

Developing the Spirit of Entrepreneurship in the High School Student

Hutari Putri Widuri

Postgraduate Universitas Negeri Surabaya, East Java, Indonesia

Keywords: Develop, Spirit, Entrepreneurship, Entrepreneurship Education.

Abstract: The issue of graduate employability has been a point of discussion of many years. The high unemployment because of company to be more selective choose their workers. Lately the company is looking for workers who have a high level of education and life skills, these capabilities should have been developed by every individual, especially teenagers in high school where they begin to determine the career in the future. Through entrepreneurship education they will be educated become individuals who have their ability and also develop entrepreneurship spirit became a tough person and can create their own business. This paper using literature review methods.

1 INTRODUCTION

Entrepreneurs are not born rather they become through the experience of their lives. In everyday life, there are still many people who give their opinions and views that entrepreneurship is identical to what is owned and carried out by entrepreneurs or self-employed. That view is not appropriate because the entrepreneurial spirit and attitude is not only owned by entrepreneurs, but also by everyone who thinks creatively and act innovatively.

Generally, people believe that entrepreneurial skill can be learned and develop by inculcating entrepreneurship knowledge to students. Through effective entrepreneurship education a student can access the skill and knowledge needed to start and grow up a new business. According Kuratko and Hodgets (2004), entrepreneurship is a dynamic process of vision, change and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions.

A high level of entrepreneur's activity is assumed and shown to contribute to foster competition, innovation, economic growth, job creation and well-being citizens. According to Global Entrepreneurship Monitor (GEM) (2008), there is wide agreement on the importance of entrepreneurship for economic development. Entrepreneurs drive innovation: they speed up structural changes in the economy and force old incumbent companies to shape up thereby making an indirect contribution to productivity.

Various entrepreneurship programmes, fora, seminars and conferences have been organized to find solutions to the reasons why youth have not been fully engaged towards setting up their future venture. Different countries have invested in various entrepreneurship programmes in order to see whether students can exploit untapped business opportunities. ODI (2012) describes youth entrepreneurial activities as the process involving individuals who are (or want to become) self-employed or who have started (or want to start) a new business, in either the formal or informal sector, in order to generate income. The current state of resolving global economic meltdown, economic crises or recession around the world has created the need to develop proper entrepreneur skills/training among youth for proper opportunity utilisation in order to turn economy capacity towards more productive youth. Various questions have been asked among stakeholders on whether youth are ready to take the mantle of business opportunities around the world. Utilising the youth readiness towards new business creation gives an economy comparative advantage over another.

Many youth of nowadays possess business ideas but only have the capacity and ability to turn it into viable businesses. Shane et al (2012) added further that successful nature of new business start-up depends on youth readiness to turn their ideas into business. To develop spirit entrepreneurship, education seems important for stimulating that because several reasons (Reynolds, Hay & Camp, 1999). First, education provides individuals with a sense of autonomy independence and self-

confidence. Second, education makes people aware of alternative career choices. Third, education broaden horizons of individuals, thereby making people better equipped to perceive opportunities, and finally, education provides knowledge that can be used by individuals to develop new entrepreneurial opportunities.

Based on the opinions can be seen that the first step for student in the high school to develop their spirit by entrepreneurship education.

2 LITERATURE REVIEW

2.1 Entrepreneurship Education

Hansemak (1998) states that traditional education is marked as only a transformation of knowledge and abilities, while entrepreneurship education, in contrast, is held up as the model for changing attitudes and motives. Entrepreneurship and entrepreneurship education, beside evident advantages, like promoting business start-up, has also a wider market potential (Holmgren et al., 2004).

Entrepreneurship education seeks to propose people, especially young people, to be responsible, as well as enterprising individuals who contribute to economic development and sustainable communities. According to the European Commission communication (Fostering entrepreneurial mind-set through education and learning), entrepreneurship education can be defined as it follows: *Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity* (Commission of the European Communities, 2006).

