

Building Entrepreneurship Readiness of Vocational Students Through Values-Based Education in Indonesia

Hardi Santosa^a, Agus Basuki^b, Anas Salahudin^c, ^aUniversitas Ahmad Dahlan, Yogyakarta, Indonesia, ^bUniversitas Negeri Yogyakarta, Yogyakarta, Indonesia, ^cUIN Sunan Gunung Djati, Bandung, Indonesia, Email: hardi.santosa@bk.uad.ac.id

The main goals of a vocational educational institution are to prepare students to enter the workforce and to develop the professional attitude, to prepare students to be able to choose their careers, to be ready for competition, to be ready for selves' development, and to be independence. Moreover, value-based education efforts are directed at humanising humans. Learners are not only oriented to have work skills but also to have more than that. They have to have the right attitude (wisdom) based on ethics and morality to face the business competition era. This study aims to obtain a picture of entrepreneurship readiness for vocational students based on educational values. The research method used in this study is descriptive-analytic. Quantitative and qualitative data are used to support each other in this study. The study sample included 60 vocational students, 30 students in Bandung, and 30 students in Yogyakarta, Indonesia. Data were collected by administering scale entrepreneurship readiness, observation, interviews, and documentary studies. The results showed: entrepreneurship readiness profile of students in the category of ready to go very prepared.

Keywords: *Entrepreneurship, Value-based education*

Introduction

The globalisation has changed all walks of life. It also happens to environmental organisations so that business organisations are required to change and adapt to the competition always to win constantly. One of the successful keys to anticipating a continuous change is developing human resources (Detges & Waltereit, 2008). According to Aprilianty (2012), the era of free trade requires that workers must be skilled and highly competent to compete in the regional, national, and international labour markets. Consequently, formal educational institutions, like



Vocational Schools (SMK), need to produce graduates who are ready to work, have the right attitude, disposition, and entrepreneurial behaviour to meet the need of the industry.

Competitive graduates must have excellent hard skills and soft skills. In this case, SMK graduates are expected not only to have the affective and cognitive ability but also psychomotor abilities to face labour fields. One of the institutional orientation needs to do, according to (Goodsell, 2005; Hong & Lin, 2010), is to produce independent learners, who are emotionally healthy to do their own business. In other words, they can create their jobs, not to seek for a job. This opinion is supported by government policy, which recommends that the implementation of vocational education be directed towards the establishment of a creative and competitive workforce. Government Regulation No. 29 in 1990, specifically Article 3, paragraph 2 mandates that the objectives of the vocational schools are: (1) preparing students to enter the workforce and developing a professional attitude within the scope of business and management expertise; (2) able to choose their careers, to compete and to establish themselves within the range of business and management; (3) being middle-level human resources to fill the needs of current and future business and industry within the range of business and management; and (4) being a productive, adaptive, and creative citizen.

Vocational schools (SMK) as the sub-national education system has considerable opportunities to play an active role in the development of an economic system that relies on the power of the people, which continually grows even in a critical situation. These results, the national financial system needs to be supported by business people who are creative, innovative, and resistant to change. In this context, learning activities at SMK has excellent potential as a vehicle designed for prospective, innovative, and creative entrepreneurs who are resistant to change.

Education should ideally prepare educated human resources capable of facing the challenges of life within local, regional, and international settings (Kurniawan, Sayuti, & Kuat, 2018; Sanjaya, 2008). Related to this, the National Education System Law no. 20, 2003, article 4, paragraph 1 has explicitly recommends that national education aims to produce graduates who are faithful and fear of God Almighty, virtuous, healthy, knowledgeable, skilled so that they become democratic citizens. They are responsible for their own country and public welfare. The philosophical meaning of the law mandates that education is oriented to promote noble values of the nation and to place learners at the highest position as a perfect person. The essence of education because of John Dewey (Surwiyanta, 2010) is the process and the efforts to prepare graduates who are ready to work and can encounter their life problems during the span of their life. In this case, the graduates can employ their critical thinking skills in their everyday life. Education practice should not be directed to produce graduates who are passive and static like a robot or machine but, rather, to develop "thinking human beings" who play an essential role in the survival of human life on the globe.

