

Model of Entrepreneurship in Elementary Schools in the Era of Independent Learning in the Age of Society 5.0

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27

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Abstract

One of the goals of the Indonesian nation being established is to create general welfare for the people of Indonesia. The study aims at finding an appropriate entrepreneurial model in the field of basic education. This research method was qualitative case study type. The research data was in the form of observations, interview transcripts and documentation. The research analysis used the Miles and Huberman Model which included data collection, data reduction, data presentation and drawing conclusions. The results showed that entrepreneurship in education is an effort to increase added value to a product/service in the profession that is involved in the field of education. Entrepreneurship in education is entrepreneurship that is relevant or in-line with the profession they are engaged in in the world of education so that professionalism is maintained and does not harm other parties in it. Principals, teachers, education staff can develop an entrepreneurial spirit by making education units. Its goal is to become a school that provides student learning experiences according to students' interests and talents according to the concept of independent learning and collaborated with technology and according to the demands of the current era in accordance with the demands of Society 5.0.

Keywords: entrepreneurship, education, society 5.0 era, independent learning

Introduction

The 1945 Constitution states that one of the goals of the Indonesian nation being established is to create general welfare (for the Indonesian people). Pancasila also mentions the fifth principle, namely Welfare for All Indonesian People. Welfare is a condition or state of well-being, security, safety, peace, mental health, welfare state of the community (<https://www.kbbi.web.id/sejahtera>). Welfare, by WHO, is indicated not only from an economic

perspective but also (1) long and healthy life, (2) knowledgeable and (3) has a decent standard of living (United Nations Development Programme, 2022) as shown in Figure 1. To achieve a prosperous life, every human being must strive to improve his standard of living. If every human being feels prosperous, it will have an impact on the welfare of the country or nation he is living in.

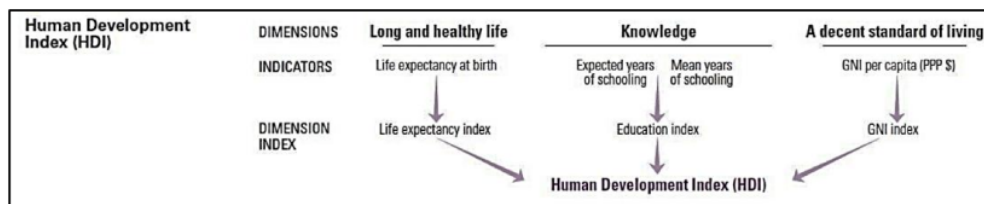


Figure 55. Welfare Indicators according to WHO

(Source <https://hdr.undp.org/en/content/human-development-index-hdi>)

A country is said to be prosperous if at least 2% of the population has become entrepreneurs (Ciputra & Tanan, 2011). Even in developed countries, the target of becoming a

developed country is that at least 4% of the population has become entrepreneurs (Kementerian Perindustrian Republik Indonesia, 2018). Indonesia has an entrepreneurial ratio of

3.47%, meaning that if Indonesia's population is 270.2 million (based on the 2020 population census), then Indonesia has 9.3 million entrepreneurs. This ratio is still relatively far behind other countries, such as Thailand 4 %, Malaysia 4%, and Singapore 8.9%, and developed countries have reached 12% (Kementerian Koperasi dan UKM, 2021). A stable economy in developed countries will occur if the number of entrepreneurs is 14% of the whole population (Wardani & Nugraha, 2021). Indonesia is ranked 37 out of 78 countries in the world in terms of entrepreneurship. At the ASEAN level, Indonesia is ranked 4 out of 10 countries (Meliani & Panduwina, 2022). However, Indonesia has experienced a fairly good increase from the previous year's conditions. This fairly good condition is evidenced by the achievement in 2021 which scored 30 out of 14. However, the score obtained is still relatively low compared to other ASEAN countries such as Singapore, Thailand, and Malaysia (US News & World Report, 2021) In the beginning of 2020, it was a phase where almost all countries were on the verge of destruction due to the arrival of Covid-19. There are approximately 200 countries that have complained about being affected by the coronavirus. The biggest problem they complain about is the collapse of the economy and the increasing number of unemployed, especially for developing countries, including Indonesia (Indayani & Hartono, 2020). The Open Unemployment Rate (*Tingkat Pengangguran Terbuka*, TPT) at all levels of education has decreased in 2020 by 0.01% to 0.51%, but the highest TPT is at the Vocational High School (SMK) level, so entrepreneurship skills are needed (Wardani & Nugraha, 2021).

