Review

Entrepreneurial and vocational learning in entrepreneurship education: Indonesian Non formal education perspective

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Entrepreneurships can also increase the employment growth, invent the national identity and leadership and together with the management capacity are able to become the crucial element to determine the success of a business. Moreover, Schumpeter (1934) stated that entrepreneurship is driving force behind economic growth, formulating new economic combination. This study aimed to find out the implementation of an education and the effects of the students. Furthermore, this study used an approach from a case study by involving three Sanggar Kegiatan Belajar (SKB); SKB Salatiga, Kabupaten Semarang and Makasar in order to reach the purpose. The technique analysis used was narration and illustration. The finding showed that the model of Entrepreneurship Education which took place in informal institutions was really prioritizing a technic to run a business and increase skills, which was appeared in a curriculum and syllabus of the entrepreneurship education which had more production technology and business management. A personal development as the essence of entrepreneurship education was not given too much; there was no otherworldly education to struggle. The means and infrastructure basic of entrepreneurship were just contained a production technology development and a business like workshops, instrumentations and laboratory fields. As the Entrepreneurship Education, this means and infrastructure must be able to support the change of the students’ mindset and make them able to have entrepreneurial and business competencies. The teaching material were also still prioritizing the increasing of technology skills and less business skills. The teachers’ qualification had not supported the purpose of the Entrepreneurship Education. The effect of this entrepreneurship education had not been able to make someone becoming an entrepreneur. The participants’ knowledge was increase, however their mental ability, aptitude and attitude had not change yet.

Keyword: entrepreneurship education, curriculum, syllabus, entrepreneurial learning

INTRODUCTION

One factor that can make a failure in a country’s economic growth achievement and development is there is no good entrepreneurship in the individual, organizations and even society levels. The previous researchers stated that entrepreneurship has a significant role in an economic development (Kirzner, 1973); Entrepreneurship is a vital component of productivity and growth (Baumol, 1993).

Despite it is important, the numbers of the entrepreneurs in Indonesia are not more than 1%, whereas some experts say that a nation will advance if the numbers of the entrepreneurs reach 30% in minimum. Related with this issue, education and training are totally needed in order to enhance the number of the entrepreneurs. However, there are no standard form and structure of Entrepreneurship Education, and even there are no universities, which have a standard in the entrepreneurship education development. For the informal and formal education, despite there is Entrepreneurship Education, it only contains skills education, whereas entrepreneurship are different with skills.

Entrepreneurship Education were developed to prepare youth and adults to succeed in an entrepreneurial
in economies in transition, entrepreneurial education has become an integral part of the new curriculum on offer in both private and state sponsored business schools (Li and Matlay, 2003). Interestingly, entrepreneurship education is also promoted as an effective way to facilitate the transition of a growing graduate population. Despite the widespread development of entrepreneurship education initiatives in the last decades, it has no consensus definition about it. As consequence, there is also a lack of consistent classifications of educational activities.

According to the above explanation, it can be seen that Entrepreneurship Education is extremely important, but related with the education and learning, it has not been clear enough. Therefore, this study aimed to find out the Entrepreneurship Education’s curriculum and syllabus in informal institutions, to know the basic infrastructure and proponent that support the rise of entrepreneurship education in informal institutions, and to discover the effects of entrepreneurship education to the participants’ entrepreneurship competency development. There are lots of entrepreneurship education which had been done by formal and informal institutions. Nevertheless, there had no standard form and structure about the entrepreneurship education. Based on the writer’s observation, generally, there are many confusion between skills education and education to become an entrepreneur, whereas Entrepreneurship Education do not just about them. There just few of researchs about it. This study used a qualitative case study to answer the research question. The data were taken from three Sanggar Kegiatan Belajar (SKB); SKB Makasar, SKB Salatiga, and SKB Semarang Regency. Meanwhile, the key informant were the Head’s and SKB’s Tutors, and the students. The thecnique analysis used was descriptive and qualitative.

