

# Entrepreneurship Education Development In Dealing Asean Economic Community

Mohammad Rakib

*Lecturer of Universitas Negeri Makassar*

Email: [m.rakib@unm.ac.id](mailto:m.rakib@unm.ac.id)

**Abstract:**Development of entrepreneurship education can be done through the learning process of planting the values of entrepreneurship, namely the conditioning and maintenance behaviors and attitudes of entrepreneurship through the development of educational personnel, material development and entrepreneurship education curriculum. It aims to produce graduates who are able to independently and create jobs to deal ASEAN Economic Community. Coaching education personnel, namely improving the competence of entrepreneurship through education and training on entrepreneurship. The development of the material that is preparing material relevant to the needs of the world of work/industry, while the development of curriculum can be done by integrating the values of entrepreneurship in aspects of subjects, extra-curricular activities, textbooks, academic culture, and self development activities in accordance talent and interests of students.

## PRELIMINARY

Facing the era of ASEAN Economy Community (AEC) are indispensable quality of human resource competitiveness. Improving the quality of human resources needs to be addressed by the government. Quality human resources is an asset in the field of labor and experts who can transform Indonesia into a competitive nation in comparison to other countries, especially in today's era.

The current government has sought to improve the quality of human resources, especially in the world of education by perfecting the education system with the passage of Act No. 20 of 2003 on National Education System and Government Regulation No. 19 of 2005 on National Education Standards amended by Government Regulation No. 32 of 2013 on the amendment of the National Education Standards. The passage of the law, giving plenty of space for educational institutions to create and manage curriculum conforms to the potential of the area/neighborhood possesses in order to face the ASEAN Economic Community (AEC).

It is an opportunity that should be utilized by every educational institution to become a more focused educational institutions produce competitive human resources capable of independently and create jobs. Therefore, educational institutions must develop a curriculum conforms to the needs of society. Entrepreneurship education curriculum should be structured in such a way as to answer the demands of the ASEAN Economic Community (AEC).

Curriculum development should lead to improved quality of human resources of the estuary on improving the nation's competitiveness. Similarly, the vision and mission of educational institutions in producing graduates. Educational institutions need to make changes or adjustments in accordance with the vision and mission of the development of today's world, so as to produce graduates who are competitive, the graduates not just looking for work but also graduates who are capable of independent and create jobs.

Basically, not all educational institutions today have entrepreneurial vision and mission. Therefore, the challenge now is how to design a curriculum based on entrepreneurship in educational institutions. Where entrepreneurship-based curriculum is expected to be a key curriculum that will be the measure of success in the educational institutions to produce graduates that are highly competitive in the era of the ASEAN Economic Community (AEC).

Graduates with high competitiveness will become entrepreneurs reliably. Entrepreneurship is one of the determinants of economic growth of a nation. Therefore, if the institution is unable to produce graduates

(entrepreneurs) who are able to independently and create jobs, then in the era of the ASEAN Economic Community (AEC), Indonesia as a big market entrepreneurs will be filled from the outside.

The study results United Nation Conference on Trade and Development (UNCTAD) in 2009, showed that the role of entrepreneurship as one of the best solutions in overcoming terrorism, radicalism, political instability, and a variety of other social development challenges. Entrepreneurship containing economically productive activities to facilitate the transactions and interactions are equal and mutually beneficial, to support the growing proliferation of tolerance, stimulate learning and educational activities as well as expanding the network of communication between civilizations. Therefore, the development of entrepreneurship education in the ASEAN Economic Community (AEC).

## **DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION**

Entrepreneurship education should be applied at all levels of education so that graduates are able to independently and competitiveness in the era of the ASEAN Economic Community (AEC). Entrepreneurship education is expected to prepare its graduates have high discipline, commitment, honest in acting and being, creative and innovative, risk-taking attitudes, proactive attitude and jaunty attitude to create independence (Rakib, 2009).

To achieve this, entrepreneurship education should be developed either in formal, non-formal and informal in the framework of the ASEAN Economic Community (AEC). In this paper discusses focus more on entrepreneurship education in the context of formal education at every level of education in both primary and secondary education and higher education.

The development of entrepreneurship education in the formal education can be done by implementing integrated systems and integrated with formal education activities. There are three major components that require attention in the development of entrepreneurship education, educators, materials, and curriculum. For more details described below.