An ideal condition, as mandated by legislation and government regulation, does not seem so directly proportional to the facts in the field. Based on the data from the Central Statistics Agency, the number of unemployed graduates of vocational schools is as much as 14.59 %; General High Schools (SMA)) is as much as 14.50 % and Diploma is as much as 13.66%, which is bigger than the number of undergraduates, 13.08 % (Badan Pusat Statistika, 2011). This case shows that vocational graduates who are intentionally prepared as a ready-made worker and are easily absorbed have not been proven. The majority of vocational graduates are unemployed.

Learning from a large number of vocational graduates who are not absorbed in the job, a systematic effort as an alternative solution is required to address these problems. The educational value is believed to restore the relevance and direction of national education as mandated in the National Education Act No.20/2003 (Kim & Jang, 2018; Kosasih, 2009). As we know, the function and purpose of national education have been enshrined in the National Education Law No. 20 of 2003, precisely in Chapter II, Article 3, which explicitly states: "The national education serves to develop skills and to promote good characters and civilised society in the context of the intellectual life of the nation, aimed at developing students' potentials who are faithful, fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and become democratic and accountable citizens." The national educational goal, as outlined in Article 3, is essentially an indicator of entrepreneurship spirit. Values such as creative, capable, ethical, moral, self-reliant, responsible, and democratic are at the core values required to be an entrepreneur (Drucker, 1959; Zimmerer, 1996; Suryana, 2008).

Human life is mostly not value-free (Freeman, 2008), and education itself is essentially a process of transformation and internalisation. According to Muhaimin and Mujib (1993) and Prasetyo (2009), education is a process of habituation to the value of the reconstruction process, and the process of adjustment to the amount. The values are necessary to be transformed in the context of entrepreneurship readiness that includes: self-confidence, honesty, discipline, leadership, originality, the courage to take risks, future-oriented, and task-oriented and results.

Theoretical Reviews

Concept of Entrepreneurship

To enter the business world, one must have an entrepreneurial spirit (Maritz & Brown, 2013; Suranto, 2012). An entrepreneur is someone who organises, manages, and dares to face any risks. As a business owner or manager and executive businessman, he should be able to work, to organise, to create, as well as to take a challenge. There are three main approaches used by an entrepreneur to look for new business from the beginning, namely:

First, *inside-out* the approach or commonly called idea generation: the approach is based on the idea as the determining key factor for the success of a business. They analyse their skills, abilities, and backgrounds and determine the type of business that will be initiated. The competences required follow (1) technical skills, namely the ability to produce goods and services as well as their packaging; (2) marketing skills, namely the ability to define the market and customers as well as the right price; (3) financial skills, namely the ability to identify the sources of funding and to use them, and: (4) relationship skills, namely the ability to find, to nurture, and to develop relationships, personal communication, and negotiation skills.

Second, *the outside-in* approach, or frequently called opportunity recognition: the approach emphasises based on the idea that a company will be successful if it responds to or creates a need in the market. Opportunity recognition is a careful observation of the environment, namely, developing a tool that will be transferred into economic opportunities.

Third, a mixed approach (idea generation and opportunity recognition): the approach combines the idea of the needs of businesses with the opportunities that exist on the today and future market. It does not only consider how to respond to market-driven but also to create a product or a service that will be needed in the future with all the advantages and benefits.

The starting point of a successful entrepreneur begins with an exploration of a business idea (Agung, Mukhadis, Sutadji, & Purnomo, 2018; Tjiptono, 1997). Most stories reveal that a successful business is acquired by consistently 'working on' a business, which is not considered necessary at the beginning. Theoretically, business ideas can be generated from what is seen and heard in our daily lives. Even economists have divided the human needs into primary, secondary, tertiary needs. Business ideas can be chosen from addressing the basic needs of the human being. The problem is for those who have not been involved in doing business; looking for ideas is not a simple job, although it is not impossible to obtain. A strong willingness is required to foster the entrepreneurial spirit in addition to willing to learn new things, seeking opportunities, daring to try a new formula, and learning to manage risk (Winarno, 2009; Wibowo, 2001).