Review of Literature

The Definition of Entrepreneurship

If it is noted, actually the definition of entrepreneurship does not just about the education in running a business. Blais states that entrepreneurship is a personal development from an individual to make him/her has creativity, can be innovative, brave, independent, and has a desire to make him/her able to cooperate with others and develop his/her business. The value of Entrepreneurship Education goes beyond the positive effects venture creation has on regional development. According to Blais, the value of Entrepreneurship Education includes the personal development of the individual. It adds a practical base to theoretic knowledge and it focuses attention on student talents and skills. It also motivates students to become more creative, innovative and improves a student’s ability to work with others in team initiatives” (Menzies and Gasse, 1999:6)

Meanwhile, Stevenson also gives a definition of entrepreneurship. He differentiates between entrepreneurship, business, and manager. They are very different, but they can make a tight relationship to run a business. According to Priyanto (2005), the successful businessperson has both an entrepreneurial spirit and management capacity.

In a meantime, Saint Louis University (1994) gives a holistic definition related with the definition of entrepreneurship. “The combination of skills, aptitudes, and attitudes within individuals resulting in new ideas, innovations, and the ability to turn opportunities into reality through the creation of new ventures. The best entrepreneurs invent new ways to live, work, and achieve. Successful entrepreneurship blends independence and collaboration, vision and action, the individual and the community”.

Based on Morris and Jones (1999:74), from the previous definitions, several expertise should be thought in the Entrepreneurship Education; Identify and evaluate an opportunity, Define a business concept, Identify and evaluate the needed resources, Acquire the necessary resources, Implement, operate and harvest the venture.

Meanwhile, according to Hood and Young (1993:121-125), an entrepreneur must have some things and they must be thought in the Entrepreneurship Education’s Curriculum, i.e. Leadership, Communication (oral/written), Human Relations/Hiring, Management, Deal-making/Negotiation, Logical/Analytical thinking, Decision-making and Goal-setting and Business plan preparation.

Besides having skills, an entrepreneur must have characteristics, such as Self-motivation (acting on one’s own initiative without external pressure), Risk-taking (high comfort level with risk; has the ability to calculate the appropriate degree of risk), Common-sense (sound practical sense, especially in everyday matters), Values (the principles or moral standards of a person or social group; the generally accepted or personally held judgment of what is valuable or important in life), Competitiveness/Agressiveness (having a strong urge to win; keen to compete; forceful, assertive; energetic, enterprising), Persistence (continuing in spite of obstacles), Responsibility (authority; the ability to act independently and make decisions; accountable for one’s own actions and able to endure the consequences), Self-confidence (self–reliant; belief in one’s ability to succeed), Acceptance of loneliness (emotional independence), and Adaptability (able to adapt oneself to new conditions/environments) to make he/she success. Other characteristics that must be had by an entrepreneur are Neuroticism (Negative Personality), Extroversion/Introversion, Agreeableness, Conscientiousness and Openness.
Entrepreneurial Learning

In a learning cycle theory, Munford (1995) argues that learning is reached from a learning process of experiences that are obtained from everyday’s activities. Then, the experiences are concluded and being a concept and a value system that are used for future successfullness. Hall (1996) states that someone’s attitudes and performances will change by a short learning process, while a long learning process can cause the emerge of someone’s identities and adaptability potency which are very crucial for his/her successfullness.

Cope and Watt (2000) argues that a critical-incident that are experienced by an entrepreneur in his/her daily efforts, contains a very high emotional load and learning. They also emphasize the importance of mentoring to interpret the critical-incident that is faced is a learning process, so the result can be effective.

Suliyan (2000) emphasizes the importance of client-mentor in the successfullness of a guiding. He states that education, skills, and learning were facilitated, an entrepreneur need the by paying attention to the degree of an entrepreneur’s life cycle. Rae (2000) describes further that an entrepreneur’s potency development is influenced by motivation, individual’s values, skills, learning, relationships, and the desired target. Meanwhile, Minniti and Bygrave (2001) prove in an entrepreneur’s dynamic learning model; failure and success will enrich and renew an entrepreneur’s stock of knowledge and attitudes, so he/she can be adequate in an entrepreneur.

