

# The Application of The Entrepreneur Program in Early Age Character Development

Farah Rizkita Putri and Heny Djoehaeni

*Early Childhood Education School study program of Postgraduate, Universitas Pendidikan Indonesia, Bandung, Indonesia  
farahrizkita@student.upi.edu, henydjoe@upi.edu*

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**Abstract:** Character building was a wide-spreading issue that came to the inclusive concern. The number of issues associated with character, in the case of negative behavior – such as cheating, indiscipline, misdeeds, lying, denouncing and other negative behaviors – were the issues arose due to the lack of an individual positive character value. The significance of character building became an assignment that needs to be accomplished, considering that character is the foundation of child self-development for the sake of their future lives. The good character establishment could be stimulated through the meaningful learning process for children. This article aimed to offer an alternative character values development program that could be inserted in the learning process at school and become daily habituation for children. The entrepreneur program is a program that aimed to instil positive character in children from an early age. This program implemented in the learning activity in Early Childhood Education Program (PAUD) and was expected to aid children to understand, realize and reflect the positive character implanted in them. The writing method of this article was a literature study, so as this article afford to describe and analyze the entrepreneur program as one of the learning programs attempted to develop children's character. Therefore, this article was expected to be the child character value development reference in the realm of early childhood education.

## 1 INTRODUCTION

The positive character building in early childhood through the habituation activities – on simple to complex habits – was a daily learning process. In these activities, a stimulus was given the children for embedding and building the character value from an early age, hence their positive potentials could be elaborated. It was in line with the agreement reached in the First Conference of Indonesian Kindergarten Teachers Association of 8th Service Period, stated that in relation to the utmost human character building, the Early Childhood Education (PAUD) was the one of important aspects in the children founding and development concept. PAUD constituted the basis for the Indonesian character building in the nation's life (Isjoni, 2011). Thus, as the base of the character building of the nation, the early childhood should get throughout and professional attention in the realm of education.

There are several related studies on the character values development through various approaches: According to Nuraeni (2014), inculcating character values from an early age was a shared responsibility

between parents, educators, caregivers, the community and government. Therefore, it was necessary to raise and optimize the togetherness, cohesiveness and partnership in the values of characters' inculcation from an early age. In addition, the liable and honest character instilled in early childhood would process the child's self-experience in the brain quickly and implicated on the child's behavior. Thus, the character instillation – especially the liable and honest character – which done earlier was highly appropriate, because when they eventually grown up or stepped into the next stage this sense of liability and honesty would be the substantial point (Wibowo, 2012). Other studies suggested that the importance of Character Education for children; with the children's learning environment lies in preschool and family; therefore, the results of the determinants preschool parents care about show that the application of storybooks and plays could be on the same pace with preschool curriculum activities. What preschool parents secondly value is parents moral/character value; therefore, the preschool could hold a regular parenting conference or workshop for parents and community members. (Chingos and Peterson 2011;

Jacques, 2008; Janis, 2006; Marilyn, 2012; Vicki, 2007) while in Taiwan's education system, the long term process of educating young children to develop good character could be traced from Confucianism (Lockwood, 1997; White and Warfa, 2011). It is also the blending of moral/character education learning activities into family education to have children acquire, organize, demonstrate, and communicate information (Berkowitz and Vier, 2004).

The above studies were stem from the gap of the needs of the child character instillation issue. Since the poor character value instillation could cause various impacts on the next stage of the child's life, hence the character values instillation issue which not properly resolved from an early age would lead children tend to negatively behave. For instance, children who were low in the liable character would grow into a selfish, hedonic, consumptive, and self-satisfying generation (Mulia, and Aini, 2013). Moreover, the phenomenon of the juvenile negative characters oftentimes became the source of news in various media, among others, are violence, brawl, mischief, cheating on the exam and so on. Mazzola (2003) conducted a survey on bullying in schools. The survey found the following findings:

- About 160,000 students get bullied in school every day.
- 1 out of 3 surveyed respondents (students at the age of 18 years) had experienced violence
- 75-80% of surveyed students had observed violence,
- 15-35% of surveyed students were victims of violence from cyber-bullying.

In further reviewed, the design of the program as a solution related to the issues of child's character required for the early childhood character building nowadays. Accordingly, the approach taken was the concept of character development by means of the entrepreneur program. Students should begin to be taught creativity and independence from an early age by giving them an opportunity to express their imagination by way of various activities ranging from simple to complex, ranging from easy to difficult, and self-managed so as they would be able to support themselves. This entrepreneur program was constituted the reference of the character development research of the thesis on the independence, reflective and religious attitude internalization of the educators by means of the entrepreneurship learning program (Sumarsih, 2012). The concept of character building was about how learning process could develop the program facilitated children's activities, hence this entrepreneur program was expected to be optimally applied on the

of children's character building program optimally (Ciputra Entrepreneurship School, 2009; Sumarsih, 2012).