Alvin Toffler (Ancok, 1998), assumes that the world changes occur in different stages ranging from the first stage (the first wave), the second wave (the second wave), and the third stage (the third wave). Maynard and Mehrtens (1993) called the third millennium as the four-development of the world. The business development tendency of each stage is described as follows. The first wave is the era of agriculture, which focuses on the lives of struggling with nature. The relationship between human and quality is more focused on individual treatment for nature, and human is controlled by nature rather than the nature controlled by human beings. At this time, the man lives alone in the search for life. The role of muscles (brawn) in human survival is greater than the brain in human survival. The labour force Agriculture Era was dominated by the strength of muscles than the natural process of the brain. In the agricultural



era, cooperation among humans is not too urgent for survival. At this time, the competition among the people is very weak and almost non-existent. The second wave is the era of industrialisation. People increasingly use their minds to create a machine to facilitate their life. At this time, the steam engine, electricity generation, transportation equipment using machines were invented. The rhythm of human life was greater due to transport equipment and increasingly sophisticated communication tools. At this time, the competition, too, control natural resources began to emerge.

Competition demands that humans be excellent and more independent. In this period, there was a strong tendency among the people to see others as their competitors. A pattern of a zero-sum game characterises this stage: *I win, and you lose*, or vice versa, *you win, and I forget*. In this era, a human activity to control the source of power is very prominent. The third wave is the information age as an essential part of the beginning of the third millennium. In this era, human beings used information as a power for life. Computer technology was quite central in this era. The computer sets the works, and robots programmed by a computer do many jobs. In this era, humans are interrelated with each other, and they had to work together. A human relationship to the internet characterises this era. Learning has a great opportunity since they can use the internet as a means to expand their knowledge.

The ability to expand knowledge was a survival factor. At this time, the community had to work together to gain mutual benefit and insight. The fourth wave is an era characterised by increasingly intensive use of computer technology and the growing sophistication of information technology devices. The third wave changes emphasising on anco-operation was not strong enough to counteract the adverse effects arising from the third wave era. In the period of the fourth wave, people need to build a new value-system. Humans in some countries will survive if they can see themselves in a union. They should be the servant of the world (serving as a global steward) who has the same vision, mission, and values to maintain the viability of the universe, including the common life of humanity.

Cultural factors are important aspects that affect human resource management, entrepreneurial actors. A culture is a form of social units that affect the values, beliefs, and actions of a collection of communities. Empowering culture certainly exists between the nations, but the real cultural differences can also occur within a single country. We have to look at the conflicts that arise due to differences in religion and ethnicity. Cultural differences can lead to ethical differences among nations.

Educational Values

When leaving for the twentieth century and entering the twenty-first century, there was a significant change in the various types of organisations, such as government organisations, non-profit social organisations, and commercial organisations. The changes occur in their



various classes, intensity, and coverage that are different from what had been experienced before. In the future, the machine as the only type of organisation will develop and progress when it is responsive to inevitably changes. Environmental changes, frequently occurring on a large and rapid scale, have a substantial impact on various facets of life. New phenomena arise, breakthroughs continue to occur, which in turn adds to the uncertainty of future characteristics that are more difficult to identify.

Changes in the field of commercial organisations manifest in various forms, such as an increase in creativity, innovation, the vision of the future, the use of technology is increasingly sophisticated. New orientation in the interaction with all interested parties, and so necessary, so there is no choice but to change the culture in entrepreneurship.

Entrepreneurs who produce goods and services usually observe the behaviour of their customers, like the continuous changes in their preferences (Ndofirepi & Rambe, 2017). Contributing factors can be as diverse as higher education, increased financial capacity, and changes in social status, prestige considerations, or because of the particular product being trendy. In order not to lose customers or clients, these factors need to be considered and take into account in terms of their impact, the process of production, marketing, selling techniques, and even after-sales service.

