

THE ROLE OF SCHOOLS IN FOSTERING THE ENTREPRENEURIAL SPIRIT OF STUDENTS IN SENIOR HIGH SCHOOL 8 SURAKARTA

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Abstract

The purpose of this research is to 1) Describe the role of schools in fostering the entrepreneurial spirit of students at SMA Negeri 8 Surakarta. 2) Describe the efforts of teachers in the learning process of entrepreneurship subjects at SMA Negeri 8 Surakarta. 3) Describe the entrepreneurial spirit of students at SMA Negeri 8 Surakarta. The research design used in this research is a case study in qualitative research. In this study there are several sources that will be the subject of research which include the deputy curriculum, entrepreneurship subject teachers, and students of SMA Negeri 8 Surakarta. In this study, observation, interviews, and documentation as data collection methods. This research uses source triangulation to ensure the accuracy of the data. The result of this research is that the school provides facilities for students to develop their entrepreneurial potential through practice in daily entrepreneurship learning and the Gelar Karya program by the school to realize the Pancasila Student Profile Strengthening project at SMA Negeri 8 Surakarta or with the classmeeting event formed by the school organization.

INTRODUCTION

Entrepreneurship in Indonesia has grown significantly over the past few decades. Indonesia has a large population and rich natural resources, so many types of businesses are thriving. Factors such as regulation, technology and global market trends also influence the development of entrepreneurship in a country. The importance of entrepreneurship is still relatively low compared to other countries in the world. In fact, the number of entrepreneurs is an indicator for developed countries. When an entrepreneur decides to make a very important contribution to the growth and development of an economic sector. This has been proven, including through a study of 77 countries (Smith, 2010), which shows that a country's level of entrepreneurial activity has a positive impact on economic growth. Entrepreneurship is a key factor in driving economic growth, increasing competitiveness, creating new jobs, and improving productivity (Kritikos, 2014).

Entrepreneurship needs to be built and developed early on, and schools play an important role in supporting the process. Teachers recognize the importance of fostering entrepreneurship among the younger generation, which develops students' character and abilities, including entrepreneurship which is the most important capital to face future challenges. Schools have an important role in fostering student entrepreneurship through various strategies. Entrepreneurship education, practical training in entrepreneurship programs, and cooperation with local businesses are important elements in

entrepreneurship promotion (Timan et al., 2024). Creating something to generate new value is the hallmark of an entrepreneur (Ballor & Claar, 2019).

Schools play an important role in encouraging entrepreneurship by providing entrepreneurship education programs that equip students with the necessary skills and mindset to navigate the complexities of the modern economy. Entrepreneurship training programs such as, Creative entrepreneurship programs through sales training at exhibitions, creation of new culturally-themed products, and teachers who always provide theoretical and practical training. The creation of something new is the essence of entrepreneurship (Zahra & Wright, 2016). These programs often focus on experiential learning, which allows students to apply theoretical concepts to real-world environments and develop practical skills.

Teachers now play an important role in fostering entrepreneurship in their students through mentorship, support and networking opportunities. In addition, the involvement of school management is critical in fostering student entrepreneurship by engaging in curriculum development, resource allocation, teacher professional development, community engagement, and policy development, thus building a supportive ecosystem that encourages and develops entrepreneurship and skills. By incorporating entrepreneurship education into the curriculum, schools can effectively encourage students to identify market opportunities, develop business ideas and run ventures successfully, ultimately contributing to economic growth and innovation. The importance of education as a comprehensive and interconnected system is crucial in shaping attitudes and values related to entrepreneurship (Abu Muna, 2023). Within the framework of the educational curriculum, there are several prospects for the incorporation and incorporation of entrepreneurship education, which includes a comprehensive understanding of business principles, managerial practices, and encouraging innovation and creativity (Hizbul Khootimah Azzaakiyyah, 2023).

Entrepreneurship education is a learning process that aims to develop the skills and knowledge necessary to become a successful entrepreneur. In addition, it addresses the following barriers to entrepreneurship education: Availability of resources and standard curriculum issues are important for effective entrepreneurship education in schools. By integrating these strategies and collaboration, schools can build a supportive ecosystem that fosters entrepreneurship and skills in high school students. Challenges that need to be addressed include boosting students' self-confidence, which is crucial for encouraging entrepreneurship among students (Dwie Karunia et al., 2020). In general, encouraging student entrepreneurship not only prepares students for the future but also enhances their ability to contribute positively to society (Djeni et al., 2020). However, there are still issues such as socio-economic barriers that prevent entrepreneurs from turning their ideas into commercial opportunities, especially among students who come from financially weak communities (ILAYARAJA & SIVAKUMAR, 2024).

