Home Based Entrepreneurship Industry Program to Improve Primary School Teacher Education (PGSD) Students’ Creativity and Innovation

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Abstract: A major challenge for universities today is how to produce graduates who can compete in the global world and can apply their education in society. The government has been encouraging the college students not to be jobseeker but to create jobs. PGSD graduates have been focused on being educators at public or private elementary schools with the status of honorary workers, contract workers, or civil servants (PNS). For graduates who do not get a job, this condition will increase the number of unemployed in Indonesia which is still at the number of 7.01 million people. Responding to this, one solution that can be used as an effort to generate entrepreneurial spirit and overcome the dependence on government in terms of getting a decent job is by encouraging and establishing a home based entrepreneurship program for PGSD students. Home industry is expected to be an alternative income for students, because it is a side business that does not take much time. Through the entrepreneurship program based on home industry, students are expected to become more innovative and creative in creating useful products or services that are useful and valuable in life.

Keywords: Entrepreneurship; Home Industry; Creativity; Innovation; Students.

1. Introduction

A major challenge for universities today is how to produce graduates who can compete in the global world and be able to apply their knowledge in society [4]. Students are expected not to be job seeker, but to create jobs with an entrepreneurial spirit, and not dependent on the assignment of government employees. Entrepreneurship is important because it can increase economic growth [3], because the opening of employment opportunities can increase individual income. Entrepreneurs offer individuals the means to gain financial independence and create new jobs.

The students who need to have an entrepreneurial spirit are PGSD student, both in all public and private Institute of Teachers Education (LPTKs). The Graduates of Primary School Teacher Education (PGSD) have been focused to become educators at public or private elementary schools in each district or city throughout Indonesia with the pattern of becoming honorary workers, contract workers, or civil servants (PNS). Every year LPTKs in Indonesia produce a large numbers of PGSD graduates. Therefore the competition in obtaining employment is quite high. The most competent and professional graduates are certainly more capable and have the competitiveness to get the job done. But are all the graduates competent and professional? This condition leads to the increasing numbers of unemployment in Indonesia, which are around 7.01 million people [8].

The department of PGSD FIP in State University of Padang at the beginning of the semester of January-June 2017 just integrated entrepreneurship courses as one of the required courses to be followed by students. This is certainly considered as a positive step to realize young entrepreneurs in campus. Currently, the ratio of entrepreneurs in Indonesia is at 3.1 percent, which is still lower than
other countries such as Malaysia 5 percent, China 10 percent, Singapore 7 percent, Japan 11 percent and US 12 percent [9]. However at least, the number of expected entrepreneur will continue to grow and expand.

Responding to this condition, one solution that can be used as an effort to generate entrepreneurial spirit and overcome the dependence on government in terms of getting a decent job is by encouraging and establishing home based entrepreneurship program for PGSD students. Home based entrepreneurship program is also called home industry because it belongs to the category of small business run by the family [1]. Home industry is expected to be an alternative income for students, because it is a side business that does not take much time. Therefore, it is possible to reduce the dependence of students on the allowances from parents. Through the entrepreneurship program, home industry students are expected to become more innovative and creative by creating useful and valuable products or services. This article will outline the forms of entrepreneurial programs that can enhance the creativity and innovation of PGSD students.

2. Literature Review

First, entrepreneurship. Dan Steinhoff and John F. Burgess (1993: 35) argued that entrepreneurs are people who organize, manage and dare to risk creating new ventures and business opportunities. This means someone must have the ability to create something new and different through creative thinking and innovative action to create opportunities in facing life's challenges. Lumpkin and Des (1996) suggest that the entrepreneurial orientation is (a) Explaining the ideas and implement them, (b) Supporting new things, (c) Seeking opportunities, (d) Having competitiveness, and (e) being dare to take risks.

Second, home industry. Literally, home means home, residence, or hometown, while industry can be interpreted as a craft, business goods and products or companies [10]. According to Afiyah (2015: 3) there are several criteria of home industry, namely (a) The production process is done around the home of the business owner, (b) The technology used is still simple and manual using human labor, (c) Labor comes from family members or relatives, (d) Location of business is usually located in rural areas, and (e) Production activities related to agricultural products.

Third, creativity. According to Semiawan (2009: 44) creativity is a modification of something that already exists into a new concept [6]. In other words the old concept is combined into a new concept. The same thing was also expressed by Munandar (2009: 12) that creativity is the result of interaction between individuals and their environment, the ability to create new combinations [5]. Therefore, it can be concluded that creativity is the ability to give birth to something new, either in the form of ideas or real work.

Fourth, innovation. Suryana (2008: 32) suggests that innovation is creativity that translates into something that is implemented and adds value to its resources [7]. According to Purba (2009: 156) the characteristics of an innovative person are: (a) Being open, (b) Having a positive perception, (c) Respecting others, (d) Always being ready for change, (e) f) having a strong will of curiosity, (g) Orienting the present and the future.