### **Development of Educators**

The education sector is the backbone to be a producer of human resource competitiveness. This of course requires also the quality of teachers in it, so it can print human resources ready to compete in the era of the ASEAN Economic Community (AEC). Quantitatively of Indonesia no shortage of educators when compared with other developed countries. Where the ratio between the number of teachers and learners in Indonesia has reached 1:25. Unfortunately we are still stuck on issues of equity and quality of teachers (People's Sovereignty, Saturday, October 11, 2014). Thus, the real issues in relation to educators in Indonesia is the equalization both in quantity and quality. On the one hand, the regional shortage of education and on the other hand, not a few areas of excess educators both in terms of quantity and in terms of quality.

It is inevitable that educators have a very strategic role in any effort to improve the quality, relevance and efficiency of education, so that the professional development of teachers is a key priority in improving the quality of education. It is understood that the quality of education is not only determined by the staff, but also by the quality of students, facilities, management, and other external factors. However, it should also be understood that many learners progress in their learning because of the expertise of educators in teaching students.

Personnel is a key element in the educational system, especially in schools (Depdiknas, 2008). This shows that the educational staff is a key element in improving the quality of education. Therefore, educators must have professional skills and reliable.

If educators have the ability to educate and teach the good, will bring the impact of increased climate good teaching and learning of the estuary on improving the learning outcomes of students. In Law No. 20 Year 2003 on National Education System, Law of the Republic of Indonesia No. 14 Year 2005 on Teachers and Lecturers, and Government Regulation No. 19 Year 2005 on National Education Standards states teachers are professional educators. Professional educators intended educators who must constantly innovate in learning, leaving the old method is considered incompatible with the development of learners, try to create a new method in accordance with the demands of development and education (Suyanto, 2007). Thus, teachers are required to improve professionalism in carrying out his duties as an educator, especially in creating graduates who are able to independently and create jobs in the framework of the ASEAN Economic Community (AEC).

Based on observations of the author, educator professional issues in the field of entrepreneurship education at this time, among others; (1) lack of relevant training for educators in the field of entrepreneurship, (2) lack of awareness of educators in the field of entrepreneurship to improve their competence, (3) the majority of educators in

the field of entrepreneurship teaching without proper training and does not even have an educational background relevant to entrepreneurship, and (4) educators in the field of entrepreneurship feel a lot of the burden in meeting their teaching obligations and other administrative activities so difficult to manage time to improve their competence independently.

This is the reason for educators in performing their duties with sober, without doing new innovations that can make students become more motivated to learn entrepreneurship. Based on these descriptions, it can be argued that the development of education personnel in the field of entrepreneurship education at every level of education needs to be done in order to deal with the ASEAN Economic Community (AEC) in order to prepare graduates who are capable of independent and create jobs as already set out in the form of Ministerial Regulation No. 16 of 2006 about Academic Qualification Standards and Teacher Competency.

Educators are the frontline in the organization of educational services at every level of education. Educators should be as the main actor who is also a profession that requires expertise, not only teaching skills in the field of entrepreneurship, but also expertise in educating students to be graduates independently associated with the implementation of the curriculum at every level of education. Educators who do transfer values as well as mentors who provide to brief and guide students in learning. That condition requires that educators also have the ability and professional attitude in the field of entrepreneurship in shaping the character of an independent learners. The formation of the ability and professional attitude of educators in the field of entrepreneurship is not easy, not necessarily the formation of the professional ability of educators will simultaneously also formed her professional attitude, because many factors that determine. Although educators have been trained in the field of education, will not necessarily be automatically formed also the ability and professional attitude in the field of entrepreneurship, because education program that studied the possibility of no or less emphasis on the ability of the formation program and professional attitude in the field of entrepreneurship.

It can not be denied because the Institute of Education Personnel (LPTK) which gave birth to educators, is also not all based curriculum of entrepreneurship to the maximum, so there is no guarantee that the graduates LPTK has had sufficient entrepreneurial competence in accordance with the demands of the development of society. Therefore, to improve the professionalism of educators in the field of entrepreneurship can be done through training and education on entrepreneurship, both with regard to entrepreneurship materials, teaching methods, instructional media, and evaluation of learning-based entrepreneurship.