Every entrepreneur has a unique characteristic, which can be regarded as his or her personality and identity. In this case, a character can be regarded as the adopted values to serve as a culture in entrepreneurship. The selected values (taken from Sondang, 2002), for example : (1) what can and cannot be done by entrepreneurs; (2) what are the limits of behaviour; (3) what are the nature and form of control; (4) what are their managerial styles; (5) how to formalise appropriate; (6) what are the techniques channelling emotions in the interaction between a person with another person and from one group to another group; and (7) how to maintain vehicle stability.

Some of the items above are an organisational culture, that is, a system of values and beliefs shared by all parties interacting to achieve the goal (Grant, 1986; Sondang, 2002). Furthermore, in entrepreneurship, a managerial system such as philosophy, value system, action, vision is required. It is realised in language, jargon, customs, ceremonies, activities, and feelings. Entrepreneurs' philosophy initially forms values in entrepreneurship. Besides, philosophy is influenced by many factors, such as one's life orientation, social background, and the environment where he grew up as well as the type and level of formal education ever taken. When someone decides to work independently, the philosophy of his life is bringing the value imposed in entrepreneurship. In turn, the value systems take shape as the orientation of quality in the production process, the perception of the meaning and role of profit to run a commercial organisation, customer orientation, ethics in the organisation of activities, the attitude in the face of competitors as well as view and use technology (Sondang, 2002).

In the context of entrepreneurship readiness, misunderstanding towards the value of education should be corrected. Some people observe that the value of education is limited to the benefits derived from the teachings of religion, society, and culture that explicitly listed on Religious Education and Civic Education (PPKn). Therefore, they think that it is only teachers of Religious Education and PPKn obliged to implant values to the students. Ideally, teachers and educators, in general, are required to promote the value of education on the part of the students. Every member of the public has an obligation to promote the value of education because the success of the importance of education is not solely due to educators and educational institutions, but also due to "outside factors," including the cultural, economic, and political condition at the national and international level (Arafik, 2010).

Education programs, currently implemented, tends to promote cognitive knowledge; meanwhile, the values that contain entrepreneurial spirit are not fully touched. Either consciously or subconsciously, teachers often ignore education values, especially religious values. Even, they slowly forgot and marginalised for different reasons (Prasetyo, 2009). Benefits, including characters, provide a strong foundation in performing actions such as honesty, love of peace, compassion, unselfishness, friendliness, and fairness.

Character education in the perspective of Competency-Based Curriculum can be seen conceptually and operationally. Conceptually it includes the following: (1) a conscious effort to prepare students to be a fully human noble character whose role in all present and future; (2) attempts to form, to develop, to enhance, and to maintain learners' behaviour so that they are willing and able to carry out their duties in harmony and balance (between the inner–the outer, the spiritual–material, and the social-the individual); and (3) educational efforts to establish learners into perfect persons so that they have noble characters through guidance, habituation, teaching, and training, as well as modelling.

While operationally, character education is an attempt to equip learners through counselling, teaching, and training during their growth and development as a foundation for their future life to have a clear conscience, ethical conduct, integration to the morality, and the duty towards God and their fellows. As such, a perfect person is reflected in his greeting behaviours, actions, attitudes, thoughts, feelings, and works based on religious values, moral norms, and noble values of the nation (Zuriah, 2008). Thus, the value of education can be seen as a mode that can provide students with competitive ability while at the same time, they can promote ethics and morals.

Methods

This study combined quantitative and qualitative approaches. Creswell (1994) mentions three models combining qualitative-quantitative design, namely: two-phase design, dominant-less dominant design, mixed methodology design. Since, in this study, there are two data

(qualitative and quantitative) that are mutually supportive, the combined design was selected. A quantitative approach is used to describe vocational students' entrepreneurship readiness.