3. Research Methods

3.1. Types of research

This type of research is qualitative by producing descriptions that match the phenomena that take place.

3.2. Research subject

The subjects of the study were regular undergraduate students living at PGSD FIP UNP, around 46 people. The research process lasted for 12 months. The research location was at UPP III PGSD FIP UNP.

3.3. Research data

The data in this research consist of primary and secondary data. Primary data is derived from respondents while secondary data is data that is not originated from by the researcher, but through the
second, third, and other parties. Data collection was done by interview and observation technique. Data analysis techniques included the steps: (a) Data collection, (b) Reduction, (c) Conclusions and Verification.

4. Results and Discussion

4.1 Results

First, explaining the importance of entrepreneurship in improving creativity and innovation for PGSD students. This activity was conducted to motivate students to be passionate in practicing and have the ability, attitude, and behavior of individuals in handling business that lead to the searching, creating, implementing, working for new products to achieve individual welfare. The debriefing was done by lecture, discussion, and question and answer method. Based on the observation, 67% of students are interested in conducting several types of business.

Second, exploring the students' interest in the types of entrepreneurship. This began with an analysis of the local situation and discussing the benefits of the resulting product then proceeded with face-to-face dialogue.

Third, reaching agreement on the types of entrepreneurship that will be implemented. Alternative activities to be developed are given to students with all the advantages and disadvantages and the following analysis is decided together. The students finally agreed to some entrepreneurial programs as an increase in creativity and innovation of students, namely in the fields of:

a. design of clothing muslimah, in the form of making fried foods like bakwan, stuffed tofu, and rissoles.

b. Agriculture, in the form of maintenance of commercial plants such as wine and litchi.

Fourth, preparing the schedule and techniques of implementing entrepreneurship training. The activities take place outside the hours of classes, spending the spare times, both for on-campus practice and on Wednesday noon and Friday afternoon, as well as industry interns on Saturdays and Sundays, since college does not exist on both days.

Fifth, carrying out entrepreneurship training. Each week and the end of the month, evaluation was conducted, whether the training has obtained the maximum results or equivalent to the results of industry that is ready to be marketed. For that need, it is to be held training so that students can produce goods or services according to society standards or tastes.

4.2 Discussion

Students who have realized the importance of entrepreneurship in improving creativity and innovation will certainly have a broader and more open mindset. Hence from the mindset, it is expected the emergence of internal motivation in the students to be passionate in practicing and have the ability to entrepreneurship. At the stage of understanding the entrepreneurial spirit, the students already understand that with entrepreneurship should be able to find business opportunities and dare to take risks for all actions taken. This is in accordance with the statement of Lumpkin and Des (1996) that the understandings of entrepreneurship orientation include (a) Explaining the idea and implement it, (b) Supporting new things, (c) Seeking opportunities, (d) Having competitiveness, and (e) being dare to take risk.

Religious entrepreneurship program can be in the form of task of becoming mosque guard and imam of mosque, forming group of corpse and funeral management in the neighborhood, forming of team of MSQ, Hafizh Qur’an, breakfasting for Monday-Thursday fasting at the same time praying Tahajud and Sujud Sajadah in campus environment UPP III Bandar Buat. This program in PGSD FIP UNP is an innovation done in order to renew the life pattern of students. From the previously done individually, now it is done together. Suryana (2008: 32) suggests that innovation is creativity that translates into something that is implemented and adds value to its resources. With the enactment of the program, students increase religious values in themselves and at the same time strengthen their personality and noble character as an individual.

Industrial programs such as making fried foods like bakwan, stuffed tofu, and rissoles can be easily executed at home and marketed to college. According to Afiyah (2015: 3), there are several criteria of home industry, namely (a) The production process is done around the home of the business owner, (b) The technology used is still simple and manual using human labor, (c) the Labors come
from family members or relatives, (d) Location of business is usually located in rural areas, and (e) Production activities are related to agricultural products.

Home industry is expected to be an alternative income for students, because it is a side business that does not take much time so it is possible to reduce the dependence of students on the allowance from parents. Through the home industry entrepreneurship program, students are expected to become more innovative and creative by creating profitable products or services in life. In running the home industry, the student must have high creativity, so that the business runs smoothly and successfully. Students also must be able to create different fried taste and appearance or presentation to attract consumers.

5. Conclusion

Based on the above explanation, it can be concluded in general that entrepreneurship program is very important in improving creativity and innovation for PGSD students. In particular, there are several related conclusions in this study, which are:

a. The first step in the entrepreneurship program is motivating students to be passionate about practicing and having the ability to create something new.

b. Second, exploring students' interest in the types of entrepreneurship.

c. Third, reaching agreement on the types of entrepreneurship that will be implemented, covering, in industrial field, in the form of making fried foods like bakwan, stuffed tofu, and rissoles, and agriculture field, in the form of maintenance of of commercial plants such as wine and litchi.

d. Fourth, arranging the schedule and techniques of implementing entrepreneurship training.

e. Fifth, carrying out entrepreneurship training.

References


