

18RELATIONSHIP ON THE ABILITY OF ENTREPRENEURSHIP TEACHERS IN GIVING STRENGTHENING WITH STUDENTS ENTREPRENEURIAL ATTITUDES

by Beni Habibi

Submission date: 25-Mar-2024 09:21AM (UTC+0700)

Submission ID: 2330090128

File name: Relationship on the Ability of Entrepreneurship Teachers in Giving Strengthening with Students Entrepreneurial Attitudes.pdf (386.09K)

Word count: 6867

Character count: 39677

RELATIONSHIP ON THE ABILITY OF ENTREPRENEURSHIP TEACHERS IN GIVING STRENGTHENING WITH STUDENTS ENTREPRENEURIAL ATTITUDES

31
Beni Habibi¹, Ira Maya Hapsari¹, Achmad Irwan Hamzani¹

¹ Universitas Pancasakti Tegal, Indonesia

*Corresponding Address: benihabibi@upstegal.ac.id

Received: 01 March 2022 | Approved: 22 May 2022 | Published: 29 June 2022

Abstract: It is impossible to achieve competence without directly involving it in learning. A teacher must be able to plan lessons that encourage students to participate in the learning process actively. One of the things that is encouraged is that the ability of entrepreneurship teachers to provide reinforcement is one of the skills that must be mastered to form students' entrepreneurial character. This study aims to determine the relationship between the ability of entrepreneurship teachers to reinforce the entrepreneurial attitudes of class XI students of SMIK N 1 Slawi Academic Year 2020-2021. The approach used in this research is quantitative. The population in this study were all class XI students of SMIK N 1 Slawi in the academic year 2020/2021, with 128 students divided into four classes. Data collection techniques are the methods used in collecting research data. The research techniques used are questionnaires and documentation techniques. The data analysis technique used descriptive analysis and correlation analysis. The results of the descriptive analysis show that the average ability of entrepreneurship teachers to provide reinforcement is in the high category, while entrepreneurial attitudes are in the supportive category, and there is a positive relationship between the ability of entrepreneurship teachers and students' entrepreneurial attitudes.

Keywords: Teacher's Ability, Strengthening, Entrepreneurial, Attitudes

INTRODUCTION

The teacher is someone who can be digested and imitated. The lesson plan will be meaningless if it is not translated into activities. The teacher's role is decisive because it is a facilitator in the classroom. All efforts made by the teacher in learning refer to how to facilitate students to achieve predetermined competencies. It is impossible to achieve competence without directly involving it in learning. A teacher must be able to plan lessons that encourage students to participate in the learning process actively. The teacher should give students participation in learning feedback to motivate them to repeat these activities better.

The role of a teacher has a big role in the progress of the nation, which is one of the sources of knowledge, as stated by (Ungin, 2013) states that "the teacher is a human figure who must be digested and imitated" in the sense that the teacher is a figure which should be role models for students. The Directorate of Basic Education develops five basic abilities that every elementary school teacher must possess, namely: (1) mastery of the curriculum, (2) mastery of the material for each lesson, (3) mastery of evaluation methods and techniques, (4) commitment to assignments and (5) discipline in a broad sense.

Teachers will always produce quality educational processes and results in realizing intelligent and competitive Indonesians, namely people who have faith and devotion to God Almighty, have a noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic citizens and take responsibility. The professional ability of educators is one of the supporting elements in realizing work performance/performance (Habibi et al., 2019).

Teachers as professional educators have a strategic role, function, and position in realizing quality education (Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning teachers). The professional ability of teachers is the ability to play roles in carrying out tasks equipped with competencies (basic abilities). The skills to provide reinforcement need to be possessed by a teacher because sometimes teachers like to be cold towards the responses given by students when in class. It seems that these thoughts are not appreciated. Of course, this can lead to weakened motivation in learning. Without motivation, conducive learning will not be created. It is highly recommended that the teacher, through the applied learning method, is expected to be able to arouse students' enthusiasm for learning and encourage students to receive lessons.

Entrepreneurship comes from the equivalent words of entrepreneurship (English), Unternehmen (German), and ondernemen (Dutch). In Indonesian, it is called entrepreneurship. The term entrepreneurship comes from the translation of entrepreneurship, which means the backbone of the economy, namely the central nervous system of the economy, or the tailbone economy, namely

controlling a nation's economy (Survana, 2013). Entrepreneurship is often called entrepreneurship. The word entrepreneur generally comes from the French word entrepreneur, which means to undertake or try (Frinces, 2010), adventurer, risk taker, contractor, entrepreneur (a person who undertakes a particular job), and a creator who sells their creations (Hilyati, 2013). Entrepreneurs, namely people who are clever or talented in producing new products, make policies regarding new production, organize the implementation of the provision of new products, and offer and arrange financing for their operations. Therefore, an entrepreneur is defined as someone who likes change, conquers various business discoveries, can identify himself and differentiate himself from others, creates added value, and fulfills and realizes beneficial values for himself and others. So, in simple terms, entrepreneurship is a calling for everyone with creativity, innovation, and high fighting power to conceptualize and implement self-sufficient businesses or businesses that are run to get as much profit as possible to benefit themselves and others (Juliana, 2013).

Richard Cantillon (1755) was a French economist who first introduced the term entrepreneur. He says entrepreneurs are "agents who buy men of production at certain prices to combine them." Approximately one hundred years later, an economist emerged, J.B. Say (1803), who popularized the concept of entrepreneurship. According to him, entrepreneurship is an agent that can combine various means of production and find production value. In other words, he can manage the resources he owns properly and correctly from the lowest to the highest level of productivity. Besides that, he can bring other people together to build productivity, so an entrepreneur must also have strong leadership skills (Darwis, 2016).

