How does Entrepreneurship Education Develop Soft Skills?

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Abstract. The objective of research was to identify the comprehensive information on the entrepreneurship education program in Olifant School, Yogyakarta, Indonesia. The research method employed was descriptive qualitative one. The sampling technique used was purposive; the data collection was carried out using observation, in-depth interview and document. The data validation was carried out using source triangulations, and data analysis using an interactive model. The result of research showed that the headmaster implemented entrepreneurship education program through holding some training for the teachers, admitting the students with special needs, modifying curriculum and providing school infrastructure in accordance with the needs of the students. The constraints with entrepreneurship education programs included the limited number of special assistant teachers and the response of parents. The result of learning process can be seen from the students’ creativity, independency, and optimism as mentioned in entrepreneurship skill.

1. Introduction

About 2% of populations should be entrepreneurs for a country to be prosperous [1]. It means that out of 240 Indonesian populations, 4.8 million should be entrepreneur. But, currently there have only been 400,000 (0.16%) of total Indonesian population categorized as entrepreneur [2]. It is believed as related to education system in Indonesia. For a long time, education system in Indonesia tends to create education only constituting the process of transferring knowledge. The students were not given adequate opportunity of developing their creativity and independency [3].

Creativity and independency are very important to an entrepreneur. There are two characters of entrepreneur: as creator and as innovator [4]. As a creator, entrepreneur creates an actually new business. As an innovator, entrepreneur initiates reformation in the terms of production, marketing, and management for the existing business. Through creativity, bravery, independency and adequate skill, the failure in business can be minimized. Despite failure, it will be able to analyze the factors causing it, persistent and get up immediately, more creatively and innovatively. The increased number of educated unemployed populations over years may result in social problems such as poverty, thuggery, drug abuse, radicalism, trafficking, and other social problems.

It begins to make the government and a few of Indonesian people aware of the importance of entrepreneurship, that is, to grow and to develop the prospect entrepreneurs [4]. Entrepreneurship education begins to be taught by education institution from elementary school to college. Many researches on entrepreneurship education have been found widely but generally at high school and college levels only. The study on education entrepreneurship at elementary school in Japan, for example, showed the need for cooperation between education and economic ministries to develop entrepreneurship in Japan [5]. Another research at senior high school in East Java showed the
students’ enthusiasm not only in the classroom but also in apprenticeship activity [3, 6]. A research conducted in Nigeria suggested that entrepreneurship education could be used as a strategic approach to empower the youth [7]. This article contributed finding about entrepreneurship education at elementary level.

One of schools explicitly mentions its program to develop its student’s soft skill through entrepreneurship education is Olifant School in Yogyakarta. This research studies the entrepreneurship education program in Olifant School, the constraints encountered and the strategy taken.

2. Methods
The subject of research was Olifant School in Yogyakarta. This study employed a qualitative method with case study strategy. The informants of the research were headmaster, class teacher supervisor, special teacher assistant, parents and students. The data was collected directly from its source using observation, in-depth interview and document techniques. To validate the data, source triangulation was used [8]. The data analysis was conducted using an interactive model with three components: data reduction, data display, conclusion drawing [9]. Analysis was also conducted along with the informants involved in data collection.

3. Results and Discussion

3.1. Entrepreneurship education to develop soft skills
Entrepreneurship education is related to teaching practices aiming to create and to enhance the students’ abilities of acting responsibly, being active, creative, and seizing opportunities, assessing and taking controlled risks, and planning and managing the suitable-size project. Entrepreneurship education, according to the Finnish National Core Curriculum, is also to help pupils to observe society from the different players’ point of view, and is linked to enhancing the students’ entrepreneurial attitudes as characterized by pro-activity, independence, innovativeness, and initiative [10].

Entrepreneurship education can be defined as an education for prospect entrepreneurs in order to have bravery, independency and skill thereby minimizing the failure in business. Entrepreneurship education is not the one on marketing or selling educating an individual to be a trader (seller). Entrepreneurship is far broader than trader [4]. There is a wide variety of needs and need levels for entrepreneurship education, starting from international level needs and going down to national, regional, or individual level. The variety of needs shows the differences between policy-makers’ strategic level views and individual teachers’ or students’ needs, not to mention needs presented for different education levels [10].

Social entrepreneurship is different from traditional one focusing only on material benefit and customer satisfaction, and its significance to the society life [11]. Social entrepreneur sees the problem as the opportunity of creating a new business model beneficial to surrounding community empowerment [5]. Social entrepreneurship is the utilization of entrepreneurial behavior oriented more to the achievement of social objective rather than to profit gaining or the profit gained is used for social interest [12]. However, social entrepreneur- ship education should be based on and start with entrepreneurship education.