The concept of entrepreneurship was introduced by the Indonesian government since the enactment of Presidential Instruction No. 4 of 1995 concerning the National Movement to Promote and Civilize Entrepreneurship (*Gerakan Nasional Memasyarakatkan dan Membudayakan Kewirausahaan*, GNMMK). GNMMK was then followed by the National Entrepreneurship Movement (*Gerakan Kewirausahaan Nasional*, GKN) in 2010 to spur the country's economic growth. Officially, the first GKN was held on February 2, 2011, followed by the second GKN commemorated on March 8, 2012, which was attended by the President of the Republic of Indonesia, Susilo Bambang Yudhoyono. The third GKN was held on March 18, 2013. Why did

the Indonesian government launch the GKN? Indonesian government launched GKN by considering that the community is the main actor of national development. Thus, it is very necessary to develop the spirit, attitude, behavior and skills of entrepreneurship to achieve national prosperity. These considerations are shown in Presidential Instruction No. 4 of 1995 concerning the National Movement to Promote and Civilize Entrepreneurship (*Gerakan Nasional Memasyarakatkan dan Membudayakan Kewirausahaan*, GNMMK).

There are 18 ministries and state institutions instructed by the President to make GKN successful, including (1) Ministry of Cooperatives and Small and Medium Enterprises; (2) Ministry of Industry, (3) Ministry of Trade, (4) Ministry of Agriculture, (5) Ministry of Public Works, (6) Ministry of Transportation; (7) Ministry of Mines and Energy; (8) Ministry of Tourism, Post and Telecommunications; (9) Ministry of Finance; (10) Ministry of Manpower; (11) Ministry of Education and Culture; (12) Ministry of Information; (13) Ministry of Religion; (14) Ministry of Home Affairs; (15) State Ministry for National Development Planning/Chairman of BAPPENAS; (16) State Minister of Population/Chairman of BKKBN; (17) Minister of State for Youth and Sports; (18) Governor of Bank Indonesia. The appointment of the 18 ministries and state institutions indicates that entrepreneurship is not only a matter of economic needs but is actually a necessity for all aspects of life because what grown in GKN is the character and or entrepreneurial spirit. The necessity increased especially in the current year of 2022, in the era of Society 5.0, where technology has become a daily human need. Humans are free and independent in determining their lives through technology, including "free learning" which means that anyone can become a teacher, anywhere can be a class and anytime everyone can learn and get life experience.

Then, why is the Ministry of Education and Culture in this instruction? How do educators and education staff develop the spirit of entrepreneurship in the education field? What kind of entrepreneurship is suitable for the world of education and culture? How is entrepreneurship in the era of Society 5.0 and the current era of Merdeka Learning? These questions will be explored and analyzed as follows.

9
Method

This research is a qualitative research with a case study paradigm. The study was carried out before the Covid-19 pandemic, namely in 2012-2019. The research location is in SD IT Insan Utama which is located on Jalan Brawijaya Gatak Tamantirto Kasihan Bantul Yogyakarta. The subjects or targets of the research are SDIT Insan Utama students from grades 1-6. The data collected through the observation of Market Day activities every Tuesday at 3-4 p.m. after the Asr prayer. Interviews were conducted with teachers and students during the implementation of Market Day. Documentation was also taken during Market Day activities.

Data analysis was carried out using the Milles and Huberman model which includes 4 steps as follows:

1. Data Collection **28**
 The data collected was in the form of observations, interviews and documentation of the implementation of Market Day at SD IT Insan Utama every Tuesday.
2. Data Reduction
 Data reduction was done by including the core and important information in the data analysis table. At this stage, the codification of words or sentences that are considered important according to the purpose of the study was also carried out.