Entrepreneurship is also a complex concept and can be explained from various perspectives. Entrepreneurship tends to be adventurous, namely a characteristic that is always driven to do new and challenging things with its beliefs. So what can make someone become an entrepreneur or not are the actions and actions they take. Not innateness, talent, or characteristics. An entrepreneur has a realistic vision and intuition and is a reliable implementer, especially in mastering detailed matters to realize his personal and organizational vision.

3
Entrepreneurs are considered individuals who always think outside the box (think outside the general norm). People like this have a desire for something new and prefer to be different from other people. Entrepreneurs who ultimately succeeded were legendary world entrepreneurs such as Bill Gates, Steve Jobs, Narayana Murthy and young entrepreneurs such as Larry Page, Sergey Brin (one of the founders of Google), and Mark Zuckerberg (CEO of Facebook). In Indonesia, Sandiaga Uno and Erick Tohir are said to be successful entrepreneurs in building business activities in their

homeland. These people have set standards for themselves to become the most inspiring and influential entrepreneurs in their respective fields (Hasan, 2020).

Meanwhile, an Entrepreneurship Teacher is a professional educator with the main task of guiding, educating, training, teaching, assessing, and evaluating students in education in forming and studying character as an entrepreneur. Students learn to use the skills and skills they have and put them into practice through entrepreneurship subjects (Nasikha & Agatha Sri W.H, 2022), both at the formal education level, primary education, and secondary education (Nelisma et al., 2021).

Entrepreneurship is a phenomenon worth studying, considering its main focus on developing social and economic welfare (Seikkula-Leino et al., 2010) as it occurs in various spheres of life, including school. So teachers get involved in it, and schools respond to it through entrepreneurship education. Entrepreneurship education focuses on students' knowledge, skills, and attitudes or readiness (Seikkula-Leino et al., 2010) in facing the business world. For this reason, entrepreneurship teachers must be able to instill entrepreneurial attitudes and character in their students (Winarno, 2015b). Because as professional educators, teachers are expected to produce quality educational output in terms of academic and non-academic quality (Perwita, 2017).

Entrepreneurship learning is a subject that aims to foster enthusiasm in students and arouse their interests and talents to be more serious in achieving achievements. Entrepreneurship learning is now one of the subjects taught at the Vocational High School (SMK) level. The virtue of entrepreneurship education in schools is to form human beings as a whole (holistically), as people who have character, understanding, and skills as entrepreneurs. Therefore, according to Putri et al. (2020), entrepreneurship is necessary to develop RPP according to the needs of the Industrial Revolution 4.0, and it can be done with the team teaching method.

From the objectives of entrepreneurship education above, what someone needs more in developing entrepreneurship is to have character. These characteristics will make students have entrepreneurial attitudes, including self-confidence, process- and result-oriented, and courage to take risks that need to be explored, studied, and considered to form a whole human being.

Therefore, the ability of entrepreneurship teachers to provide reinforcement is one of the skills that must be mastered. This is intended to motivate students to behave positively towards the subjects being taught. The condition of the research object for students at SMIK N 1 Slawi shows that there are entrepreneurial teachers who rarely provide reinforcement when teaching. This will make students unable to have entrepreneurial attitudes.

METHODS

A person's courage to set up his own business (entrepreneurship) is often motivated by his teacher, lecturer, or a cooperative providing practical and interesting entrepreneurship subjects or courses to arouse students' interest in entrepreneurship. In his book "Entrepreneurship Education," Daryanto states that a person's originality includes innovation, creativity, and flexibility. An innovative entrepreneur is creative and believes in new, better ways.

Entrepreneurship is a person's spirit, attitude, behavior, and ability to handle a business or activity that leads to efforts to find, create, and apply new technology and products. The method increases efficiency to provide better service and obtain greater benefits.

The approach used in this research is quantitative. A quantitative approach is research that obtains data from numbers and analyzes it using statistics (Sugiyono, 2018). The data in this study are in the form of variable data on the ability of entrepreneurial teachers to provide reinforcement and variables of student entrepreneurial attitudes, which are taken using a questionnaire instrument. Furthermore, the data obtained is given a score or value as numbers. This type of research is correlational research.

The population in this study were all students of class XI SMIK N 1 Slawi Academic Year 2020/2021, with a total of 128 students divided into four classes. More than 100 can be taken for research subjects, representing 20% -25% of the total population. Based on this statement, in this study, the subjects were determined to be 25% of the total population, namely $128 \times 25\% = 32$. This means that the number of research samples was 32 students.

Data collection techniques are the methods used in collecting research data. The research techniques used are questionnaires and documentation techniques. The data analysis technique used descriptive analysis and correlation analysis. The descriptive analysis shows the score rating, average, and standard deviation.

RESULTS AND DISCUSSIONS

Descriptive Analysis

1. The ability of entrepreneurial teachers to provide reinforcement

In measuring the ability of entrepreneurship teachers to provide reinforcement is to know the results of students' perceptions about the ability of entrepreneurship teachers to reinforce at SMIK N 1 Slawi Academic Year 2020-2021, which can be illustrated by the Frequency Distribution table as follows:

Table 1. List of Frequency Distribution of Teacher Ability in Providing Reinforcement

Category	Score	Frequency	Percentage (%)	Average	Standard Deviation
High	28-36	25	78%	30,375	29,480
Moderate	19-27	7	22%		
Low	9-18	-	-		
Amount		32	100%		

Primary data sources were processed in 2020

11 Based on the data presented in Table 4.1, it can be seen that, in general, the teacher's ability to provide reinforcement falls into the medium and high categories. The teacher's ability to provide reinforcement is in the medium category, as much as 22%, and 78% is high, with an average of 30.375 and a standard deviation of 29.480 in the high category.