Entrepreneurship education can develop the students’ soft skill. The students should be trained and equipped with soft skills in order to undertake their tasks responsibly. Soft skills include all aspects of generic skill involving cognitive elements related to non-academic skill. The elements of soft-skills to be mastered are: communicative skills; thinking skills and problem solving skills; team work force; life-long learning and information management; entrepreneur skill; ethics, moral and professionalism; and leadership skills [13].

Those elements of skill, by Jain, are categorized into 2: must-have and good-to-have skills. Meanwhile the good-to-have skill in entrepreneurship is the ability to identify job opportunity. Meanwhile, the good-to-have skill is the ability to propose business opportunity, ability to build, explore and seek business opportunities and job, and the ability to be self-employed. The elements of
entrepreneur skill can be developed through entrepreneurship education adjusted with students’ need levels.

3.2. Entrepreneurship education at Olifant School

Olifant School lives in Cendrawasih Street 4 A-B, Demangan Baru, Yogyakarta with the concept of construction architecture different from that of common school. From the front, Olifant seems to be like an elephant that is drinking water from a cup [14]. It has a philosophy as suggested by Dewi Setyorini, SE, Head of Preschool Olifant that: “from the front it is like a family of elephants consisting of 2 prime elephants (purple) and 3 elephant kids (yellow, blue, and red). Personally, the elephant is strong, has mind so that it can be trained, and socially, it is a protective animal, that will cooperate with its band when there is a danger threatening them, while the cup is as if a container of our knowledge attempting to create foundation for every child so that it can absorb and digest entire knowledge given. Different colors of elephants represent the multi-cultural ethnic, unity in diversity”.

Olifant School is one of Yogyakarta leading innovative national educational systems offering a wide range of programs for children from as young as 1 year of age (preschool), all the way to elementary, daycare, courses and high school. The School was established 9 years ago by families and professionals who are deeply concerned with education and who are themselves practitioners in the field of education in Yogyakarta.

When one hears the word “entrepreneur”, and reads a formal definition, one will mostly find references to an economic activity, such as: an entrepreneur is one who organizes and manages any entrepreneur, especially a business, usually with considerable initiative and risk. They assume all the risks and rewards of an idea, or goods or services, and always look for opportunities.

As a school, Olifant prefers to look at the entrepreneur spirit and the qualities of a person’s character allowing them to be creative, to take risks, to be resourceful, to take responsibility, to follow through with an initiative, to promote cooperation and teamwork, to respect the contributions of others and to look at both social and economic impact of any initiative. It is this educative definition that Olifant applies within its school’s curriculum and program.

Olifant's integrated curriculums for preschool and elementary are designed to balance all aspects of child development: academic, creative, physical, social, cultural, and psychological.

These development skills are delivered using the national education system but applied through an international thematic teaching method Olifant enhances the curriculum with unique intra-curricular programs such as "Umbrella (integrated learning process) activity", field trips, and experiential activities, as well as extra-curricular activities such as arts, sports, applied science programs, cultural programs and etc to encourage and enhance creativity and innovation.

Olifant's one-of-a-kind Character building program is designed to instill morals, healthy daily habits, and manners at an early age the program teaches children the importance of healthy routines, respect, independence, perseverance, responsibility, and spirituality in a simple and effective way. Every aspect of the Olifant building is specially designed to enhance the learning experience of the children through the "Building as the second teacher” theory. The Olifant building was designed with three primary things in mind: creative and cognitive stimulation, discovery through fun and educational spaces, and most importantly safety. The facilities accommodate all aspects of child development with educational signage (edusign) on the walls and floors, specialized interactive play areas and class rooms, stunning labs and studios, libraries and IT rooms, canteens, multifunction sports and performance halls, and medical/dental facilities.

Teaching and learning methods at Olifant school refer to 3E (Exploration, Enrichment and Entrepreneurship). Exploration: Enables children to discover new things, new knowledge and understanding through performing, practical daily activities. Enrichment: Integrated with relevant subject matter, this extracurricular program offers a variety of applied activities to enrich student's learning experience. Entrepreneurship: allow children to build curiosity, perseverance, independence, compassion, and awareness of their surrounding environment.
To meet the teacher’s need, Olifant School utilizes social and electronic network. By posting online recruitment advertisement, about 500 applications are received for the teacher position yearly. Olifant School recruits new teacher annually through a tight selection to get the teachers consistent with the school’s mission and vision. To prepare the teachers, routine training is held both inside and outside school. The need for obtaining appropriate teacher makes some of teacher’s work contract is not extended due to either the schools or the teacher’s will.