In addition, creativity and innovation education is important as it includes efforts to encourage high school students to become entrepreneurs (Sutihat et al., 2024) and universities that require comprehensive entrepreneurial training (Bahri & Hasdiansa, 2024). Overall, fostering student entrepreneurship requires a multifaceted approach that combines education, policy support and socio-economic considerations. The entrepreneurial knowledge that has been acquired cannot be sustained without self-efficacy in fostering entrepreneurship among students (Jiatong et al., 2021). Likewise, the desire to become an entrepreneur is just a thought if you do not try and believe in your abilities. Indonesian students have a tendency to lack confidence in their abilities (Hidayati et al., 2020).

This research examines the role of education in the development of entrepreneurial skills and mindsets, based on a synthesis of existing literature and analysis of empirical evidence. The comprehensive review highlights the diversity of entrepreneurship education efforts, the importance of experiential learning, the role of educators, the importance of entrepreneurial ecosystems, the influence of contextual factors, the need for rigorous evaluation, and more. The results show that entrepreneurship education encompasses a wide range of programs and

approaches across all educational sectors, with an emphasis on creativity, resilience, and problem-solving skills. Situational factors such as cultural norms and institutional frameworks have a significant impact on the design and effectiveness of entrepreneurship education initiatives. However, realizing the full potential of entrepreneurship education requires a concerted effort to develop comprehensive, experience-based and context-specific approaches. In addition, thorough evaluation and research are needed to assess the long-term impact of entrepreneurship education on students' career and economic outcomes.

Schools have an important role in developing student entrepreneurship. Schools should make students feel comfortable while learning and help students achieve program goals. According to previous research, schools try to foster students' entrepreneurial spirit by incorporating intracurricular activities into the school curriculum, such as entrepreneurship lessons, workshops, and other productive subjects (Maknuni, 2021). According to another study, schools face challenges in establishing programs that can encourage entrepreneurial spirit. These challenges include the creation of inappropriate learning tools and poorly run classroom programs (IN Budiyani), n.d.). This can be achieved through school activities that help students acquire knowledge and skills and develop an entrepreneurial spirit (Wahyuni et al., 2017a).

Entrepreneurship Education at SMA Negeri 8 is committed to improving soft skills in students through entrepreneurial practices. The background of SMA Negeri 8 Surakarta emphasizes students to participate in entrepreneurship education activities and entrepreneurial practices, namely to realize the vision of "The formation of superior education, Pancasila Student Profile Character and Environmental Insight" and to form an attitude of leadership and courage in making decisions. The purpose of the researcher conducting this research is to 1) Describe the role of schools in fostering the entrepreneurial spirit of students at SMA Negeri 8 Surakarta. 2) Describe the efforts of teachers in the learning process of entrepreneurship subjects at SMA Negeri 8 Surakarta. 3) Describe the entrepreneurial spirit of students at SMA Negeri 8 Surakarta. Based on the description above, researchers provide an overview of the entrepreneurship education support program at SMA Negeri 8 Surakarta. Therefore, researchers are interested in conducting research related to "THE ROLE OF SCHOOLS IN GROWING THE STUDENT'S ENTERPRISE SOUL AT SMA NEGERI 8 SURAKARTA". With this research, it is hoped that more schools will implement entrepreneurship education and entrepreneurial practice activities.

METHOD

The type of research used in this study is qualitative research, using a case study research design. This research was conducted in March 2024 at SMA Negeri 8 Surakarta located at JL Sumbing Raya No. 49, Mojosongo, Kec. Jebres, Surakarta City, Central Java 57127. The object of this research is the role of the school in fostering the entrepreneurial spirit at SMA Negeri 8 Surakarta. While the subjects in this study were deputy curriculum, entrepreneurship subject teachers, and students of SMA Negeri 8 Surakarta. The techniques used in collecting data by researchers are observation, interviews, and documentation. To test the data used by researchers, namely source triangulation to ensure the accuracy of the data and the data can be accounted for later from this scientific research

RESULTS AND DISCUSSION

1) The school's role in fostering the entrepreneurial spirit

This school organization has two roles, namely the role of schools as educational institutions and the role of schools in society. Schools as educational institutions aim to nurture the human potential of students so that they can carry out their tasks effectively. Schools as educational institutions have an important role in fostering an entrepreneurial spirit in their students. Entrepreneurship comes from the word "wira" which means hero, brave, and "usaha" which means work, activity. So, an entrepreneur is a person who dares to do business or activities.

Those with entrepreneurial interests are those who aim to act like entrepreneurs, engage in entrepreneurial activities, or pursue other interests (Olugbola, 2017).