Related with the efforts to maintain a business, an entrepreneur needs a strong and consistent positioning strategy in a dynamic competitive environment. It needs a continuity improvement to manage the changes to make it effective, thus a good learning process, such as single-loop learning that needed to strengthen the position and double-loop learning, to be use find out the solid foundation in order to build the competitive advantage.

Wright (1997) mentions that “a learning accumulation” is one of intangible assets that can make an individual or company’s capabilities are inimitable, especially in a tacit knowledge.

Education and training, mentoring and studying from experiences become a factor that can establish the significant entrepreneurship learning. It is appropriate with some researchers’ arguments about entrepreneur learning (Rae, 2000; Minniti and Bygrave, 2001), education and training processes (Ulrich and Cole, 1987; Robinson and Sexton, 1994; Gibb, 1997; Leitch and Horrison, 1999) and entrepreneur learning from experiences (Henderson, 1993; Rae, 2000; Cope dan Watts, 2003). Learning can be regarded as a change process and knowledge establishment, skills, attitudes, and an entrepreneur’s abilities, whether through education, training, mentoring or experiences.

Entrepreneurship Education

Many models and concepts of entrepreneurship education were developed. In general, the entrepreneurship education model contains several purposes, such as changing mindset, entrepreneurship's expertise, enabling to create a business plans and communication skills. In conclusion, the important things are how to prepare the students to be able to take a chance and run it in order to make it more valuable business.

Entrepreneurship education has in the last decade, grown in stature and numbers as a popular and innovative part of the business curriculum. Entrepreneurship education seems to be one of the most important fields of development for the fact that entrepreneurs are seen as the people who are driving the economies of countries and entrepreneurship is seen as the engine of the growing economy in the millennium we are in Welsch (1993). According to Derman & Levin (1994), business and management education started to place: 1) too much emphasis on theory and quantitative analysis; 2) too little emphasis on qualitative factors; 3) too much emphasis on tools, concepts and models; 4) too much emphasis on bureaucratic management; 5) too little emphasis on entrepreneurial activity, and 6) professors and educators working on unreal rather than important problems (Vuuren and Nieman, 2000).

Entrepreneurship education consists of:

The change of mindset.

This activity becomes a basic and main activity in an entrepreneurship education. The change of mindset is believed as a key to be success in establishing strong entrepreneurs’ characteristics.

Entrepreneurial Skills

The unique traits, behaviors, and processes that differentiate an entrepreneur from an employee or manager.

Ready Skills

The business, or entrepreneurial, knowledge and skills
Table 1. Kinds of Tutors’ Competencies

<table>
<thead>
<tr>
<th>No.</th>
<th>The name of the course and training</th>
<th>The tutors’ competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>KWK Spa</td>
<td>Body steam, Body scrub, Hair spa, Facial manual spa, Pijat reflesi in spa, Communication with the customers, Body mask</td>
</tr>
<tr>
<td>2.</td>
<td>KWD Catfish Production Courses</td>
<td>Freshwater fish productions, Entrepreneurship/agribusiness, Management in a fish business, Ornamental fish Cultivation Training, Training for improving the quality of the results, Training for Fishery Management.</td>
</tr>
</tbody>
</table>

Table 2. Kinds of Facilities and Infrastructures

<table>
<thead>
<tr>
<th>No.</th>
<th>The name of courses/training</th>
<th>Tutors’ competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>KWK Spa</td>
<td>Sauna, Bath up, Big and small towels, Aroma teraphy’s firebox, Kimono, Massage oil, kinds of scrubs, Essential oil, Body’s maskers, Milk bath, Herb bath.</td>
</tr>
<tr>
<td>2.</td>
<td>KWD Catfish Production Courses</td>
<td>Spawning pools, Enlargement Pools, Fish production’s tools.</td>
</tr>
</tbody>
</table>

that are prerequisites or co-requisites for the study of entrepreneurship.

