learning models in 3 predetermined Vocational Schools. Model analysis seen from the effectiveness and efficiency of the model. The expected outcome in the second year the creation of a parenting-based entrepreneurship module book. Furthermore, in the third year later, it expected to able to carry out dissemination and implementation in the broader scope. This can done through seminars attended by parties who deemed necessary to find out the results of this study, among others: Vocational Teachers, Principals, Heads of business/industry, students, and education practitioners.

3. Results

The research begins with the Defining stage. At this stage, several things done including determining and defining needs in the learning process. This stage has carried out in the first phase of the study which found that there several aspects in the entrepreneurial character that in the low category such as the character of a risk taker. In the first year research also carried out observations and interviews with teachers and business people / industrial world as part of the needs analysis process.

In the second year, this research carried out in the Design (Design) and Development (Development) stages. The purpose of the design stage to develop learning tools that will used in the module development process. In the preparation of the learning module, there several things that must considered so that the module can useful for students and make it easier for students to understand the material. The steps taken as follows:

3.1. Module Requirement Analysis

The module needs analysis activity of analyzing competencies and determining the scope of the competency units to achieve. The next step to identify the required knowledge, skills, and attitudes and evaluate the mastery of competencies from the material that has delivered.

3.2. Draft Drafting

The drafting of the module the process of compiling and organizing learning material from a competency or sub-competence into a systematic whole. The drafting of the module aims to provide a draft of a module by the competencies or sub-competencies that have established. Writing the draft module carried out by following the steps as follows: (1) setting the module title; (2) determine the module usage instructions; (3) determine the final goal, namely the ability that must achieved by students after completing learning one module; (4) developing learning material; (5) compile summaries and tasks; (6) re-examine the draft that has produced.

3.3. Trials

The draft module trial the activity of using modules in participants in the number limited, to know the implementation and benefits of modules in learning before the module used widely or publicly. The draft module trial aims to, among others: (1) know the ability and ease of participants in understanding and using modules; (2) knowing the efficiency of

learning time by using modules; (3) knowing the effectiveness of the module in helping participants learn and master the learning material.

The trial conducted on students and vocational school teachers in 3 schools, namely Muhammadiyah 9 Vocational School, Taman Harapan Vocational School and Paskita Global Vocational School. The results of the trial can be seen in Table 1 and Table 2.

No	Assessment Aspects	Average score	Prosentase (%)	Category
1.	Fill in the material	3.15	78.75	Very Decent
2.	Presentation	3.18	79.50	Very Decent
3.	Suitability	3.33	83.25	Very Decent
4.	Benefits	3.04	76.00	Very Decent
5.	Module	3.15	78.75	Very Decent

Table 1: Test Results of the Module to the Teacher

Table 1 shows the results of the module trials of teachers as implementers in entrepreneurship learning from the three Vocational Schools where the research conducted. The trial results show that all aspects assessed very feasible with the results of the module's total feasibility score of 3.15 or covering 78.75 percent of all aspects assessed.

No	Assessment Aspects	Average score	Prosentase (%)	Category
1.	Fill in the material	3.19	79.75	Very Decent
2.	Presentation	3.20	80.00	Very Decent
3.	Suitability	3.06	76.50	Very Decent
4.	Benefits	3.18	79.50	Very Decent
5.	Module	3.17	79.25	Very Decent

Table 2: Results of Module Testing for Students

Table 2 shows the results of the module trials on students as recipients of the material in entrepreneurship learning from the three Vocational Schools where the research conducted. The result that all aspects assessed very feasible with the results of the module's total feasibility score of 3.17 or covering 79.25 percent of all aspects assessed.

3.4. Validation

Validation stage is the process of requesting approval or approval that involves practitioners who are experts by the relevant fields in the module. In this study, validation is carried out by material experts in the field of entrepreneurship, parenting field material experts, and instructional media experts. The module validation by this expert aims to obtain recognition or validation of the suitability of the module to the needs so that the module is suitable for use in learning. Module validation includes real content or module substance, presentation or display of modules, suitability of the module with the material and the benefit value of the module.