The entrepreneur program was the conformation of creative behavior process in entrepreneurship education which is preceded by the understanding establishment process for the pattern or model that had been applied. This process included the integrated, balanced development of character, skills and understanding (Sumarsih, 2012).

The phenomenon of wide-spreading entrepreneur program refers to one of the programs of the future development for Indonesian. According to the data, Ciputra had cited data from Global Entrepreneurship Monitor (GEM) and presented a comparison between Indonesia, Singapore and the US. In 2005 – according to GEM – Singapore has 7.2% of entrepreneurs of its total population, whereas only 2.1% in 2001. In the United States thereupon in 1983 – with a population of 280 million – there had been 6 million entrepreneurs or about 2.14% of the entire population. While Indonesia – according to Ciputra's statistics – only had 400,000 entrepreneurs or about 0.18% of the total population. Based upon these data the entrepreneur program should have an impact in the realm of education. (Fayolle et al., 2006). Moreover, the espousal of the entrepreneur program in contrived the children's independence establishment process, hence they are able to learn to notice, seek, manage and create opportunities by means of the innovative ideas, and the result of these innovations could be accepted by others accordingly (Ciputra Entrepreneurship School, 2009).

The entrepreneur programs were suitable for early childhood because this program could be implemented for children. (Verni et al, 2015). The entrepreneur program – if coached early – would afford to develop the aspects of development in accordance with the age of children. Not only highlight the business skills of the children, but was constituted the development that strengthens the character as well. (Verni et al, 2015).

Aside from drilling the children's entrepreneurial spirit, it drilled children to possess the firm mental and character as well; children were taught to recognize themselves, to control their emotions, to manage their time, to be communicative and flexible in various situations, and able to choose and made decisions. Teaching and instilling patience in children, as well as building entrepreneurial spirit, was immensely suitable to be done in childhood or early age. Because in the independent character building – theoretically and practically - the amount of time and process was required (Fithriyani, 2016).

## 2 METHODS

The method was a literature study with related journals applied in this study. The analysis on the application of the entrepreneurship program within the educational program of character buildings in early childhood was conducted.

## 3 DISCUSSION

### 3.1 Character

According to Ratna (2010), character building was a conscious effort to educate children in order that they are able to make wise decisions, and practice them in their daily life, hence they could positively contribute to their environment.

The character building was the configuration of direction and guidance in order that an individual possesses a good behavior in accordance with the values of morality and diversity. Besides, the character building provides the behavioral and personality coaching; and the learning process which undertaken at educational institutions was expected to capable to instil the values of virtue that could be implemented in the future.

The character building teaching the habitual ways of thinking and behaving with which people assisted to live and work together as family, community and citizens; assisted them to make the responsible decisions, or it could be said that character building was teaching children how to think smart and possessed the healthy characters (Khan, 2010).

There are nine pillars of character (Ratna, 2010), namely:

- The devotion to God and all of His creation;
- Independence and responsibility;
- Honest / trustworthiness;
- Respect and courtesy;
- Philanthropic, helping each other and mutual assistance;
- Confident and hardworking;
- Leadership and justice;
- Kind and humble, and;
- Tolerance, peace, and unity

### 3.2 Entrepreneur Program

The entrepreneur program contrived the children's independence establishment process, in order that they became capable to learn to notice, seek, manage and create opportunities with innovative ideas, hence

the results could be accepted by others. Accordingly, children could get used in finding and communicating their innovative ideas along with honest and responsible attitude, and they had sensitivity toward the needs of others. By way of this program, children were well-equipped with the skills to deal with all the risks that possibly occurred, got them apprehended how to solve problems in everyday life through innovative ideas and methods and an open attitude in order to gain the best outcomes.

There are four activities in this program that are categorized as entrepreneur values in the learning process stages in accordance with the purpose and type, namely:

- *The story of success*: children were read, hear and watched the stories of individuals' struggles and successes in achieving or creating something. The stories are tailored to their age, interests and its proximity to the world of children. The purpose of this activity is to inspire and build a positive image in children.
- *The real world*: children used the real media, visit, met, and observed the concrete events in their environment, such as historical sites designed to offer the positive value to their lives. These activities aimed to provide inspiration and the real knowledge, assist them in connecting the concepts they had learned with the real world events.
- *The challenges*: children undertook the activities designed to build their confidence in taking on challenges and solving the problems they faced, both independently and in collaboration.
- *The events*: schools organized activities related to entrepreneurship practices, such as the entrepreneurship exhibition week, hence they capable to communicate in public everything they had learned. The events were always related to the student's learning process and could be considered as a summative activity of an exploratory unit. (Ciputra Entrepreneurship School, 2009).

The entrepreneur perspective was the elaboration of the 4 activities above. Example:

- *Design*: children learnt to create something by means of the principles of design, and the deliveries were sold to the public.
- *Performing art*: children learnt to planned the performing art, managed the production, performed the organized staging and held promotion.
- *Food technology*: created the appealing foods with new features

- *Business plan*: the activity facilitated by the school, in which children created a business activity, ranged from the exploration stage to the evaluation stage. (Ciputra Entrepreneurship School, 2009).