Business Functions

The business activities performed in starting and running a business.

Finding

Curriculum

The most important thing that must be noted in the Entrepreneurship Education development is creating a curriculum. If it is noticed, generally, the concept of entrepreneurship education development in informal institutions does not have a clear curriculum yet. Although it has been already exists, it is still prioritizing in a technical skill aspect. The finding showed that the concept of entrepreneurship education in BPPNFI Makasar contain development of general competencies, which were consisted of Health and Safety, developing cooperation and communication, creating work planning and preparing the equipments and vessels. The Functional Competency/Int consisted of planting, seeding, harvesting, managing, and selling seaweed seeds and its products; the Specific/Special Competency, entrepreneurship’s principals, starting a cultivation of seaweeds business, deciding production’s areas, compiling strategies and plans how to develop a seaweed business, controlling and evaluating the seaweed businesses and building business networks and the markets.

Tutors, Learning Infrastructure

Related with the curriculum and syllabus, the informal institutions also provided teachers, means and infrastructures in forms of the material, tools, building, and laboratorium. Normally, the teachers were taken from people who experted in their fields. Since there were many material about goods and service techniques, the tutors were those who really comprehended in the production skills, for instance for the spa entrepreneurship’s courses, the tutor’s competency was body steam and body scrub. Below were the lists of some competencies owned by the tutors from each courses types and entrepreneurship training. Table 1.

Discussion

In general, the curriculum of entrepreneurship education in the informal institutions was still prioritizing in the technology competencies that leded to the skills in mastering certain technologies. The aspects of the business had also thought or introduced in order to run a business. Meanwhile, for the entrepreneurship had not explored yet. The participants’ potencies had not yet explored in term of the entrepreneur spirit development.

For a case that was occurred in BPPNFI Makasar, the curriculum that was related with entrepreneurship contain only explanation about the meaning of space, scope of the entrepreneurship, self-improvement to establish
entrepreneurship, determination of factors that support entrepreneurship. When it is compared with the criteria of the ideal entrepreneurship education, the curriculum had not adequate yet to produce an entrepreneur.

The main problem in the entrepreneurship education development was the fault of defining entrepreneurship. In general, entrepreneurship is interpreted as a skill to run a business independently. Since the understanding about entrepreneurship was too narrow, the curriculum and syllabus that were compiled to develop the entrepreneurship education, was only limited with how to run a business, and even there was one idea stated that it was just a business skill.

According to the above explanation, the most important thing in arranging a curriculum for entrepreneurship education was changing someone's personalities, from having a fixed mindset to growth mindset, passive to active, lazy to diligent, pessimist to optimist, introvert to extrovert, afraid to try something to become brave, dependent to independent, follower to become creative, stagnant to innovative.

In a curriculum, the entrepreneurship education must contain some education aspects, such as Business Knowledge and Skills, which was consisted of Basic business skills (marketing/sales, finance, accounting, management), Strategic and analytical thinking, Technical expertise, Opportunity identification, Communications (oral and written), Leadership, Good human and interpersonal relations, Deal-making/negotiation, Goal-setting and Business planning. Personal Traits/Characteristics, such as Self-motivation and motivation to excel, Risk-taking/risk-bearing, Common-sense, Values, Competitiveness/aggressiveness, Persistence/determination, Responsibility, Self-confidence, Emotional independence, Adaptability, Desire for feedback on achievements, Desire to plan and set goals for future achievement, Strong personal initiative, Strong personal commitment to the venture, Desire to obtain information and learn, Internal locus of control, High value placed on careers in which personal goals, individual accomplishments, and the demands of work itself govern, Creativity and innovation.

Therefore, the first thing that must be thought in the entrepreneurship education was helping the participants to have a growth mindset, for example the entrepreneurship education development model from Brida Hyhes (1996), i.e. theoretical method or reading interpretation which was going to produce personal qualities, such as confidence, interpretation, communication and information processing; skill method which will give a result on knowledge; find method which will give a result on career.