3. Data Presentation

The presentation of data was done after data reduction from the interviews, observations and documentation were included in the data analysis table. Words or sentences that were repeated in each data would be the research findings.

4. Conclusion

Conclusions were drawn based on the findings that form special patterns. These special patterns would be specified to form a conclusion.

Results and Discussion

In 2016, Japan initiated Society 5.0. Society 5.0 is a term for a time where community technology **2**s human-centered (artificial intelligence) and collaborates with technology to solve social problems that are integrated between the real world and the virtual world. Recently, we are also introduced to the Industrial Revolution 4.0. The Industrial Revolution 4.0 is an era where people are very dependent on information technology. The Industrial Revolution was initiated by European countries in **5**1800. What is the relationship between the Industrial Revolution 4.0 and the Era of Society 5.0? Table 1 will try to answer these questions.

2
 Table 1. Human Conditions and Behavior in the Era of Society 5.0 and Industry 4.0

Era		Time	Human Conditions and Behavior	
Society 1.0		70.000 - 100.000 years ago	Hunting society	
Society 2.0		9.000 -10.000 years ago	Farming society	
Society 3.0/ Industrial Revolution 44	Industry 1.0	End of 18th century	The invention of the steam engine, mass-produced goods	Industrial society
	Industry 2.0	19 – 20th century	Electricity usage make production costs low	
	Industry 3.0	1970's	Computerized	
Society 4.0	Industry 4.0	2010	Artificial Intelence (AI) and Internet of Things (IoT)	Information Society
Society 5.0		2016 - now	Integrated Society (virtual and virtual real)	

2
 In anticipating the Industrial revolution **46**n 4.0 and Society 5.0, Indonesia has launched "Making Indonesia 4.0" as a roadmap and strategy for Indonesia to enter this digital era. But on the other hand, digitalization of this industry will have a

negative impact on employment and disrupt conventional business (Satya, 2018). There are five main **10** technologies used in the Society 5.0 era such as artificial Intelligence (AI), Internet of Things (IoT), Wearable Technology (WT),

Advanced Robotic (AR) and 3D Printing (3DP). Through technology, performance becomes more effective and more efficient (S. Hadi & Murti, 2019). Digital-based entrepreneurship utilizes increasingly sophisticated technology, digital-based entrepreneurship as a solution in reducing the unemployment rate, the number of unemployed in Indonesia, entrepreneurship is something that must be instilled by young people and the people of Indonesia (Mirna Noventri et al., 2022).

Merdeka Learning is a policy program of the Ministry of Education and Culture that has been implemented since early 2020 to increase the link and match between higher education graduates and the business and industrial world. Freedom to study (Merdeka Belajar) in higher education is defined as providing opportunities for students to gain wider learning experiences and new competencies through several learning activities outside their study program. The hope of the policy is that college graduates are ready to win the challenges of increasingly complex life in the 21st century (Merdeka Belajar: Kampus Merdeka. Mulyasa, H. E. (2021). *Menjadi Guru Penggerak Merdeka Belajar*. Bumi Aksara, 2020) and are more ready to work, collaborate creatively and can benefit themselves and other communities (Siregar et al., 2020). The urge of the policy increased, as based on data from the Central Statistics Agency in 2020, 70.72% of population is on the productive age (15-64 years).

Freedom of learning in primary and secondary education leads to an adaptive

curriculum where anyone can become a teacher, anytime students can study, anywhere can be a classroom and anything can be a source of learning. Learning resources can utilize and involve the family environment, school environment and community environment ((Wuryandani, W., Fathurrohman, F., & Herwin, H. (2022). To implement the independent learning program in primary and secondary education, it is necessary to transform school curriculum and learning, transform national education management, regional education management and school autonomy (Sherly et al., 2020).

