



Students' Perspective of Entrepreneur Character Education Value in Historical Figure Learning Materials

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Abstract: The study aims to describe students' perspectives on the values of character education as entrepreneurs from teaching materials for learning historical figures. The value of character education as an entrepreneur is a must for students as a form of relevance in facing the global era. This research used a qualitative approach with descriptive methods. Data were collected by observation, and questionnaires were distributed online to 50 students taking entrepreneurship courses at Padalarang 2 Public High School, West Bandung. Data were presented as average values and percentages, then narrated according to additional observational data. The data analysis process included data collection, reduction, presentation, and conclusion. The study's results found four values of character education as entrepreneurs from the four stories of historical figures (entrepreneurs), namely creative, courageous, survival and independent. This finding is relevant to the value of character education mandated in implementing the educational process in Indonesia. This study presents different findings due to the concept of the value of character education aimed at building graduates as entrepreneurs and being able to create jobs. It means that the values of character education that must be understood can be applied to various fields of human life by current global needs.

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Introduction

Science and technology have greatly influenced changes in human life, including the educational process. It means that developments in science and technology have influenced job creation and changes to educational programs. So, universities make various efforts to fulfil these demands so that the industrial world can absorb graduates (Martinez, 2018). One of the efforts that can be developed is the development of entrepreneurial character because the character values in entrepreneurship can provide provisions to students regarding their work as workers and job creators. Especially now that graduates from vocational schools or colleges have created many start-up businesses. One of the teacher's efforts to meet these needs can be to innovate teaching by providing teaching materials with entrepreneurial character values (Joensuu-Salo et al., 2021; Serdyukov, 2017).

Moreover, teaching materials are one of the main contents that provide a vital role in achieving learning objectives, such as student character formation (Tomlinson, 2013). Each teaching material has values or messages related to various values of life so that students can live a good life by the times (Komalasari & Sapriya, 2016). It means that teachers must be able to provide teaching materials that have character values so that students can face any challenges that develop in the 21st century (Nababan et al., 2020). Therefore, teachers must have a way of innovating to shape students' character. Based on these assumptions, this



research becomes the process of answering this challenge. Moreover, research on the formation of character education values as entrepreneurs have yet to be widely studied.

Many universities have incorporated entrepreneurship education into their programs. Currently, many educational institutions such as schools or colleges are coaching students or teachers about start-ups as a form of providing entrepreneurial knowledge. However, research and practice show that entrepreneurial curriculum is taught in various ways, which the authors have grouped into three themes: teaching about entrepreneurship, teaching for entrepreneurship and teaching through entrepreneurship (Chaker & Jarraya, 2021; Ipinje & Shimpanda, 2022). It can build the entrepreneurial motivation of students in the future (Hassan et al., 2021). In the industrial era 4.0, individual skills and abilities are needed to continue to exist and keep abreast of economic developments dominated by technology. It is an interesting phenomenon, especially the development of student character related to entrepreneurship.

The entrepreneurial character can be instilled through learning or education. As facilitators in learning, teachers can incorporate entrepreneurial character elements into economics subjects (Arita et al., 2020; Karyana & Heriyati, 2021). Other studies have also developed models of character formation of never giving up and discipline in learning Business Plans (Sutiadiningsih et al., 2016). So, schools can make learning strategies to shape entrepreneurial character (Mutmainnah et al., 2019). The results of the study also show that cultivating an entrepreneurial spirit is believed to be an alternative to overcoming limited employment opportunities and reducing the number of unemployed (Tirtayasa et al., 2021).

From the previous studies, the entrepreneurial character is a part that plays a significant role currently for students and is enjoyable to continue researching. Meanwhile, research on the value of character education as an entrepreneur has not been widely studied. Therefore, the exciting thing related to this research is the study of values implied in teaching materials about historical figures in one of the public senior high schools in Padalarang, West Bandung, in the social sciences. The content of this teaching material directs students to understand that character values as an entrepreneur impact their lives in the world of work. So, this research is not oriented towards teaching and learning entrepreneurship education. This study focuses on students' perceptions of the importance of entrepreneurship character education which is studied from the teaching materials of historical figures in the business field.