### **Development of Entrepreneurship Education Materials**

Formal educational institutions have a responsibility in the effort to produce graduates capable of independent and create jobs. Therefore, graduates of formal education institutions must have a curriculum to equip graduates competence in accordance with the needs of the world of work today. But in reality, there are many graduates do not have competence in accordance with the needs of business and industry so that they are not able to compete in achieving the economic opportunities available, especially with the era of the ASEAN Economic Community (AEC) which allows workers from other countries to compete with domestic labor.

Problems graduate formal educational institutions today, is still struggling to adjust to the changes and developments in science and technology advances very rapidly. Graduates are also not easily trained and even require a short time. Especially now that the world of work/industrial era ASEAN Economic Community (AEC) require vocational skills not academics. This indicates that the learning materials in formal educational institutions have not touched on in the developing learner adaptability to business and industry. This condition makes graduates of formal educational institutions must master the competencies required by business and industry as well as national competency standards. In addition debriefing needs the ability to adapt to the development of science and technology should also be controlled by the graduates.

In this present era, a lot of opportunities to create employment and work in the world of work/industry, but a constraint that their competence to create jobs and work for graduates of formal education institutions still have not touched the needs of the work/industry. The graduates are not many know what things that need to be prepared to be able to work professionally in various fields. It is a challenge for educational institutions to prepare materials in accordance with the competencies required workplace/industry, especially in the era of the ASEAN Economic Community (AEC).

The gap between the demands of work ability set the world of work/industry with material prepared by institutions of formal education, the relevance requires efforts from both sides to bridge these differences. Efforts to do is to involve the world of work/industry in developing learning materials/training institutions to learners or students as candidates for employment and job creation. In addition, there should be an evaluation process of the learning material/training institutions of formal education to address the needs of the world of work/industry.

Implementation and evaluation process of the relevance of the material in the learning /training will help educational institutions to prepare candidates for employment and job creation are professional and able to compete in the era of the ASEAN Economic Community (AEC).

## **Entrepreneurship Education Curriculum Development**

Curriculum development in entrepreneurship at every level of education can take many forms, among others; (1) entrepreneurship education is integrated into the whole lesson or course, (2) is integrated in extra-curricular activities, (3) through self-development, (4) changes in the implementation of entrepreneurial learning from theory to practice, (5) the integration of entrepreneurship education into the material/textbook, (6) the integration of entrepreneurship education through school culture, and (7) the integration of entrepreneurship education through local content (Curriculum Research and Development Center Events Calendar, 2010). While the development of entrepreneurship education in higher education as proposed by Rakib (2015) that one of the solutions to improve student entrepreneurship intention is to integrate entrepreneurship education in every subject in college.

*Integrated Entrepreneurship Education in each lesson.* Each lesson in elementary and secondary education and courses at higher education level may include material of entrepreneurship as one of the competencies/sub competency/indicator lesson. In addition, it can also be integrating the value of entrepreneurship into teaching forming entrepreneurial character and habituation value of entrepreneurship into the behavior of students daily through a learning process either takes place inside and outside the classroom at all lessons.

Basically, learning activities, in addition to making students master the competencies (material) were targeted, well designed and carried out to make the students know, understand, and apply entrepreneurial values in everyday behavior. This can be realized by integrating the values of entrepreneurship into teaching in each lesson. This integration can be done at the time of presenting the material through learning methods/lectures as well as through a system of assessment.

In integrating the values of entrepreneurship there are many values that can be embedded on the student. If all the values of entrepreneurship must be inculcated with the same intensity on all subjects, then planting the value becomes very heavy. Therefore, planting the values of entrepreneurship is done gradually by selecting a number of principal value as the starting base for the cultivation of other values (Sudrajat, 2011).

According to the Ministry of National Center for Curriculum Research and Development (2010), our core values of entrepreneurship education to be integrated in all subjects. Each course focuses on planting certain basic values that are closest to the characteristics of the subjects concerned. Basic values of entrepreneurship that is integrated into all of the course from the first step there are six (6) the following principal values: independence, creative risk-taking, leadership, orientation of action and hard work. In addition, the principal value of entrepreneurship education as proposed by Rakib (2009), namely that creative and innovative, have the ability to establish relationships between humans, have the ability to communicate and have a good technical knowledge in creating added value from existing business opportunities.