In the current era of Society 5.0, the Independent Learning policy is very relevant to the very rapid development science and technology. The effort of the Ministry of Education and Culture Indonesia is to launch driving teachers, driving school principals, driving lecturers, driving widyaiswara and driving schools. This effort is conducted to encourage independent learning in all lines of education. The Ministry of Education and Culture expects that all lines of education will move forward, be creative, innovative, energetic, collaborative and solutive (Mulyasa, 2021). Moreover, the characteristics of current students are different. Based on the results of the 2020 Population Census, in 2022, students are in the Gen Z and Post Gen Z generations (Table 2) who have stereotypes of being unruly, instantaneous, selfish, lazy, and less able to socialize with older people (Christiani & Ikasari, 2020).

Table 2. The Composition of Indonesia's Population Seen From the Year of Birth

Generation Name	Year of Birth	Percentage (%)*	Estimated Age in 2022	Characteristics
Post Gen Z	≥ 2013	10,88	0 – 9	Internet generation. expert in operating various technology media (digital natives) and has a unique multi-tasking character.
Gen Z	1997 - 2012	27,94	10 – 25	
Gen Y/Millennials	1981 - 1996	25,87	26 - 41	Strongly influenced by technological developments and open communication patterns.
Gen X	1965 - 1980	21,88	42 - 57	Able to accept change, prioritizing image, and hardworking.
Baby Boomer	1946 - 1964	11,56	58 - 76	Disciplined and time-oriented generation of veterans.
Pre-Boomer	≤ 1945	1,87	77+	

* The percentage is calculated from the total population of Indonesia of 270.2 million people based on the 2020 Population Census (Central Bureau of Statistics , 2021)
 Source : (BPS, 2021); (Christiani & Ikasari, 2020), with modifications.

Table 3. Entrepreneurship in Education

z	School Component			
	School Principal	Teachers/Educator	Education Staff	Students
Entrepreneurial Activities from the Managerial Side	- Developing the school's vision and mission - Managing "Market Day" - Creating school branding, for example "disability friendly schools"	- Making a book on developing class management skills - Developing learning media - Making a supplementary book (students worksheets) - Becoming a teacher with many achievements - Becoming an "Expert Storytelling" - Conducting private tutoring/guidance and learning outside of teaching duties	- Managing canteen and parking area - Developing a healthy canteen - Developing agricultural cultivation - Making comfortable teacher and student uniforms	- Selling on "Market Day" - Managing school gardens - Doing artistic activities such as art, - dance, crafts, carving, etc - Participating in "School Cooperative" activities.
Technical Side	- Developing a healthy school system - Developing school finance system - Developing integrated curriculum system			
Added Value	- Improving the quality of schools ³⁹ that many interested/prospective students and parents are interested in sending their children to the school			Students are patient, dilligent, and do not easily give up
Effect	- Increased public trust - School accreditation scores increase - The number of students increases			Grow the spirit of entrepreneurship
Outcome	Improved school welfare			

Source : Researcher's Analysis, 2022.

² The presence of the era of society 5.0 has brought a new culture in work which, among others, is characterized by dense digital technology, as well as a smart society. Thus, Generation Z and Post Z must adapt to this era by ²¹ipping themselves with competencies of both hard skills and soft skills as well as the ability to master foreign languages and global cultural intelligence (Ismail & Nugroho, 2022).

In the era of Society 5 ³¹ the entrepreneurial spirit must be developed in every area of life, including education. In the field of education, known as edupreuner. Entrepreneurship in the field of education is an effort to increase the added value of an item/service in the profession that is involved in the field of education. Because it is intended to increase added value, entrepreneurship in the

field of education requires creativity in business. A good business is a business that is able to provide useful value to the market/consumer. Therefore, the business model or product of a business that is developed from the results of creative thinking will be able to be well received by the market. (Julyanthry et al., 2022). In the world of education, good business is a business that is relevant or in-line with the profession that they are involved in so that professionalism is maintained and does not harm other parties in it. Entrepreneurship in the field of education can be collaborated with technology, according to the demands of the current era (Rohmanurmeta, 2021). Many activities were carried out by (Purwandari & Achmad, 2022) which states that the application of technopreneur in schools is important and also provides solutions, for

11
example by creating a simple blog website to market students' products or works.