2. Entrepreneurial Attitudes of students

Students' entrepreneurial attitude at SMIK N 1 Slawi for the 2020-2021 academic year. To find out the results of students' perceptions can be described by the Frequency Distribution table as follows:

Table 2. List of Frequency Distribution of Student Entrepreneurial Attitudes

Category	Score	Frequency	Percentage (%)	Average	Standard Deviation
Very Supportive	51-60	6	0,18%	45,093	5,024
Support	39-50	25	0,78%		
Less Support	27-38	1	0,04%		
Does not support	15-26	-	0 %		
Amount		32	100%		

Primary data sources were processed in 2020

11 Based on the data presented in Table 4.2, it can be seen that, in general, students' entrepreneurial attitudes fall into the category. Those who support as much as 0.78%, with an average of 45.093 and a standard deviation of 5.024 are included in the supportive category.

Correlation Analysis

27 Furthermore, using product moment correlation analysis to determine the relationship between the teacher's ability to reinforce students' entrepreneurial attitude. Based on the calculation of the

product moment correlation formula, a correlation coefficient of 0.734 was obtained, and consultation with table with $N = 32$ was obtained 0.349, so $r_{count} \geq r_{table}$ ($0.734 \geq 0.349$). From these results, it can be seen that there is a positive relationship between the ability of entrepreneurship teachers to reinforce the entrepreneurial attitude of class XI students of SMIK N 1 Slawi for the 2020-2021 academic year.

Hypothesis Testing

The statistical hypothesis to be tested in this study can be formulated, namely:

1. The null hypothesis (H_0): $r_{xy} < r_{table}$ = There is no positive relationship between the teacher's ability to reinforce the entrepreneurial attitude of SMK N 1 Slawi class XI students for the 2020-2021 academic year.
2. Alternative Hypothesis (H_a): $r_{xy} > r_{table}$ = a positive relationship exists between the teacher's ability to reinforce the entrepreneurial attitude of SMK N 1 Slawi class XI students in the 2020-2021 academic year.

Based on the research results, it turns out that $r_{count} > r_{table}$, it can be stated that there is a relationship between the ability of teachers to reinforce students' entrepreneurial attitudes. This means that H_a = accepted and H_0 = rejected. Based on the results of research carried out on class XI students of SMIK N 1 Slawi for the 2020-2021 academic year, several conclusions can be drawn, including:

1. The results of hypothesis testing using the product moment obtained the value of $r_{count} = 0.734$, which is greater than $r_{table} = 0.349$, which means that the research hypothesis states that there is a positive relationship between the ability of entrepreneurship teachers and the entrepreneurial attitudes of class XI students of SMIK N 1 Slawi for the 2020-2021 academic year.
2. The ability of Entrepreneurship Teachers to Strengthen class XI of SMIK N 1 Slawi for the 2020-2021 academic year is classified as high by achieving an average score of 30.375.
3. The entrepreneurial attitude of class XI students of SMIK N 1 Slawi for the 2020-2021 academic year is classified as Supporting by achieving an average score of 45.093.

Discussion

The results of the above analysis show that the ability of entrepreneurial teachers to provide reinforcement has a significant positive relationship with students' entrepreneurial attitudes. This means that if the teacher's ability to provide reinforcement increases, it will be followed by student entrepreneurial attitudes. Lubis (2017) states that in schools, teachers must have competence and

professionalism ¹ to improve students' emotional intelligence. Teachers do not only function as adults with a professional duty ¹ to transfer or distribute knowledge and skills to students. But more than that, the teacher must also be able to be a leader, educator, and guide for all students. This is reinforced by Darmi (2015), who states that improving teacher competence is very influential in the learning process and will increase the quality of graduates. Becoming a competent teacher is difficult to realize but requires serious and comprehensive efforts by all parties.

Entrepreneurship teachers must ¹⁶ be able to foster an entrepreneurial spirit in a way that students can do with guidance and counseling that helps students develop in terms of personality, social life, studies, and future careers (Pangondian Gultom, 2021). Providing the best service to students that suits students' needs makes them more independent in choosing a career, which in this case is associated with entrepreneurship (Rohmawati, 2019).

So, from the various perspectives above, it can be understood that an entrepreneurship teacher is someone who is obliged to be directly or indirectly involved in developing students' talents, interests, character, and entrepreneurial spirit so that students are ready and alert in facing various possibilities in the future. At the same time, it encourages them to be able to maximize their various potentials in facing the world of work.

In various educational, economic, and socio-cultural theories, it is stated that character is something a person needs to have to achieve something they desire. The characters are from the Latin words *kharakter*, *kharassein*, and *kharax*, which mean tools for making, engraving, and pointed stakes. This word began to be used again in French *caractere* in the 14th century and then entered English as a character before becoming an Indonesian character. The character contains the meaning of (1) the positive qualities that a person has, which makes him interesting and attractive, (2) a person's reputation, and (3) someone who has an eccentric personality (Bayu, 2015).

Entrepreneurial characteristics can be interpreted as things related to the characteristics, character, behavior, habits, and attitudes of people toward life's struggle to achieve physical and spiritual success. Entrepreneur characteristics are generally seen when he communicates to gather information when establishing relationships with his business contacts, and is full of manners, morals, and manners. Has great enthusiasm and the desire always to innovate, carry out responsibilities as well as possible, and dare to take risks because of the strong desire to move forward. For this reason, an entrepreneur must always be optimistic, think positively, and be creative in dealing with various situations in a very dynamic business environment that constantly changes according to current developments (Indarto & Santoso, 2020).