In the context of education, entrepreneurship is defined as the attitude and behavior of someone who is creative, innovative, and dares to take risks to create business opportunities and generate added value. The role of schools in fostering an entrepreneurial spirit is important, schools have the opportunity to instill entrepreneurial values early on. To form character as well and currently SMA Negeri 8 is also running a program to strengthen the profile of Pancasila students. The Pancasila Student Profile Improvement Project is an extracurricular activity, one of the themes of which is entrepreneurship. Entrepreneurship-themed activities can foster student entrepreneurship, increase student interest, aspirations, and learning outcomes, and increase student participation in school (Hidayat et al., 2018).

According to the Vice Curriculum of SMA Negeri 8 Surakarta: "Fostering the spirit of entrepreneurship is not only the responsibility of schools but families and communities can also take part in this. For challenges, perhaps the main one is students, how do we increase their interest in participating in entrepreneurship education. As for the budget, it may also be an obstacle to conduct training, buy equipment and finance student entrepreneurship activities. For now, more and more schools are starting to integrate subjects or special programs to foster an entrepreneurial spirit in students, for special subjects there is entrepreneurship education or what we usually call workshop / entrepreneurship (kwu). And for special projects, there are Gelar Karya such as exhibitions, the purpose of this project is also continuous with the project of strengthening the profile of Pancasila students. The school provides facilities for students to carry out exhibitions at the end of each semester. The program was made by the school so there students can release all their work to be shown in general, but here we do not limit students if they want to sell it is not a problem so the exhibition is at the same time selling their work. And at every classmeeting there is also an organization from the school that organizes the market simulation so we make a stand and become a bazaar for 3 days. With the market simulation or what we usually call a bazaar, there they are free to sell anything so we also do not limit them with many provisions in selling, because our environment is also still close to the surrounding community so for things like that the surrounding community can also participate in the event."(Wahyuni et al., 2017b).

Schools can effectively nurture and develop the entrepreneurial attitudes and competencies of high school students, ultimately preparing them for successful entrepreneurial ventures, by integrating entrepreneurship education into the curriculum, offering mentorship, and creating a supportive environment for entrepreneurial development (Nwosu et al., 2023) School activities that support learners to acquire knowledge and skills, develop entrepreneurial characteristics. Therefore, schools also play a role in the formation of learners' entrepreneurial skills Students who receive entrepreneurship education are usually interested in entrepreneurship (Indriyani & Margunani, 2018) . Entrepreneurship education can increase students' interest in entrepreneurship, but this is also influenced by other factors, such as student characteristics and family context. Family context plays an important role in increasing students' interest in entrepreneurship (Setiawan & Sukanti, 2016)

2) The role of teachers in developing entrepreneurial potential

Teachers have an important role in entrepreneurship education as a catalyst, which is an agent that triggers and encourages the entrepreneurial spirit in their students. Teachers can foster an entrepreneurial spirit in students through creative and inspiring learning by providing opportunities for students to learn through experience, such as business simulations, entrepreneurial projects, and case studies. Teachers can equip students with essential entrepreneurial knowledge and skills by teaching students how to create a comprehensive and realistic business plan, providing knowledge of various marketing strategies that can be used to promote the business, teaching students how to manage business finances by creating financial reports.

(According to Mrs. Dwi as a teacher of SMA Negeri 8 Surakarta): "The role of teachers in fostering entrepreneurial spirit in students is very crucial. Teachers can be an effective catalyst in honing creativity, innovation, and entrepreneurial spirit in the younger generation. As a teacher, I become a role model and source of inspiration for students. By motivating by telling success stories of entrepreneurs, sharing personal experiences, or creating a positive learning environment, the teacher is also a facilitator and guide as well. In integrating entrepreneurship material for now, an effective step is to support students first, we motivate them to be enthusiastic about innovation by creating entrepreneurial projects such as creating new products and then business simulations with bazaars. Then linking entrepreneurship subjects with other subjects, for example cultural arts which are still continuous with things. Create culture-based works and certainly create a fun learning environment. For the challenges currently faced, namely due to the lack of resources such as inadequate facilities so that we are also limited in using these facilities, the laboratory is only that we use ordinary classes for practice. Then the budget is also limited to funds and do not want to burden students so it is less structured. For time also because entrepreneurship is only 2 lessons a week so it is difficult for teachers to allocate enough time for other entrepreneurial activities. if for outside of school maybe the support of parents and people around it is also very much needed." Motivation enables individuals to develop strategies and participate in the creation of sustainable new businesses. Based on this explanation, motivation is the main factor that drives human entrepreneurship. This is in line with research findings (Apriana et al., 2019).