Core values of entrepreneurship education, it can be integrated into lesson from planning (syllabus and lesson plan) or contract lectures and instructional materials), the implementation phase (using methods and media-based learning entrepreneurial), and the last stage is evaluation of (insert the values of entrepreneurship as an indicator of assessment of learning outcomes students).

*Integrated Entrepreneurship Education in Extracurricular Activities.* Integrated entrepreneurial education in extra-curricular activities such as educational activities outside lesson and counseling services to assist in the development of students based on needs, potential, talents, and interests of each. For example in primary and secondary education, activities that are specifically organized by teachers or educators who have the ability and authorities in school to conduct training as Scout, Troop raisers Flag, Doctor little, if sports, and others. While entrepreneurship education is integrated in extra-curricular activities in higher education that guide students through the Student Activity Unit (SMEs) such as the Student Cooperative, Scouts, Sports, Reasoning, Adventure, and others. As stated by Rakib (2015) that the extra-curricular activities of students as a learning medium of potential for fostering entrepreneurial character and improvement of academic quality of students.

This is consistent with the vision of extra-curricular activities, namely the development of talents and interests optimally, and the growing independence of students who are useful to themselves, their families, and society. Extra-curricular mission is (1) provides a number of activities that can be chosen by students according to the needs, potential, talents, and interests; (2) organize activities that provide opportunities to express learners themselves freely through independent or group activity (Pusat Kurikulum Balitbang Kemendiknas, 2010).

Thus, entrepreneurship education is integrated in extra-curricular activities as an example of unit activities of students can be combined with activities that can generate money to fund activities such as preparing proposals to be submitted to the sponsor, designing T-shirts, conducting fairs music, and business more creative.

*Self Development Through Entrepreneurship Education.* Self-development is an educational activity outside subjects as an integral part of the curriculum of secondary educational institutions. Development activities in an effort of forming characters including entrepreneurial character and personality of learners who conducted through counseling services with regard to issues of personal and social life, learning, and career development, as well as extra-curricular activities (Pusat Kurikulum Balitbang Kemendiknas, 2010). Personal development of students in universities can be done through the priority program of Higher Education developed the Student Entrepreneurial Program, training Emotional Spiritual Quotient (ESQ) for new students, and others.

In essence, self development activities are intended to provide an opportunity for learners/students to develop itself based on the needs, potential, talent, interests, conditions, and development of learners/students.

*Changes Learning Implementation of Entrepreneurship Theory to Practice.* Entrepreneurial learning directed at achieving the three competencies that covers planting entrepreneurial character, understanding the concept of entrepreneurship and entrepreneurial skills. To attain these competencies, required appropriate learning methods. In achieving these three competencies required learning methods Problem Basic Learning (PBL), Project Basic Learning (PjBL), and Discovery Learning (DL). With this method of learning, provide opportunities for students to further develop itself through creativity respectively. In addition, learners/students can also live in the real practices such as the formation of honesty canteen, students cooperative, and so forth. The practice aims to foster entrepreneurial character and behavior of students.

*Integrating Entrepreneurship Education in Literature.* Literature in this case teaching materials/books is a learning component that most influence on the activities in the process of learning. Most educators and lecturers carry out teaching simply following the order of presentation and learning activities that have been designed by the author, without making adjustments to the learning objectives to achieve. Therefore, entrepreneurship education can be integrated into teaching materials/books. In this case, it takes the role of the author of the book for the students to integrate the values of entrepreneurship. Integrating values of entrepreneurship can be carried into teaching materials both in exposure of the material, as well as the evaluation task (Pusat Kurikulum Balitbang Kemendiknas, 2010).

*Integrating Entrepreneurship Education through Cultural Institutions.* The living conditions of good educational institutions of primary education, secondary and higher education, where learners or students interact with peers, educators by educators, lecturers and professors, administrative staff with each other, and between members of the academic community. Development of values in entrepreneurship education in the culture of educational institutions to include activities that do all the academic community when communicating with learners or students and use the existing facilities with full responsibility, honesty, discipline, commitment, and a culture of entrepreneurship in education institute ,

*Integrating Entrepreneurship Education Course through the Local Content or options.* In primary and secondary education are local subjects content. This lesson is actually offered by the school to see the potential of local schools, as well as in higher education, there are optional subjects offered to students. The optional subjects should integrate entrepreneurship education, although it is understood that at higher education level, entrepreneurship is a compulsory subjects with a weight of 2 (two) credits and are not integrated into the whole other subjects.