So, the characteristics of an entrepreneur have a major role in giving birth to a person's mental attitude, innovation power, creativity, courage, perseverance, hard work spirit, and fighting power, which combined with knowledge, skills, and vigilance, determine the success of the business. Therefore, entrepreneurial characteristics are an important part of life skills education.

The research results show that entrepreneurs have the following characteristics: First, they have the desire to take responsibility where an entrepreneur will not see responsibility as a problem or burden, but as a stage that occurs by itself in the process of achieving goals. Second, take the risk of losing. An entrepreneur, even though he likes to take risks, always takes medium-level risks. Third, be confident. He strongly believes that initiative is the seed of creativity and innovation in achieving progress. Fourth, Desire to get feedback as soon as possible. Fifth, Energetic. Sixth, future-oriented. Seventh, organizational skills. Eighth, Value achievement is higher than money (Slamet et al., 2016)

In the context of students, instilling entrepreneurial character in students can be done in two ways. First is instilling entrepreneurial character values, second is forming students into entrepreneurs. The success of educators in instilling and forming students must be based on innovative learning. Where students can be directly involved in carrying out entrepreneurial activities. Apart from that, the process also needs to generate motivation so that students can become successful entrepreneurs (Gunawan et al., 2023).

The entrepreneurial character is instilled in students as early as possible at school to familiarize them with thinking, behaving, and acting like an entrepreneur. Getting used to applying entrepreneurial characteristics in schools can be done through learning activities, which are two activities that take place simultaneously and have a mutually understood focus. As a planned activity, learning has a permanent goal, namely a change in student character (Arita et al., 2019).

Entrepreneurial character is very important to instill in individuals (students) through integration into subjects. So, teachers must be able to provoke students' innovation and critical thinking about entrepreneurship so that they give birth to new creative and innovative ideas. Therefore, teachers need the ability to integrate entrepreneurial character into subjects through active learning models (Arita et al., 2019).

One of the problems that is very urgent and impacts all aspects of human life is the economy. To answer this problem, various theories and strategies have emerged, one of which is through entrepreneurship. Entrepreneurship is an interesting study and practice because it is considered to be able to minimize life problems resulting from the economy so that it becomes very central in the life and development of a nation. The existence of entrepreneurship in a country can determine the dynamics of development.

⁵ The important role of entrepreneurship in a country's economic development has long been emphasized by various experts such as Liguori & Winkler (2020), who prove that the world of entrepreneurship is the biggest contributor to the American economy as the creator of thousands of jobs. French economists such as Richard Cantillon and Jean Baptiste, British economists such as JS Mill and Adam Smith, and Austrians such as Carl Menger and Joseph Schumpeter stated that entrepreneurs are agents of progressive economic change (Deveci & Seikkula-Leino, 2018).

Schools, as the spearhead of the output of educational graduates, of course, want the outcomes to be independent students who can face the challenges of a world that is changing so quickly, and solve problems that occur in their lives well. This is not only cognitive knowledge but also the affective realm. ⁷ The entrepreneurial spirit, which is part of the affective domain, needs to be instilled in students (Isrososiwawan, 2013). An entrepreneurial spirit does not appear by itself, and not everyone has an entrepreneurial spirit. The entrepreneurial spirit is developed from habits that start from an early age. In schools, the habit of entrepreneurial spirit is included in the curriculum (Rochiyanti & Mawardi, 2021).

The teacher is an important component that supports the growth and development of an entrepreneurial spirit in students. Teachers are an important element in educational development (Seikkula-Leino et al., 2010), ideal figures, role models, and mentors who can direct, guide, and motivate students so they can enter directly into the world of entrepreneurship. From the start, entrepreneurship was formed for the following purposes: *First*, to provide enthusiasm and motivation. Here, with entrepreneurship, even difficult things can be made into reality. In other words, everything can be done or realized with enthusiasm and motivation. *Second* is being able to manifest dreams. With entrepreneurship, various dreams can be realized. So that previously you were just an employee and unable to realize it, your dreams will become a reality after entrepreneurship. *Third*, you can inspire inspiration. Entrepreneurship can provide an overview of various problems that can be solved. *Fourth*, recommend positive values in development. Indirectly, entrepreneurship will make a huge contribution to the nation and state. With entrepreneurship, many job opportunities can be opened and can absorb a lot of workers. So, it can minimize the number of unemployed or lost people (Irfan Fahmi, 2013).

¹³ Teachers can strengthen their role as learners to encourage meaningful development (Seikkula-Leino et al., 2010). Through teachers, students are expected to gain knowledge, skills, and changes in attitude, which will later give them the skills to determine themselves and improve themselves when entering the world of work according to their talents and potential. One way is through entrepreneurship. Educators giving birth to entrepreneurship is a tough task, not only because an

entrepreneurial spirit is not easy to form but also because mentoring facilities are learning activities that are not easy for teachers to carry out (Winarno, 2015b). However, teachers can know students' needs and how to implement them according to the expected competencies and learning objectives to be achieved as part of professional development (Wulandari, 2018). Teachers also have a major role in children's character education. Here, teachers can foster entrepreneurial character (Sulistiyan et al., 2023).

Teachers play a role in changing people into people with entrepreneurial character and behavior. To achieve this, what provisions need to be given to students so that they have a strong entrepreneurial character and behavior so that later they will be able to become human beings who, if they work in an office, will become self-employed workers and if they don't work in an office, they will become independent human beings, able to create minimal employment opportunities for himself (Ghofur, 2013).