The Consortium for Entrepreneurship Education (2008) states that entrepreneurship education is not just about teaching someone to run a business. It is also encouraging creative thinking and promoting a strong sense of self-worth and empowerment. Through entrepreneurship education, students learn how to create business, but they also learn a lot more. The core knowledge created via entrepreneurship education includes:

- The ability to recognize opportunism in one's life

- The ability to pursue opportunities, by generating new ideas and found the needed resources
- The ability to create and operate a new firm
- The ability to think in a creative and critical manner

2.2 Nurturing Entrepreneurship Culture via Formal Education

Previous studies have shown that entrepreneurship is a discipline similar to any other discipline and therefore it can be learned. A person is neither born nor fated to be entrepreneur. Researchers have expressed the belief that entrepreneurs can be created by way of effective education, training, and the nurturing process. Drucker (1994) posited that: *Most of what you hear about entrepreneurship is all wrong. It's not magic, it's not mysterious, and it has nothing to do with genes. It's a discipline and like any other discipline it can be learned.*

Based on the above argument, the entrepreneurship programs offered by local public school or universities either in the form of compulsory core subject or embedded in the curriculum is aimed to produce as many graduate entrepreneurs as possible. Nevertheless, the impact has not been satisfactory if the program has failed to attract graduates to venture into entrepreneurship activities immediately after graduation.

2.3 The Essentials of Entrepreneurship Education

Entrepreneurship education has been promoted based on the belief that entrepreneurship can be nurtured and learnt. In addition, continuous exposure to entrepreneurship activities can enhance student's inclination to venture into these activities. In addition to a student's acquiring the entrepreneurship knowledge and experience, their family backgrounds, personal experiences, and external environment were also found to influence their intentions towards involvement in entrepreneurship activities.

People with a family background in business tend to have higher inclinations towards entrepreneurial activities compared to those who do not. Early and continuous exposure to entrepreneurship activities have inculcated the tacit knowledge that was found to positively influence a person's intention and behaviour to venture into business in particular.

On the other hand, students who have been exposed to entrepreneurship education were found to

positively correlate to an inclination towards venturing in business.

They possessed entrepreneurial characteristics and act entrepreneurially compared to other student without similar exposure (Cheng et al., 2009). Thus, entrepreneurship education becomes vital to nurturing and encouraging students to choose entrepreneurship as a career option. Therefore, the number of graduate entrepreneurs will likely increase if more students are exposed to entrepreneurship education programs and activities in high school. Curriculum, however should be designed to maximize students learning experience via the entrepreneurship education and enterprise education models. Conversely, student who have previous working experience could perform entrepreneurially as they already possess many entrepreneurial characteristics. Under the current employment scenario, prospective employers prefers students who can act entrepreneurially as they are able to deal with the dynamics of the business environment.

2.4 Entrepreneurship Education Effectiveness

Generally, entrepreneurship education should be able to offer students with an understanding of a business purpose, structure and how the business interconnects with the society and the economy. Entrepreneurship education should be able to impart skills that can be imparted through the educational system that enable individuals to develop new, innovative plans. Past studies have suggested that entrepreneurship education should start early within the education system. The entrepreneurial knowledge and skills gained through their entrepreneurship education are used over their lifetime as it encourages creative thinking and promotes a strong sense of self-worth and empowerment. Entrepreneurship education offered at university level is known to have a positive influence in creating a career prospect. Entrepreneurship education is deemed important and there was an urge for entrepreneurship education to be a subject at all level of institutions of learning.

3 RESULTS AND DISCUSSION

Most of the existing entrepreneurship education curriculum emphasises the theoretical knowledge and gives less attention to the practical application of the subject. The programs accentuate the established knowledge, however they are frail on skill

development and tacit experiences, which are critical features for nascent entrepreneurs. Presently, in the conventional way of teaching entrepreneurship, students are exposed to the philosophy and theory with minimum exposure to the practical aspects. The applications to imagination, creativity and innovation have only been theoretically explained, and as result, students have been unable to emulate and grasp the experience of being an entrepreneur. This particular shortcoming needs to be revamped as its failure entails serious implications on government expenditures because it involves a huge amount of money and wastes a lot of time.

In addition, an urgent review of the conventional approach is needed as it does not emphasises the teacher's abilities within the entrepreneurship subject. Such a review is more critical for cases when the teacher has insufficient experience and knowledge about entrepreneurship. To overcome such a problem, the entrepreneurship educators competency should be intensified via continuous learning and competency-building through business sabbaticals in order for them to gain more experience that would enhance their teaching effectiveness. Experiential learning is a pedagogical approach that enhances the process of knowledge acquisition via an experience-transformation process. This approach postulates that effective learning can only take place when experience is acquired.

Due the weaknesses that have prevailed in the current teaching techniques, many researchers have introduced a number of teaching approaches in entrepreneurship education. New learning models have been promoted to enhance the effectiveness of the process of nurturing and motivating students towards entrepreneurial activities. A South African University has come out with the "Entrepreneurial Performance Education Model" (EPEM) and the "Entrepreneurial Education Model" (EEM). EPEM emphasizes motivation, entrepreneurial skills, and business skills that influence entrepreneurial performance. EEM takes into account the fact that facilitator and the teaching approach are essential elements in the education program. Such a myth may drive students to assume that nobody can turn him or herself into a successful entrepreneur even when acquiring entrepreneurship education, or that no one can become an entrepreneur unless he or she were to be one.