Entrepreneurship participates in the development of the country (Mirna Noventri et al., 2022) because it increases the standard of living and prosperity (Azizah et al., 2022). Entrepreneurship activities in the world of education can be distinguished in two aspects, namely managerial aspects and technical aspects (Table 3). The managerial aspect means that entrepreneurship developed is the entrepreneurial spirit. The entrepreneurial spirit includes creative thinking (Julyanthry et al., 2022), although Pegi. P (2022) research, it shows that personality does not significantly influence the interest in entrepreneurship. The family environment and entrepreneurship education have a positive and significant influence on the variable interest in entrepreneurship. On the other hand, the technical aspect is operational activities that carried out in a place, time and space with systematic work procedures.

The principal can develop the school's vision, mission and goals through the Document 1 curriculum so that it has an impact on the welfare of the school. Activities that can be developed through the curriculum are (1) managing "Market Day", (2) creating school branding for example "disability friendly schools", (3) developing a healthy school system, (4) developing a school financial system and (5) developing a school integrated curriculum, so that it becomes the school's flagship program that distinguishes the school from other schools. These five activities can increase the added value of schools, including improving the quality of schools so many interested/prospective students and parents are interested sending their children to school. When many parents are interested in sending their children to school, the effect is that public trust increases, the number of students increases and the school's accreditation score increases. In the end, the welfare of the school also increases. The efforts of school brandings have been carried out by several schools including SMK Mandiri Sidoarjo (Miranda, 2022) and SDIT Insan Utama Yogyakarta (Gularso & Firoini, 2017).

In contrast to school principals, entrepreneurship that can be carried out by teachers or education is more technical in nature such as (1) making books on developing classroom management skills, (2) developing/making learning media, (3) making companion books such as Student Activity

Sheets/LKS (*Lembar Kegiatan Siswa*), (4) becoming a teacher with many achievements (*Guru Berprestasi*), (5) becoming an "Expert Storytelling for Children" because through storytelling teachers can communicate well with their students to convey educational messages easily (Sururuddin, M., Husni, M., & Irfan, M. (2022) and (6) providing private tutoring or independent private tutoring and or joining a tutoring institution. The implementation of learning carried out by outstanding teachers has a positive effect on the results of improving aspects of child development (Negara & Hidayat, 2022).

For education staff, entrepreneurship that can be done is (1) managing a healthy canteen as done by SD UMP and SD N Pangebatan Banyumas Central Java (Nurikhsani, 2017), (2) managing school gardens and plant cultivation as done by SD N 3 Tanjung Purwokerto, Central Java, where SD cultivates hydroponic, vertical and conventional techniques which are then processed into ice cream, burgers and spaghetti (S. N. Hadi et al., 2022), (3) manages livestock cultivation, and (4) making a bicycle parking system, especially schools located very close to housings, it is necessary to arrange a representative parking area (Yuono & Handoyo, 2020).

For students, entrepreneurship can be taught through activities integrated with classroom learning, extracurricular activities, or soft skill development activities. Entrepreneurial activities that can be carried out are (1) selling on "Market Day" activities, (2) managing school gardens and (3) performing arts activities such as dance, craft, carving and (4) participating in "School Cooperative Activity". The added value that can be obtained from entrepreneurship activities is that students are patient, do not easily giving up, and have an impact on growing a strong entrepreneurial spirit. In some upper-level schools (SMA/SMK) there are student cooperatives managed under the Intra-School Student Organization/OSIS (*Organisasi Siswa Intra Sekolah*). Entrepreneurial orientation through organizational learning can maximize the results of innovation performance in entrepreneurial activities (Farida et al., 2022).

4 An example of entrepreneurship practice in the field of education in elementary schools is the "Market Day" activity at SDIT Insan Utama Yogyakarta which was carried out before the Covid-19 pandemic occurred. In the Document 1 curriculum, SDIT Insan Utama stated that there was a "Market Day" activity in self-development activities to train entrepreneurial soft skills. This activity aims at building the entrepreneurial spirit of students according to the posters in the school (Figure 2). The Principal facilitates the "Market Day" activity by involving all school components including teachers, education staff and students. The following are the steps for the "Market Day" activity.