To foster interest in entrepreneurship in schools, the role and creativity of a teacher in presenting learning material is related to fostering interest in entrepreneurship. Therefore a teacher must be able to be selective in choosing methods and using available learning media. The teacher's role in the learning process will influence students' responses to the lessons. Suppose teachers in entrepreneurship learning can play a good role, for example always preparing the material that will be given, being able to create healthy competition in the class always monitoring the work and assignments given to students, and being able to motivate students to excel. In that case, this can foster students' enthusiasm for learning (Minarsih et al., 2022).

Apart from that, Zimmerer in Mallongi (2020) stated that the choice of becoming an entrepreneur for students is very important because entrepreneurship provides many choices for them to do various things. Such as First, open opportunities and get the freedom to control your destiny. By becoming an entrepreneur, you can achieve the life opportunities you desire. An entrepreneur will always try to win in life and make it possible to use his business to achieve the desired goals. Second, there is an open opportunity to make changes, where encouraging this change is very important to balance concern for economic and social problems in society to push towards a maximum and much better stage of life. Third is open opportunities to reach your full potential. An entrepreneur understands that there is no difference between working and pursuing a hobby. Both are the same, even in the business world. Business for an entrepreneur is an instrument of self-actualization. Therefore, entrepreneurial success is determined by creativity, enthusiasm, innovation, and independent vision. Fourth, there are opportunities to achieve optimal profits. Profit is an important motivation for starting a business. Fifth, they have the opportunity to play an active role in society

and gain recognition for their efforts. Sixth, have the opportunity to do something you like and develop a sense of enjoyment.

The teacher's role in providing entrepreneurship learning is divided into entrepreneurship theory learning and practical learning. The learning of entrepreneurship theory and practice contains the values of entrepreneurship education, namely independence, creativity, courage to take risks, action orientation, leadership, hard work, honesty, discipline, innovation, responsibility, cooperation, never giving up, commitment, realistic, curiosity, communicative, strong motivation to succeed. Theoretical learning discusses the basic concepts of entrepreneurship, while practical learning is implementing entrepreneurship theory. The more complete and varied the types of practice, the greater the school's concern for entrepreneurship (Minarsih et al., 2022).

The research results of Yusrotun Nasikha and Maria Agatha Sri W.H (2022) state that there are at least 5 (five) important roles for entrepreneurship teachers, including a) Providing an understanding regarding the purpose of entrepreneurship itself, namely to provide experience and knowledge to them so that they can later generate income for themselves and later this can become a provision for students for their future. b) Teach students to create, produce, and market various kinds of products according to their respective majors to improve further the skills, skills, and innovation in all students. c) Allowing them to freely innovate to develop a work given to them that can have good economic value. d) Allow students to promote or market their work both within and outside the school environment. e) Holding exhibitions or bazaars to appreciate students' work.

The entrepreneurship programs that can be implemented in the educational environment are schools: *First*, embedding and integrating entrepreneurship education into various subjects, teaching materials, extra-curricular activities, local content, and other self-development activities. In integration with subjects, it must be adjusted so that there is continuity. The most important thing is that the values in entrepreneurship education can be applied. Through teaching materials, values can also be integrated, starting from habituation that occurs through repetition and will become a habit and even the student's character.

Second, develop a curriculum that integrates learning content with entrepreneurship education. This is done to provide an understanding of how to grow character and develop entrepreneurial spirit skills in students so that the values of entrepreneurship can be applied well. *Third*, Developing an entrepreneurial spirit. Developing an entrepreneurial spirit can be done in various ways, such as holding school activities such as market days, student waste savings programs that can collaborate with waste banks, holding fashion show competitions for clothes made from recycled materials, etc. And it can also be done through motivations that foster students' entrepreneurial spirit. *Fourth*,

through school culture. Instilling entrepreneurial values through school culture can be done through routine activities, spontaneous activities, role modeling, and conditioning. Routine activities are usually activities that have been scheduled by the school, such as being an officiant at ceremonies that are held in shifts. Spontaneous activities are activities carried out by teachers and education staff in providing rewards and punishments. When students do something good, the teacher gives appreciation in the form of praise, while when students make a mistake, the teacher does not hesitate or hesitate to reprimand the student. Meanwhile, through example, teachers and education personnel provide good examples that students can emulate. Conditioning is carried out with school anniversary activities, creating booths for selling and bazaars (Gunawan et al., 2023).

It is no less important that to support the creation of entrepreneurial graduates, schools have equipped the infrastructure in the subject of Entrepreneurship Education. Facilities and infrastructure for Entrepreneurship Education subjects support output quality and outcome-based learning processes. Supporting learning facilities and infrastructure include computer equipment, workshops, agricultural land and warehouses, laboratories, sewing machines, cooking equipment, and so on (Setiawan et al., 2023).

The explanation is that if the teacher's ability to provide reinforcement increases, it is followed by student entrepreneurial attitudes, and vice versa. If the teacher's ability to provide reinforcement decreases, a decreased entrepreneurial attitude follows it. Self-efficacy plays an important role in entrepreneurial activities because, through one's efficacy, a person can survive in these activities (Kurnia et al., 2018). This is because if someone has confidence in the ability to do a business, it will lead to one's intention to be entrepreneurial, while the social environment is very important for entrepreneurial decisions if in the surrounding environment, many are entrepreneurial, then someone's desire or intention to entrepreneurship will emerge. Schools also play a strategic role because students participate in learning in a curricular manner and strictly (Habibi et al., 2017). Thus, self-efficacy and social environment have a significant effect on entrepreneurs' intentions to do business.