In practical activity, the students are involved in designing activity and evaluation. The activity program is usually conducted in group adjusted with the students’ grade. Mrs. Iin, the parent of a student explained: “Parents are also involved in school activity through parents committee. Parents contribute to supporting any school programs such as deepening the faith of children, religious holiday celebration existing in Indonesia, umbrella activity and graduation”

Deepening the faith of children is an optional Enrichment program for children from kindergarten a through elementary grade 6. It introduces them to the wonders of creation and the history behind their perspective faith while instilling religious morals and gratitude. Children learn to pray according to their religion and the traditions that follow. PIA is held every Saturday from 9:00-10:00 at Olifant. Teachers for PIA are provided from pondok pesantren (Islam), church community (Christian), and conventual (Catholic). Once every 2 months all of the religions will join in the one day to do some common activity likes games, making crafts, storytelling about sharing, tolerance, friends and family, etc. This activity is to encourage children to be tolerant and respectful.

To introduce entrepreneur world, Olifant School held an event called Kidpreneur Bazaar. In this event, the students sold food and product they made. This activity is an umbrella activity intended to the fifth graders. The activity is initiated with the establishment of committee consisting of chief, secretary, treasurer, and divisions. The students held meeting and discussion to prepare technical matters such as product selection to be sold, how to obtain product, how to package and to serve, and how to serve the consumer. The students also discussed the name of product to be sold. The capital for the event was collected from the students gradually. The students prepared the material of presentation to get sponsorship from parents, teachers, and community around the school. They also prepared and designed invitation themselves for parents and community. The stands opened in Kidpreneur Bazaar are named Heln Fish & Chip, Nachos & Shake, Eat & Watch selling chicken Katzu and Fruit Salad, Sweet Stand selling mini martabak (thick folded crepe filled with spices and pieces of meat) and juice, Pop Shop selling snack, DIY craft and the last, I Love Stationary. The products were sold with price ranging between IDR 2500 to IDR 10,000. This event was welcomed by other students, parents and community surrounding. In the end of event, the students prepared the report of event organization from each division, intended to make the students responsible for the event held.

As a relatively new school, Olifant School encounters some constraints. Deasy Andriani, one of the founders of Olifant School suggested them: “Firstly, no similar school model can be a complete reference, so that the school should develop itself. Secondly, perception and attitude of stakeholders (headmaster, teachers, parents and students) should be equated in some school activities. The difference usually arises in understanding learning portion, form and method appropriate to the students. Thirdly, it is not easy to get teacher corresponding to the school’s vision and mission.

The first generation of Olifant Elementary was graduated in 2016. The first graduation book organized by the students along with teacher team was entitled Junior Entrepreneur [15]. All of the 6th graders wrote their understanding on junior entrepreneur. While the learning process used English and Indonesian, and Javanese languages as local content, for this task, they wrote in English. Here are some opinions of students indicated by a teacher:

- A junior entrepreneur is about creativity, learning and confidence we can learn and be creative to make an art project or in our work we need confidence to be on a stage. He is also brave. We need this bravely to defend ourselves and our work.
- A junior entrepreneur is a person who loves to explore the new things and to make things creative. It is a person who is brave and enjoys the things that she does.
• Junior means younger and “entrepreneur” means to be with activity... Activities like exploring, having fun, enjoying learning, being creative, and being brave. When we use this approach, we can make our life dreams come true.

In 2016, Olifant High School (OHS) was opened, that in its process developing social entrepreneurship education named socio entrepreneurs. Olifant School prepares their students to embrace the future and face the global challenges between nations in the fields of technology, social issues, and commerce. As Agents of change, it is vital to empower their students with mature characters and well developed life skills.

4. Conclusions
The result of learning process one of them can be seen from the students’ ability of completing their tests and works. Reading comprehension the students wrote on graduation book reveal their creativity, independency, and optimism as mentioned in entrepreneurship skill [13]. If on subsequent level they get social entrepreneurship education, they would have adequate soft skill to be social entrepreneur. The constraint the school encounters related to difference perception among stakeholders should be treated as a learning process for all. If this process can be passed through, Olifant School would be a school model that can develop both hard and soft skills of students. As such, the opportunity of increasing the number of social entrepreneurs in Indonesia is greater.

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