No	Assessment Aspects	Average score	Prosentase (%)	Category
1.	Fill in the material	3.11	77.75	Very Decent
2.	Presentation	3.09	77.25	Very Decent
3.	Suitability	3.08	77.00	Very Decent
4.	Benefits	3.07	76.75	Very Decent
5.	Module	3.09	77.25	Very Decent

Table 3: Results of Validation Tests by Expert Material

Table 3 shows the results of the module validation test by material experts as individuals who compete in their fields. In doing this module, material experts in the field of entrepreneurship, learning media and parenting. Validation results show that all aspects assessed very feasible with the results of the module's total feasibility score of 3.09 or covering 77.25 percent of all aspects assessed. The next validation is carried out by practitioners, namely from the business world and the industrial world as the users of vocational school graduates who are expected to be able to compete with soft skills and hard skills that are sufficient. The results of validation by the business / industrial world also show that the module is feasible to develop as shown in Table 4 below.

No	Assessment Aspects	Average score	Prosentase (%)	Category
1.	Fill in the material	3.04	76.00	Very Decent
2.	Presentation	2.85	71.25	Decent
3.	Suitability	3.00	75.00	Very Decent
4.	Benefits	2.93	73.25	Decent
5.	Module	2.94	73.50	Decent

Table 4: Results of Validation Tests by the Business World / Industrial World

3.5. Revision

Revision or improvement a module refinement process after obtaining input from trial and validation activities. The revision of the draft module aims to finalize or complete a comprehensive completion of the module, so that the module ready to produce in accordance with the input obtained from the previous activity, then the module improvement must cover essential aspects of the preparation of modules such as Organizing learning material, Using instructional methods, Use of language, and organizing of writing.

4. Discussion

According to Kabukcu (2015), entrepreneurship now attracting more attention than before as a discipline that grew rapidly and continuously changing. As such, it necessary to develop the ability to design and manage innovative projects and have an entrepreneurial mind for continuous improvement. Creativity and innovation have an essential role in entrepreneurial success. Kabukcu Research outlines the importance of two dimensions of "creativity and innovation" in entrepreneurship.

Drennan and Kennedy's research (2015) shows that to encourage entrepreneurial souls or characters must understand the internal factors in an individual to start a business. This study extends the model by analyzing the influence of several childhood factors in the family environment. In his research, Kennedy discovered that there an influence from a difficult childhood and a great desire to rise from difficulties by starting entrepreneurship. Entrepreneurial perception influenced by families that own a business. Children in families who have a business have a favorable view of entrepreneurship.

According to Rarick and Han (2015). Cultural values have the most significant impact on shaping the entrepreneurial mindset. Rekha and Ramesh (2015) in their study also mentioned that intrapreneurship an entrepreneurial spirit in individuals who work in an established organization. Data collected through personal interviews of 380 employees spread across 376 companies has revealed that the entrepreneurial mindset or entrepreneurship in employees one of the main factors, affecting intrapreneurship in Indian companies. The entrepreneurial mindset itself risk taker, learning from mistakes and success, always looking for innovative and optimistic ideas.

The results of the above studies show how vital it cultivate the character of entrepreneurship and not just to learn entrepreneurial lessons. Entrepreneurial characters can formed by fostering values like parents reduce values in their children through parenting. What's more, research Ohe and Ohe (1996) in Drennan (2015) explained that childhood factors influence the development of entrepreneurial intentions. This reinforces the creation of a model that explains how perceptions of entrepreneurial development important in identifying and designing intervention programs to stimulate entrepreneurship through parenting patterns applied in families. Therefore, the development of parenting-based learning models becomes an appropriate alternative to shape the entrepreneurial character of students in schools, especially vocational students.

5. Conclusion

Parenting-Based Entrepreneurship Learning Module developed in order to improve the entrepreneurial character of vocational students. The results of this Rn D study indicate that this PKBP module feasible to developed and applied as an alternative to foster entrepreneurial character, especially in vocational students. Matters related to repairs or revisions will continue to carried out and expected to continue in the third year of dissemination.

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