According to Agung Winarno (2015), in the future, there is hope for better management of entrepreneurship education considering the potential that schools have, especially teachers who mostly have an interest in teaching Entrepreneurship subjects as well as the ability and desire to participate in activities that can improve their abilities, the challenges are still quite a lot considering Entrepreneurship teachers should have the skills to internalize values and not just add to students' insights. An entrepreneurial teacher who has high credibility is needed to be able to arouse students' entrepreneurial interest, this will be difficult to achieve if the teacher has low credibility. As stated

by Ghofur (2013), teachers with low credibility will find it very difficult to build a good learning climate. Thus even though entrepreneurship teachers already have sufficient levels of education, they do not yet have sufficient credibility in building an effective learning process.

CONCLUSION

This study can conclude that the relationship between the ability of entrepreneurial teachers to provide reinforcement has a positive significant relationship with students' entrepreneurial attitudes. The ability of teachers to provide reinforcement, especially in class XI SMIK N 1 Slawi Academic Year 2020-2021, needs to be done in every teaching, and it must be optimized by each teacher to help students to be motivated, both in the teaching and learning process and the attitudes of the students themselves. Characteristics of entrepreneurial attitudes that should be developed in vocational high school students are mainly affective aspects in the form of feeling happy and self-aware by being entrepreneurial and cognitive aspects in the form of correct understandings of entrepreneurial attitudes.

REFERENCES

- Arita, S., Evanita, S., & Syofyan, R. (2019). Peran Guru dalam Membangun Karakter Wirausaha pada Mata Pelajaran Ekonomi Di Kota Padang. *Jurnal Inovasi Pendidikan Ekonomi*, 9(2), 145–151. *Jurnal Inovasi Pendidikan Ekonomi Available at h*
- Bayu, Y. S. K. (2015). *Kewirausahaan; Pendekatan Karakteristik Wirausaha Sukses*. Jakarta: Prenada Media Group.
- Darmi. (2015). Kompetensi Guru Produktif Sikap Kewirausahaan Siswa Pada SMIK N 3 Banda Aceh. *Jurnal Administrasi Pendidikan ISSN 2302-0156 Pascasarjana Universitas Syiah Kuala*, 3(1), 33–45. https://core.ac.uk/display/295355362?utm_source=pdf&utm_medium=banner&utm_campaign=pdf-decoration-v1
- Darwis, M. (2016). Pendidikan Entrepreneurship Dalam Perspektif Global. *Tarbiyatuna: Jurnal Pendidikan Islam*, 9(2), 112–128. <https://ejournal.iaisyarifuddin.ac.id/index.php/tarbiyatuna/article/view/240>
- Daryanto. (2012). *Pendidikan Kewirausahaan*. Yogyakarta: Gava Media.

- Deveci, I., & Seikkula-Leino, J. (2018). A Review of Entrepreneurship Education in Teacher Education. *Malaysian Journal of Learning and Instructions*, 15(1), 105–148. <https://doi.org/10.32890/mjli2018.15.1.5>
- Frances, Z. H. (2010). Pentingnya Profesi Wirausaha di Indonesia. *Jurnal Ekonomi Dan Pendidikan*, 7(1), 34–57. <https://doi.org/DOI: 10.21831/jep.v7i1.576>
- Ghofur, M. A. (2013). Kredibilitas Dan Otentisitas Guru Kewirausahaan Terhadap Karakter Kewirausahaan Siswa Smk Negeri Di Surabaya. *Jurnal Ekonomi Pendidikan Dan Kewirausahaan*, 1(1), 39. <https://doi.org/10.26740/jepk.v1n1.p39-52>
- Gunawan, D., Nur, L., & Apriliya, S. (2023). Model Pendidikan Kewirausahaan di Sekolah Dasar. *JIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(10), 8431–8437. <https://doi.org/10.54371/jip.v6i10.2877>
- Habibi, B., Basukiyatno, B., & Budiyono, B. (2017). Pendidikan Karakter di Universitas Pancasakti Tegal. *Cakrawala: Jurnal Pendidikan*, 11(1), 12. <https://doi.org/10.24905/cakrawala.v11i1.652>
- Habibi, B., Hartinah, S., Umam, R., Syazali, M., Lestari, F., Abdurrahman, A., & Jauhariyah, D. (2019). Factor Determinants of Teacher Professionalism as Development of Student Learning Education at School. *Journal of Gifted Education and Creativity*, 6(2), 123–132. <http://genbilgeyayincilik.com>
- Hasan, H. A. (2020). Pendidikan Kewirausahaan: Konsep, Karakteristik, dan Implikasi Dalam Memandirikan Generasi Muda. *Jurnal Kajian Islam Kontemporer*, 11(1), 99–111.
- Hilyati, M. (2013). Pendidikan Kewirausahaan; Sebuah Alternatif Mengurangi Pengangguran Terdidik dan Pencegahan Korupsi. *Al-Ta'lim Journal*, 20(3), 465–471. <https://doi.org/DOI: https://doi.org/10.15548/jt.v20i3.44>
- Indarto, & Santoso, D. (2020). Karakteristik Wirausaha, Karakteristik Usaha Dan Lingkungan Usaha Penentu Kesuksesan Usaha Mikro Kecil Dan Menengah. *Jurnal Riset Ekonomi Dan Bisnis*, 13(1), 54–69. <https://doi.org/DOI: http://dx.doi.org/10.26623/jreb.v13i1.2202>
- Isrososiawan, S. (2013). Peran Kewirausahaan Dalam Pendidikan. *Society*, 4(1), 26–49. <https://doi.org/10.20414/society.v4i1.329>
- Juliana, W. (2013). *Rahasia Sukses Muslimah Enterpreneur; Berbisnis Sekaligus Beribadah Agar Sukses Dunia-Akhirat*. Jakarta: Gramedia.