### 3.3 The Cycle of The Entrepreneur Program Learning Process

The learning cycle is the stages of learning within the one learning theme. Teachers were playing the role in designing the learning steps and facilitate children so as they capable to go through these stages and achieved the optimal learning outcomes. The stages are:

- *The stage of exploring*: under the curiosity, children learnt some facts and data to get the theme of exploration. At the end of this stage, children had the awareness of the target and direction of the exploration.
- *The stage of Planning*: with additional information related to the learning theme they studied, they could apprehend about the learning outcomes and indicators of achievement of the theme, and what kind of project to be created.
- *The stage of doing*: since the concept was learned, from various sources that vary they then finally pour the ideas, concepts, and skills in a concrete work that could be observed by others.
- *The stage of communicating*: children communicate their work to others, usually by inviting parents, hence they win the recognition and appreciation.
- *The stage of reflecting*: children carried out the identification of what has been achieved and what should be improved on the next project. This stage involved the aspects concept/knowledge obtained, and skills and characters developed. Either those that had evolved and that are still being noticed. (Ciputra Entrepreneurship School, 2009).

The analysis of the literature study suggested that the implications of the implementation of this entrepreneur program was the process of establishment and fostering positive character for children, which of course required the amount of time and the process of habituation. If all human beings are positive, the life of the world was expected to be peaceful and freed from the harmful immoral deeds. If the methods and strategies used are appropriate, then exemplary values, the development of soft skills

– among which are critical thinking, creative, effective communication, and problem solving – children were expected to possess the positive characters (Verni et all, 2015). In addition, Loebler (2006) suggests to reflect on entrepreneurial learning from a social constructivist perspective. The perspective in developing a learning process could be built by means of the liable character (Gergen, 1999; von, 1995; Loebler, 2006). The implementation of the character might be impacted by the behavior in the next stage of life (Berkowitz and Bier, 2004; Branson and Demchak, 2011). Whereas, when associated with the entrepreneur program, the outcomes of learning the program were that the character became the potentials of the children.

It takes a design to create a character education program. The development of the character of human resources in a country can be implemented through the educational process undertaken in schools. This character education can be said to be interesting because it integrates the development of children's behavior with academic achievement. The character building was just now beginning to surface in the national dialogue on how we could turn schools into the safe place. Whether due to positive influences and a growth of negative ones, character building was offered the youth the information and skills they needed to reach the ethical and virtuous maturity. By the means of character building, it was not only the behavioral improvement that could be seen, children were also experienced the academic improvements. (Esther F., 1999) In other words, school was an important role in character building.

The entrepreneur program was one of the programs in early childhood education, the program actualized the instillation of positive character in children. Children were not just being capable to do business, but more than that, entrepreneurs for early childhood are about how children come up with creative ideas, innovate to create something simple and demonstrate it in their environment. The impact of entrepreneurship program didn't seem to be just a broad concept that includes the assessment of student learning outcomes, but involving potential (positive) effects on social and economic aspects of society as well, as a result of life in the future.

Fayolle and Gailly (2013) calls for researches that includes and compares educational factors, not only on entrepreneurial behavior but also to study entrepreneurial behavior education among children involved in entrepreneurship programs. (Charney and Libecap 2000; Fayolle and Gailly, 2013). The process of entrepreneurship programs in childhood must consist of 4 activities: i. e. children designed a



particular product, they were displaying work on stage, they were creating a new food display in order to raise the selling power, and children set the 5 stage programs ranged from business plan to the review.

By means of the entrepreneur program developed by the Ciputra Entrepreneurship School there are 5 stages available which could be done in early childhood, that is exploring, planning, doing, communicating and reflecting (Ciputra Entrepreneurship School, 2009) From these five stages the character value appeared at each stage related, according to the teacher's determination on which character would appear and on what theme. For example, the liable character appears on the stage of doing, at this stage child were responsible to produce a performance with a simple storyline that would be held in the next stage, they afterward must create costumes, script and undertook the rehearsal, hence on the stage of communicating they are ready to perform. The character of honesty as well as other. Other character values will appear when the flow of each stage is followed, and inadvertently the process of habituation emerged by itself without coercion, and positive characters will begin to be implanted then.

#### 4 CONCLUSIONS

Based on the above explanation, the formation of a positive character could prevent children from negative behavior that will harm them in the future. Accordingly, under the demands of those problems the positive character of planting could be facilitated through one of the programs that became the alternative educational program, that is the entrepreneur program. Education made the entrepreneur program as one of the educational concepts that could encourage children to be creative in doing things. Therefore, in the entrepreneur program and the implementation process of the five stages (exploring, planning, doing, communicating, and reflecting), the inculcating of positive character could be inserted. Thus, the positive character values were expected to become a habituation on the children's daily life and became a bridge to develop their positive potential.

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