It is done because student perceptions can be used as input for teaching and learning innovations in the classroom as part of their thinking about their self-development needs. Thus, this study aimed to examine students' perceptions of the values of entrepreneurial character education in historical figures' learning materials. The results of this study are expected to be one of the inputs for schools or teachers to develop various character education values in other scientific fields presented in teaching materials.

Research Method

This research used a qualitative approach with descriptive methods (Creswell & Creswell, 2018). So, this research examined the phenomenon of entrepreneurial character education values in historical figure learning materials with a social, cultural, psychological, political, and economic life context so that this learning material is relevant to today's global needs. Data were collected by observation, and questionnaires were distributed online to 50 students in economics subjects at Padalarang 2 Public High School, West Bandung. Questionnaires were distributed via google-form. The questionnaire contents were distributed



to students related to the material from four historical figures: Sukarno, Bob Sadino, Billi P.S. Lim, and Jack Ma. In the questionnaire, students identified the values of entrepreneurial character education from the similarities in the characters' stories. The questionnaire was validated first, and the validation results showed an average value of $0.635 > 0.5$ and reliability of 0.725, which means reliability so that the questionnaire can be used in this study. The questionnaire used a rating scale that places the selected answer, namely yes or no. Meanwhile, observations were made on observing teaching and learning activities in class related to the subject matter of historical figures. Data analysis included data collection, reduction, presentation, and conclusion (Miles et al., 2014). The data reduction process was carried out from collecting problems to research data. Then the process of presenting data was carried out through data categorization and analysis to answer the research focus. The final stage was concluding the analysis results in the second stage.

Results and Discussion

The results of the analysis of the questionnaire data found the characters of historical figures in the field of economics, so the learning materials for these historical figures provide many descriptions to students about the values of character education as an entrepreneur. Moreover, the current era of globalization demands that every student can become a graduate who has expertise in the field of business. The transition of human life is increasingly advanced through business and technology, so students must deeply understand the values of character education related to this field.

Table 1. The finding of Entrepreneur Character from the Similarities of Story

| Figure | The Similarity of the Contents of the Material Stories of Historical Figures | Entrepreneur Character | % |
|----------------|---|--|-----|
| Bob Sadino | Reading the book the movements of humans and nature | Never give up | 30% |
| Billi P.S. Lim | Reading the book Thing And Grow Rich | Failure | 25% |
| Jack Ma | Reading the book The Water Margin | | |
| Sukarno | Reading the book of prophetic, and statesmen | | |
| Bob Sadino | Chicken trade is often rejected | | |
| Billi P.S. Lim | No Class Up, Company Goes Out of Mat | Suffering, difficulties, obstacles | 20% |
| Jack Ma | Not Accepted in Higher Education | | |
| Sukarno | Get Out of Jail | | |
| Bob Sadino | As a construction worker, he survives by eating fresh vegetables in the swamp | | |
| Billi P.S. Lim | Feed the remaining bones from the pork | Success, achievement | 25% |
| Jack Ma | Of the 24 job applicants, only Jack Ma was not accepted | | |
| Sukarno | Banished to Ende Island | | |
| Bob Sadino | Owns a Supermarket, Plantation, and Property | | |
| Billi P.S. Lim | The company has a turnover of 1 billion per month | Indonesian Declaration of Independence | |
| Jack Ma | Ali Baba Authority of Global Markets | | |
| Sukarno | Indonesian Declaration of Independence | | |

From a student's perspective regarding understanding the values of character education as an entrepreneur, it is shown in attitudes, behavior, level of desire, motivation,



and innovation in life taken from the stories of historical figures. Table 1 finds that 30% of students find unyielding values in the characters' habits, and 25% relate to failure and success. At the same time, the lowest percentage is suffering, difficulties, and obstacles. From these findings, the following is the finding of the value of character education as an entrepreneur from the teaching materials of character stories that are by the conceptual description of the value of character education.