Besides, the entrepreneurship model must also be holistic and integrated from self-preparation, self-development, business-preparation, running the business and doing an evaluation to the business work. The entrepreneurship education needed direct experiences, hence they could have a chance to increase their bravery to take risk, manage the result and learn from the outcome (Badrawi, 2010).

Meanwhile, according to Mariotti, there were many good entrepreneurship education curriculums that can be used to be implemented in entrepreneurship teaching learning processes. However, there were at least 12 main points in the entrepreneurship teaching and learning processes: The importance of Mental and Physical Health, The Joy of Business and the Power of Opportunity Recognition, The Economics of One Unit, The Law of Supply and Demand, The attitude of: Don't compete, create a Comparative Advantage, The Wealth Creation Process: innovation, opportunity recognition and pursuit, personal savings and investment, home ownership, and small business ownership, Marketing: putting yourself in the customer's shoes, Leadership, Teamwork, Ethics, Philanthropy, Understanding financial statements (Balance Sheet/Income Statements) and where you fit as an employee and/or owner, and critical concepts such as Return On Investment, Break-Even, and Positive Cash Flow, The Basic Sales Call, How to write a Business Plan, and The Rule of 72: the power of compounding interest."

Based on experiences happened in Europe's education institutions, there was an important note in the management of entrepreneurship education. The purpose of an entrepreneurship education was not only measured by the number of the students, but also the effects/outcome of the education. The entrepreneurship educations were individual self-development, attitudes and capacities. Moreover, it was also about the skill application and attitudes that were formed during his/her career, and the interaction process during his/her life. Therefore, the entrepreneurship education was not a short term process, but the meaningful long term process.

CONCLUSION

Entrepreneurship was very related with development. The number of bussinessperson in Indonesia was just 0.18%, while in the USA 11%. One factor that made the number of entrepreneur in Indonesia was few was the entrepreneurship education model which had not been able to produce an entrepreneur.

From a study from several cases that were happened in informal education institutions, it can be concluded that the educational model were the entrepreneurship education model that were applied in informal institutions was very prioritizing the technique to run a business. It can be seen from the entrepreneurship curriculum and syllabus which were more about production technical and business management. The personal development that became a main point of entrepreneurship education had
not been taught yet. The finding showed that there were many of the entrepreneurship education models which was only taught for increasing technology skills, which were hoped to be used in a business. The curriculum about mental education to keep struggling was not thought deeply yet.

The basic entrepreneurship education’s facilities and infrastructures were also still tend to focus on the production technology development and business, such as workshop areas, equipments, and field laboratory. As an entrepreneurship education, the facilities and infrastructures must support the change of mindset and enable the participants to have both entrepreneurial and business competencies. The material was also still focusing on the technology skill development and few business skills. The tutors’ qualifications were not able to support the aim of entrepreneurship education too.

Since the curriculum and syllabus with the facilities and infrastructures were not adequate enough to support entrepreneurship education, the effect of this entrepreneurship education had not given a significant result in making someone to be an entrepreneur. The participants got many knowledge and their skills were also increase, but their mental ability, aptitude and attitude had not change a lot.

The Recommendation for the next research

According to the above finding, the entrepreneurship education model need to be arranged for informal educations institutional, which are related with self-improvement aspect, business relation and growth, and technology development. For the self-improvement, the material must contain a change of mindset, from fixed mind set to growth mind set and characteristics development, such as need of achievement, risk taking, independence, creative-innovative.

For the business improvement, the management material such as production, financial, Human Resource, marketing, and risks need to be taught. Furthermore, the material about communication skills with others in order to build growing business relations is also need to be taught. The technology material need to be given as a case study. The most important thing is not about the kinds of technology, but how to utilize the technologies, improve and produce technologies, which can be used for business development. Pay attention that entrepreneurship implementation are very varieties, it also need to see the entrepreneurship education implementation in informal institutions from high school to universities.

REFERENCES


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