1. The "Market Day" activity is held every Tuesday.
2. The products sold are made by students themselves (parents may help in preparing merchandise).
3. The price range from Rp 500,00 to Rp. 2000,00.
4. Students who are in charge of being sellers are rotated by class.
5. When students in one class become sellers, students in other classes will become buyers.
6. Students who become buyers are only allowed to bring Rp 5000,00/student.
7. The Rp.5000,00 money must be exchanged to the "Market Day" officers for "symbolic" money worth Rp 1000,00 and Rp 500,00
8. "Symbolic Money" will be used as a payment transaction. Buyers are not allowed to use real money.
9. After the buying and selling activities are completed, the seller will calculate the amount of "symbolic money" obtained. The seller will also calculate the number of items sold and the number of items left.
10. The seller exchanges back the "symbolic money" obtained to the "Market Day" officer.

The reasons for using symbolic money are (1) to simplify the transaction process. Sometimes students are given one full sheet of Rp 5000,00 by their parents and the seller does not have change so that it slows down the buying and selling process of other students (2) making it easier to calculate purchases and sales (3) anticipating students losing their real money. The use of the symbolic money model is also one of the child-friendly services from SD IT Insan Utama because it protects children's psychology by reducing the psychological burden of keeping

real money without compromising the essence of entrepreneurship learning. Child-friendly services are one of the recommendations of Saptono, B. (2022) research which states that school administrators must implement child-friendly policies in learning in schools.



Figure 1. Poster "Market Day" at SDIT Insan Utama Bantul Yogyakarta (image credit: personal document)

Based on the practice of "Market Day", if it is associated with freedom of learning, anyone can become a teacher including colleagues, seniors, and juniors. Sellers and buyers can become "teachers" who provide valuable experiences during the "market day" process. Classrooms are also not limited to the size of 6 x 8 square meters, but also in the school yard and or in the school hallway. It means that anywhere can be a fun classroom for learning. Anything also can be a medium and source of learning for students. On market day activities, the items that 63 traded are made by students themselves, either in the form of food, drinks or craft items. These merchandise can be used to improve math skills when counting, Indonesian language (Bahasa) skills when interacting, social studies skills when interacting, ability to understand rules and norms when waiting in line to buy, and scientific skills when buyers ask questions about materials and the process of making "market day" merchandise.

Entrepreneurship education for teachers and students in the era of independent learning can also be found through training activities carried out by lecturers including training in (1) SMK Mitra Bakti Husada for accounting, entrepreneurship, and law, so that they can gain additional knowledge to prepare for their future, which must not only be found in formal education

(Gunherani et al., 2022), (1) SMK Muhammadiyah 3 Karanganyar (Fitroh et al., 2022), (2) SD N 3 Tanjung Purwokerto, Central Java (S. N. Hadi et al., 2022), (3) SMP IT Pondok Duta Cimanggis, Depok (Udhiyanasari, 2019) (Yuliani et al., 2022)), (4) PGSD students (Sari et al., 2019); UNJ students (Aisyianita et al., 2022), (5) Islamic boarding school students (Nida Karimah et al., 2022); (Bayu Sudrajat, 2022), (6) storytelling activities for element⁹ school teachers (Sururuddin et al., 2022). The senior high school and vocational school levels are indeed the most targeted for entrepreneurship training activities because senior high and vocational school students are in productive age that must have competencies to compete in the world of work.

Conclusion

Entrepreneurship in the field of education/edupreuner is carried out in-line with the profession he is involved in in the field of education. The entrepreneurial aspect can be in the form of managerial aspects and technical aspects. The managerial aspect develops an entrepreneurial spirit such as being honest, diligent, tenacious, tough, never giving up, solutive, creative, innovative, critical thinking, and collaborative. The technical aspect is a systematic operational activity.

Entrepreneurship in the Society 5.0¹⁰ can be integrated with technologies such as artificial Intelligence (AI), Internet of Things (IoT), Wearable Technology (WT), Advanced Robotic (AR) and 3D Printing (3DP) through learning anywhere, anytime and with anyone. Course in accordance with the spirit of independent learning to achieve a competitive generation of superior Indonesians in the 21st Century.

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