- Kurnia, D., Kusnendi, K., & Furqon, C. (2018). Pengaruh Pengetahuan Kewirausahaan Dan Efikasi Diri Terhadap Minat Wirausaha. *PROMOSI (Jurnal Pendidikan Ekonomi)*, 6(2), 48–56. <https://doi.org/10.24127/pro.v6i2.1690>
- Liguori, E., & Winkler, C. (2020). From Offline to Online: Challenges and Opportunities for Entrepreneurship Education Following the COVID-19 Pandemic. *Entrepreneurship Education and Pedagogy*, 3(4), 346–351. <https://doi.org/10.1177/2515127420916738>
- Lubis, D. (2017). Pengaruh Profesionalisme Guru Terhadap Kecerdasan Emosional Peserta Didik Di Sma Negeri 6 Padangsidempuan Tahun Ajaran 2014 *NUSANTARA: Jurnal Ilmu Pengetahuan Sosial*, 1(1), 87–90. <http://jurnal.um-tapsel.ac.id/index.php/nusantara/article/view/144>
- Mallongi, M. (2020). Transformasi Entrepreneur Syariah Di Era Industri 4.0. *Al-Tafaqquh: Journal of Islamic Law, Fakultas Agama Islam UMI*, 1(2), 161–172. <https://doi.org/DOI:http://dx.doi.org/10.33096/al-tafaqquh.v1i2.67>
- Minarsih, M., Putri Sagala, S. V., & Maysaroh, M. (2022). Peran Guru dalam Meningkatkan Minat Berwirausaha Siswa Sekolah Menengah Kejuruan (SMK). *Syntax Idea*, 4(2), 390–397. <https://doi.org/10.46799/syntax-idea.v4i2.1769>
- Nasikha, Y., & Agatha Sri W.H, M. (2022). Peran Guru Produk Kreatif Dan Kewirausahaan (Pkk) Dalam Meningkatkan Jiwa Berwirausaha Pada Siswa Kelas Xi Smk Negeri 1 Bandung. *Literacy: Jurnal Pendidikan Ekonomi*, 2(2), 70–77. <https://doi.org/10.53682/jpeunima.v2i2.3154>
- Nelisma, Y., Fitriani, W., Sasmita, A. F., & Khairiah, V. L. (2021). Peran Guru Bimbingan Dan Konseling Dalam Meningkatkan Kreativitas Kewirausahaan Siswa Smkn 1 Pasaman, Kabupaten Pasaman Barat. *Ristekdik: Jurnal Bimbingan Dan Konseling*, 6(2), 223. <https://doi.org/10.31604/ristekdik.2021.v6i2.223-228>
- Pangondian Gultom. (2021). Analisis Motivasi Siswa SMA dalam Membangun Jiwa Kewirausahaan. *Pedagogika: Jurnal Ilmu-Ilmu Kependidikan*, 1(2), 23–30. <https://doi.org/10.57251/ped.v1i2.133>
- Perwita, D. (2017). Upaya Guru Sekolah Menengah Kejuruan (Smk) Dalam Meningkatkan Minat Berwirausaha Siswa. *PROMOSI (Jurnal Pendidikan Ekonomi)*, 5(2), 9–14. <https://doi.org/10.24127/ja.v5i2.1209>

- Putri, R. D., Suroto, Rahmawati, F., & Marhamah. (2020). Upaya Peningkatan Kompetensi Kewirausahaan Lulusan SMK. *The 2nd ICOPE 2020*, 2–4. [http://repository.lppm.unila.ac.id/26244/1/Fix_Jurnal_Rahmah %281%29.pdf](http://repository.lppm.unila.ac.id/26244/1/Fix_Jurnal_Rahmah%281%29.pdf)
- Rochiyanti, A., & Mawardi, I. (2021). Peran Guru Sekolah Dasar dalam Menumbuhkan Jiwa Kewirausahaan Anak di Masa Pandemi Covid-19. *Proceeding of The URECOL*, 258–263. <http://repository.urecol.org/index.php/proceeding/article/download/1759/1725>
- Rohmawati, N. (2019). Kemandirian Siswa dalam Merencanakan Karir Ditinjau dari Persepsi Siswa Tentang Pelaksanaan Layanan Bimbingan Karir. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 8(2), 67–73. <https://doi.org/10.15294/ijgc.v8i2.22762>
- Seikkula-Leino, J., Ruskovaara, E., Ikavalko, M., Mattila, J., & Rytkola, T. (2010). Promoting entrepreneurship education: The role of the teacher? *Education and Training*, 52(2), 117–127. <https://doi.org/10.1108/00400911011027716>
- Setiawan, C., Ritmaya, C. L., Supriyanto, H., Pujiati, D., Studi, P., Akuntansi, S., & Ekonomi, F. (2023). Penguatan Kompetensi Kewirausahaan Guru SMK Melalui Pembelajaran Berbasis Outcome. *GERVASI: Jurnal Pengabdian Kepada Masyarakat*, 7(2), 494–505.
- Slamet, Franky, Hatti Karunia Tanjung Sari, M. Le. (2016). *Dasar-Dasar Kewirausahaan; Teori dan Praktik*. Jakarta: PT. Indeks.
- Sugiyono. (2018). *Metode Penelitian Kombinasi (Mixed Methods)*. Alfabeta.
- Sulistiyan, E., Hairunisya, N., & Suja'i, I. S. (2023). Peran Guru dalam Pembentukan Karakter Kewirausahaan pada Pembelajaran Tatap Muka Terbatas Mata Pelajaran Produk Kreatif dan Kewirausahaan Kelas XI SMKN 2 Boyolangu. *Jurnal Pendidikan Dan Kewirausahaan*, 11(3), 1018–1026. <https://doi.org/10.47668/pkwu.v11i3.876>
- Suryana, Y. (2013). *Kewirausahaan, Pendekatan Karakteristik Wirausahawan Sukses*. Jakarta: Prenada Media Group.
- Winarno, A. (2015a). Model Pendidikan Kewirausahaan Adaptasi Kurikulum 2013 bagi SMK (Diskripsi Persiapan dan Hambatan Penerapan di Sekolah). *Jurnal Pendidikan Bisnis Dan Manajemen*, 1(1), 1–10.
- Winarno, A. (2015b). Pendidikan Kewirausahaan SMK Dengan K-13 : Persepektif Guru Dan Sekolah. *Seminar Nasional Ekonomi Manajemen Dan Akuntansi*, 237–243. [http://fe.unp.ac.id/sites/default/files/unggahan/13_Agung_Winarno %28hal 237-243%29_0.pdf](http://fe.unp.ac.id/sites/default/files/unggahan/13_Agung_Winarno%28hal%20237-243%29_0.pdf)