Teachers are also the drivers of creative and innovative thinking for students at school. "For sure, I create a positive and supportive environment to continue learning and developing. I create a fun learning environment by using various learning methods by allowing students to explore their own ideas. The method I use is also student-centered because this method allows students to be more active in the learning process, so that they can develop critical thinking, creative, and problem-solving skills that are needed in the world of entrepreneurship. as I said earlier so I free them to explore their own ideas and do not force them to make what they want, but sometimes I specify a cultural theme, for example." (According to Mrs. Tere as a teacher of SMA Negeri 8 Surakarta.)

Based on research by (Rahmatullah & Halim, 2021), a teacher must be able to be selective in choosing methods and using learning media. Media and delivery of learning materials will have an impact on fostering student interest in entrepreneurship. The activity of inviting entrepreneurial figures who have successfully run a business as a Role Model with entrepreneurial case studies can be done in increasing motivation, interest, and attitudes to entrepreneurship for students (edy et al., 2020).

The results of the interview are in accordance with research (Perwita, 2017) which states that teachers play an important role in fostering students. As facilitators and motivators, teachers have an important role in encouraging students' interest in entrepreneurship.

In addition to support and guidance teachers are also required to be mentors with that teachers provide assessment and evaluation to their students in each of their developments because it is very important to know and measure the extent to which students have entrepreneurial potential. There are various aspects of assessment such as portfolio assessment, observation assessment, and product assessment. Not only providing assessments, teachers also provide input or direction to students because as mentors, teachers must be able to provide direction in every learning process. According to (Nurul Aini et al., 2020) in fostering the entrepreneurial spirit of students, the selection of learning models must also be done appropriately, so that learning becomes more effective.

3) The entrepreneurial spirit of students at SMA Negeri 8 Surakarta.

In this study, researchers used data collection techniques of observation, interview, and documentation. From the results of observations it can be observed that students are required to take part in a series of entrepreneurial activities organized by schools and school organizations.

From the results of interviews from one of the students in each class it can be concluded that they carry out practical and theoretical learning, in each material students are asked to make a product proposal that will be made as a portfolio value, in making a product proposal students are expected to be able to express their ideas as a form of creativity. All of this aims to instill entrepreneurial values: independence, creativity, leadership and responsibility in every decision making. This is in line with the opinion of (Endang Mulyani, n.d.). It is important to understand that creativity is a gift that every person has from their first moments of life, and that with the right conditions and guidance, students may gradually increase their creative capacity to produce original works of art, original ideas, and original artwork (Pathak & Abhishek Kumar, 2023).

Then for practice, students make products that have been made based on the proposals they submit, the results will be used as an assessment of their creativity products. And it can also be concluded that grade 10 is required to take part in the school program at the end of the semester, namely Gelar Karya or exhibition, and for grade 11 and grade 12 it is mandatory to take part in the entrepreneurial activity program formed by the student council, namely business simulation or called a bazaar. For the Gelar Karya and Bazar programs, all students can sell the products they make. From these entrepreneurial activities, the school and teachers hope that students can increase their potential interest in entrepreneurship. The education system plays a vital role in enhancing creativity by providing students with opportunities to engage in entrepreneurial activities, competitiveness and creative expression within a quality-oriented educational framework (Himmah & Navisah, 2022).

CONCLUSION

To foster a supportive entrepreneurial ecosystem, the school provides facilities for students through entrepreneurship learning and also provides opportunities for students to conduct Gelar Karya at the end of each semester, this aims to teach students to participate in supporting school programs in the Pancasila Student Profile Strengthening Project. Through programs created by the school, students are expected to be encouraged to participate and collaborate with organizations as a distributor of student work through this Entrepreneurship Education.

The future of entrepreneurship education in schools is very big. Teachers hope that entrepreneurship education can be increasingly integrated into the school curriculum and become an integral part of the student learning process by increasing sufficient resources and facilities, developing the potential of teachers with entrepreneurship trainers, and collaborating with outside parties who are able to have a positive impact on entrepreneurship. Show that teachers are able to be role models by demonstrating the attitude of the entrepreneurial spirit, show the creativity and innovation that we have to create an effective learning environment. Teachers are not only teachers, but also motivators, facilitators and mentors for students. In addition, teachers also need to continue to develop themselves to keep up with the increasingly dynamic business world.

The observation results show that students should participate in various entrepreneurial activities offered by the school and school organizations. The results of interviews conducted with students in each class, it can be concluded that students have carried out theoretical and practical learning. In each material, students are asked to make a product proposal to be used as a portfolio value. It is expected that students can pour their ideas in the form of creativity when making these proposals. Furthermore, in practice, students make the products they have made based on the proposal and submit the results later. Each student has the ability to sell the goods they make during the Gelar Karya and Bazaar events. The school and teachers hope that this entrepreneurship activity can encourage students' interest in entrepreneurship..

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