Their local lessons content at the level of basic education and secondary and optional subjects at the college, provide opportunities for students to develop the skills deemed necessary and in accordance with the potential of the surrounding area, so in the course from the local content and optional subjects should contain characteristics local culture, skills, noble values of local culture and elevate social and environmental issues. At the end of the course from the local content and the optional subjects, able to equip students with basic skills (life skills) as a provision in life so as to be independent and create jobs in their respective regions.

## CONCLUSION

Entrepreneurship education is expected to prepare its graduates have high discipline, commitment, honest in acting and being, creative and innovative, risk-taking attitudes, proactive attitude, and attitudes have a way to be self-sufficient and create jobs in the era of the ASEAN Economic Community. Development of economic education can be seen from three (3) main components, namely improving the competence of educators in the field of entrepreneurship, entrepreneurship education material development, and development of entrepreneurship education curriculum.

1. The development of human resources that increase the professionalism of educators in the field of entrepreneurship, can be done through training and education on entrepreneurship, both with regard to the learning plan, entrepreneurship materials, teaching methods, instructional media, and evaluation of learning-based entrepreneurship.
2. Development of entrepreneurship education materials necessary to the process of evaluating the curriculum content of formal education institutions to address the needs of the world of work/industry. Implementation and evaluation process of the relevance of material in the curriculum will help educational institutions to prepare candidates for employment and job creation professionals.
3. Curriculum development can be done in the form; (a) entrepreneurship education is integrated into the entire lesson, (b) is integrated in extra-curricular activities, (c) through self-development, (d) entrepreneurial learning from theory to practice, (e) the integration of entrepreneurship education into materials, (f) the integration of a culture of entrepreneurship education through educational institutions, and (g) the integration of entrepreneurship education through local content and optional subjects.

## REFERENCES

1. Depdiknas. 2008. Sistem Pendidikan Nasional. Jakarta: Departemen Pendidikan Nasional
2. Permendiknas Nomor 16 Tahun 2006 tentang Standar Kualifikasi Akademik dan Kompetensi Guru. Jakarta: Depdiknas.
3. Pusat Kurikulum Balitbang Kemendiknas. 2010. *Pengembangan Pendidikan Kewirausahaan; Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya untuk Membentuk Daya Saing dan Karakter Bangsa*. Jakarta.
4. Rakib, Muhammad. 2009. Pengaruh Komunikasi Pengusaha Pelanggan, Pembelajaran Kewirausahaan, dan Sikap Kewirausahaan terhadap Kinerja Usaha Kecil di Kota Parepare. Disertasi. Program Pascasarjana Universitas Negeri Malang.
5. . 2015. Entrepreneurship Education Analysis And Its Effect On Entrepreneurial Intentions (A Study on Economics Education Studentsat Faculty of Economics in State University of Makassar). Proceeding. International Conference on Statistics, Mathematics, Teaching, and Research, Makassar, South Sulawesi, Indonesia. Oktober, 9-10, 2015. P. 804-816.
6. Sudrajat, Akhmad. 2011. Konsep Kewirausahaan dan Pendidikan Kewirausahaan di Sekolah. <https://akhmadsudrajat.wordpress.com/2011/06/29/konsep-kewirausahaan-dan-pendidikan-kewirausahaan/>
7. Surat Kabar Kedaualatan Rakyat. Guru Menuju Masyarakat Ekonomi ASEAN. Opini. Sabtu/11 Oktober 2014.
8. Suyanto. 2007. Menjadi Guru Profesional. Bandung: Alfabeta.
9. Undang-Undang RI Nomor 20 Tahun 2003 tentang sistem Pendidikan Nasional. Jakarta: Depdiknas.
10. Undang-Undang RI nomor 14 Tahun 2005 tentang Guru dan Dosen. Jakarta: Depdiknas.
11. Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan menyatakan guru adalah pendidik profesional. Jakarta: Depdiknas.
12. Peraturan Pemerinah Nomor 32 Tahun 2013 tentang Perubahan Standar Nasional Pendidikan. Jakarta: Depdiknas.