Wulandari, S. S. (2018). Peningkatan Kompetensi Profesional Guru Kewirausahaan Melalui Lesson Study Berbasis Pantai Dan Laut. *Jurnal Pendidikan Edutama*, 5(2), 69. <https://doi.org/10.30734/jpe.v5i2.193>

18 RELATIONSHIP ON THE ABILITY OF ENTREPRENEURSHIP TEACHERS IN GIVING STRENGTHENING WITH STUDENTS ENTREPRENEURIAL ATTITUDES

ORIGINALITY REPORT

18%

SIMILARITY INDEX

15%

INTERNET SOURCES

8%

PUBLICATIONS

6%

STUDENT PAPERS

PRIMARY SOURCES

1	repository.lppm.unila.ac.id Internet Source	3%
2	ejournal.insuriponorogo.ac.id Internet Source	3%
3	Submitted to University of Queensland Student Paper	2%
4	jurnal.una.ac.id Internet Source	1%
5	eprints.binadarma.ac.id Internet Source	1%
6	eprints.utm.my Internet Source	1%
7	attarbiyah.iainsalatiga.ac.id Internet Source	1%
8	iosrjournals.org Internet Source	1%

epubs.ac.za

9

Internet Source

1 %

10

Fadhlurrahman Fadhlurrahman, Yazida Ichsan. "Entrepreneurship education from the perspective of law and Islam", ATTARBIYAH: Journal of Islamic Culture and Education, 2022

Publication

<1 %

11

Putri Anjani Simbolon, Nurussakinah Daulay. "The Effect of Smartphone Addiction on Students' Academic Procrastination", Jurnal Basicedu, 2022

Publication

<1 %

12

ijisrt.com

Internet Source

<1 %

13

Jaana Seikkula-Leino, Elena Ruskovaara, Markku Ikavalko, Johanna Mattila, Tiina Rytkola. "Promoting entrepreneurship education: the role of the teacher?", Education + Training, 2010

Publication

<1 %

14

ejournal.iainbukittinggi.ac.id

Internet Source

<1 %

15

www.grafiati.com

Internet Source

<1 %

16

www.journal.staihubbulwathan.id

Internet Source

<1 %

17

www.sportanddev.org

Internet Source

<1 %

18

Daysi Fikka Kelejan, Ronny H. Walean, Tonny Irianto Soewignyo, Deske W. Mandagi. "An Exploratory Analysis of Determining Factors Influencing Student Satisfaction with Postgraduate Program Services", QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama, 2022

Publication

<1 %

19

Devira Chessa Alvindra, Setyari Pambudi, Dwi Nila Andriani, Ramadhan Prasetya Wibawa. "Analysis of Factors Affecting Shopping Levels Independent Student Exchange Program Batch 3, Universitas Negeri Medan", EQUILIBRIUM : Jurnal Ilmiah Ekonomi dan Pembelajarannya, 2024

Publication

<1 %

20

Rahmat Solihin, M. Tamsil` Muin, Muhammad Iqbal. "Distance Learning: The Effectiveness Studies In College Students", QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama, 2021

Publication

<1 %

21

Submitted to Universitas 17 Agustus 1945 Surabaya

Student Paper

<1 %

22

Agus Jamaludin, Zainal Arifin, Priyono. "THE EFFECT OF LEARNING ENTREPRENEURSHIP TOWARDS STUDENT MOTIVATION OF STIE YPBI JAKARTA", International Journal of Engineering Technologies and Management Research, 2020

Publication

<1 %

23

journal.diginus.id

Internet Source

<1 %

24

Submitted to University of Southampton

Student Paper

<1 %

25

Nurti Budiyanti, Nurwadjah Ahmad, Andewi Suhartini, Muhamad Parhan. "The Development of Post-Modern Islamic Boarding Schools (Case Study at IHAQI Creative Pesantren in Bandung)", QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama, 2021

Publication

<1 %

26

repository.urecol.org

Internet Source

<1 %

27

www.researchgate.net

Internet Source

<1 %

28

i-jeh.com

Internet Source

<1 %

29 Ayu Wulandari. "The Students' Perception of Speech Method toward The University Students' Speaking Skill", QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama, 2021
Publication <1 %

30 Submitted to Universitas Negeri Jakarta
Student Paper <1 %

31 eudl.eu
Internet Source <1 %

32 dakwah.unisnu.ac.id
Internet Source <1 %

33 lppm.unmer.ac.id
Internet Source <1 %

34 repository.unsri.ac.id
Internet Source <1 %

35 Figen Bozkus, Pinar Guner. "Teacher moves for supporting student reasoning in mathematics instruction", Psychology in the Schools, 2023
Publication <1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On