Beside knowledge and skills in business, entrepreneurship education is mainly about the development of certain beliefs, values and attitude, with the aim to get students to really consider

entrepreneurship as an attractive and valid alternative to paid employment or unemployment.

Given the proliferation of entrepreneurship education, it is necessary to organize this topic framework, suggested a three-category framework. The author distinguishes between education about enterprise, education for enterprise and education in enterprise, recognising the roles that the different types of education represent. The first category deals mainly with awareness creation, and has the aim of educating students on the issues about setting up and running business. Enterprise modules within business and other courses at undergraduate or postgraduate level can also be included in this category.

Education for enterprise, the second category, deals more with the training of aspiring entrepreneurs for a career in self-employment with the aim of encouraging participants to set up and run their own business. Individuals are taught the practical skills required for business management. The courses are often directed towards the preparation of a business plan. Business start-up and would be examples of this type of entrepreneurship training.

The third category, education in enterprise, includes management training of established entrepreneurs and focuses on ensuring the expansion and development and marketing courses. Such training provides skills, knowledge's and attitudes for entrepreneurs to go out and innovate and solve their own, and the firm, problems.

The most relevant objectives of enterprise education are to develop enterprising people and encourage an attitude of autonomy using suitable learning processes. The entrepreneurship education and training programmes are aimed directly at stimulating entrepreneurship (mostly directed to entrepreneurs whose aim is the development of opportunity-seeking within firms).

It is imperative to have in mind that entrepreneurship and entrepreneurship education, from an early age in one's life, does not only concern business, start-ups and new venture. Entrepreneurship has mostly to do with ability that an individual has to turn his or her inspirations into actions.

With more education and encouragement, youth should be able to realize their entrepreneurial aspirations. This outcome will increase economic growth in communities and open new job and career opportunities, regardless of economic circumstances. Although not all youth will become entrepreneurs, all students and society benefit when individuals have solid education, that gives them entrepreneurial knowledge and skills to use over their lifetime.

4 CONCLUSIONS

The educational systems influences the knowledge base, the achievement of skills, competences and attitudes on which future career choices are based. Since these decisions are essential to the future of the individual, school has the responsibility to inform and expose students to a wide range of career options, including entrepreneurship.

Youth needs motivation either through funding or other support mechanism from all stakeholders such as governments, teachers, family, friends and religious group in order to bring the dream business to become reality.

The literature review done had provided some indications about a positive link between entrepreneurial education and developing spirit entrepreneurship in the high school student. The education and training should centre itself much more in changing personal attitudes than in knowledge, because the effects could be more significant to the process of business creation and to overcome the perceived barriers to entrepreneurship. The educational systems need to be oriented to emphasize and value entrepreneurship in order to promote an enterprise culture.

The growing interest in entrepreneurship education and the research regarding the impact of such education present some important policy question both for institutions that deliver entrepreneurship education programmes and for support organizations that provide funding.

REFERENCES

- Astuty, H.S., & Supiyanto, Y. (2016). *Growing Spirit Of Entrepreneurship The Young Generation*
- Consortium for Entrepreneurship Education. (2008). *Entrepreneurship everywhere : The case for entrepreneurship education*
- European Commission. (2008). *Entrepreneurship in higher education, especially within non-business studies*
- GEM. (2008). *Global Entrepreneurship Monitor – Executive Report 2008*
- Hansemark, O. (2008). *The effect of a program on need for achievement and locus of control of reinforcement*
- Kautonen, T., Kibler, E., & Minniti, M. (2017). *Late-career entrepreneurship, income and quality of life*
- Kuratko, D.F., & Hodgetts, R.M. (2004). *Entrepreneurship: Theory, process and practice (6th edition)*
- Olugbula, S.A.(2017). *Exploring entrepreneurial readiness of youth and start-up success components: Entrepreneurship training as a moderator*

- Rahim, H.L., Abidin Z.,Z., Rosly, H.,E.(2016). Impact of Entrepreneurship Education Effectiveness Towards Graduates Employability
- Raposo, M., & Paco, A. D. (2011). Entrepreneurship Education: Relationship Between Education And Entrepreneurial Activity
- Yusof, M. N.H., Zainol, F. A., Ibrahim, M. D.(2014). Entrepreneurship Education in Malaysia's Public Institutions of Higher Learning- A Review of The Current Practices