Table 2. Values and Definitions of Entrepreneur Character from Historical Figure Story Material

| The Value of Character Education as an Entrepreneur | | History Facts |
|---|--|---|
| Creative Enterprises | Broad-minded, has ideals and many ideas in fighting for his ideals. | The characters have stories of reading books and being good at finding opportunities in various situations and conditions. |
| Risk failure | Experiencing conditions between reality and expectations is different. His life is faced with difficulties, poverty, limitations, humiliation, and ridicule. | The characters always face failure after failure in realizing their life goals. |
| Able to Survive and Never Give Up | Experiencing the extreme reality of life, hopelessness, which is not experienced by ordinary humans in general. | The characters experience a very difficult reality of life and face it with great struggle. |
| Independent achieve success/opportunity | He succeeded in achieving his life goals brilliantly, impacting many people, to the point of death leading to a transcendent world. | Historical figures, after experiencing failure and suffering, succeeded in realizing their ideals and bringing goodness to mankind. |

The findings from the two tables illustrate that there were four values of character education as entrepreneurs from the four stories of historical figures (entrepreneurs), namely creative, courageous, enduring, and independent. The values that have been found describe the struggles of the four historical figures taught. The students gave their perceptions very well because the teaching materials for the four historical figures were studied carefully in class and discussed in groups so that the process of determining the four entrepreneurial character values was the result of an analysis of the entire research process. This finding describes the process for a teacher in the current industrial era. As the frontline in education, teachers must improve their competence in the Education 4.0 era (Nababan et al., 2020). This condition is undoubtedly relevant to the need to cultivate entrepreneurial character values.

It means that cultivating entrepreneurial character values does not always have to be in special subjects, namely entrepreneurship education, but teachers can innovate in teaching materials. Moreover, entrepreneurship education is considered a conflagration term for many people in the education and business communities, meaning almost the same thing. Adopting a corporate education approach allows for greater student ownership of the learning process (Jones & Iredale, 2010). This learning process teaches students to become someone who can create jobs (Neck & Greene, 2011). At present, the entrepreneurial paradigm has a different paradigm in education delivery because it equips core students to become entrepreneurs (Blenker et al., 2011; Gibb, 2011).

This finding is relevant to the value of character education mandated in implementing the educational process in Indonesia. Because character education includes discipline,



honesty, cooperation, curiosity, creativity, and independence, almost all of them must also be owned by an entrepreneur (Novia Nur Hidayati et al., 2019). This study presents different findings because the concept of character value education aims to develop graduates as entrepreneurs and can create jobs. It means that the values of character education that must be understood can be applied to current global needs in various fields of human life. The process of entrepreneurship character education can be applied through the culture that belongs to the school environment, either through teaching materials or students' practice of the theoretical concepts that have been studied (Raharjo et al., 2018). Thus, students can be motivated and intend to develop entrepreneurial competence (Boldureanu et al., 2020).

This finding has implications for teachers' understanding regarding the selection of teaching materials, especially in teaching good character education values related to various kinds of character values, such as the character values of an entrepreneur. Students need to understand because of changing times and global demands. This value is significant in supporting student competence in the 21st century. The graduates not only have an orientation to work in companies but can also become entrepreneurs. The findings of this value can also be a provision for students in the future, which can influence their role as workers or entrepreneurs. The profile of graduates who create jobs in tertiary institutions is influenced by the contribution of entrepreneurial character education so that the mindset of students changes from thinking only after finishing studying to working after finishing college or school; they must be creative (Ramdani et al., 2022).

Conclusion

The results of the data analysis concluded that students found several character education values that must be built to become an entrepreneur taken from teaching materials of historical figures in entrepreneurship courses. They understand the concept of life that must be carried out at this time to succeed in becoming an entrepreneur from the life stories of historical figures (entrepreneurs) as figures with entrepreneurial character. From the four stories experienced by the characters, students get entrepreneurial character values that can be emulated. A creative character is someone who always gets inspiration to keep trying. The character of daring to face failure is the hallmark of a figure as an entrepreneur. Survival is the character value of an entrepreneur that is inherent in a character to survive in difficult conditions. Independence is a value always displayed by the characters as independent figures in making decisions and freeing themselves from dependence on others.

Recommendation

The results of this study can be used by researchers who can further develop the results of this research to design teaching material products that have entrepreneurial education values in social science learning. In addition, the results of this study also recommend that schools pay attention to teachers. Schools can provide various pieces of training to teachers in developing teaching and learning skills that have meaningful values, such as the value of character education. Teachers should be encouraged to develop themselves in innovating various content of teaching materials. As for teachers, the results of this study can be used in determining entrepreneurial character values in appropriate teaching materials so that the development of character education values in students can be achieved according to learning objectives.



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