While the qualitative approach was employed to systematically and accurately explain the factual substance associated with research, the method selected for the study is descriptive analysis. In this case, the profile of entrepreneurship readiness of vocational students, students' activities that reflect willingness, and entrepreneurship efforts of the school in preparing students for entrepreneurship are carefully described.

The study involved 60 students of SMK Karawitan Art Department, the 30 students in Bandung (Bandung SMK 10), and 30 students in Yogyakarta (SMKI). The data were collected by administering scale entrepreneurship readiness, observation, interviews, and documentary analysis.

Results and Discussion

By the purpose of the research, the findings of this study illustrate and describe the profile of entrepreneurship readiness of vocational students to entrepreneurship. Profile of professional students' willingness to entrepreneurship is categorised high, meaning they are ready to work, well- prepared. Profile of Arts Vocational students' readiness is presented through tables 1.1 and 1.2 below.

Table 1.1. Profile of the Students' Readiness to be an Entrepreneur at SMK 10 Bandung.

Category	Score Range	Frequency	(%)
Very ready	≥ 93	9	30
Ready	76 – 92	15	50
Less Ready	59 – 75	5	17
Unready	42 – 58	1	3
Very Unready	≤ 41	-	
Number of Samples		30	100

Table 1.2. Profile of the Students' Readiness to the Entrepreneurship at SMKI Yogyakarta

Category	Score Range	Frequency	(%)
Very Ready	≥ 93	9	30
Ready	76 – 92	15	50
Less Ready	59 – 75	5	17
Unready	42 – 58	1	3
Very unready	≤ 41	-	
The Number of Samples		30	100

Tables 1.1 and 1.2 show the general profile of the readiness of entrepreneurship students are prepared for the level (50 and 53 %) to be well prepared (27 and 30%). It shows a definite tendency for entrepreneurial behaviour. Based on the review of the instruments distributed to the students, they generally believe in values such as risk-taking, having enough skills, to begin with, their own business, having a reasonably high need achievement, having future orientation, having an open mind, being ready to receive criticism, and having good adaptability and flexibility. These values are expressed through a variety of activities, including the majority of students often perform art and competitions at either at social and commercial events. Students are regularly involved and get nominated in several categories as art-hosted an Olympic activity by the Ministry of National Education (MONE) and provincial governments. They also actively participate in various social events such as the commemoration day of the youth oath (*sumpah pemuda*), independence day, the village birthday by performing art, such as singing, being a singer, a musical drummer, being a crew, and the stage. For commercial activities, vocational art students are often invited to entertainment events such as weddings, circumcision, birthdays, and events on a variety of departments and opening of government and private agencies.

SMK activities that reflect readiness for entrepreneurship, as described above, were validated through various school documents as well as interviews with teachers, vice-principals, and a few randomly selected students. Based on information from the guidance and counselling teacher of the school, it was identified that almost every week, at least 20 students asked for permission not to attend the class since there is an invitation to perform at various art events. Educational value because of the exemplary spirit of John Dewey previously put forward have been implemented at the school. Some students frequently invited to sing; playing a puppet is the result of extracurricular activities. Based on the information from the vice-principal, the school facilitates students' interests and talents to develop by inviting a coach by his competence. For example, for extracurricular puppet dramas, the school facilitates the students by inviting a puppeteer (*dalang*). Likewise, for a singer (*sinden*), the school facilitates its students by directly asking a *sinden*. Thus, it can be understood that the professional person



would be a highly motivated and very spirit, and there will be an exemplary attitude (educational core values) in providing the material exerts when what comes from their hearts. The excellent manner is a force that is a hidden curriculum that will be emitted and absorbed by the learners. Because of the nature or character of the spirit of entrepreneurship cannot be taught but acquired through the experience of the child with adequate exercise (Kosasih, 2009).

Another interesting finding is that when we interviewed some students. From the collected information, the students began to collect various musical equipment required to perform at multiple events. When they were asked how to get the equipment, they answered that the equipment was acquired by setting aside half of their result from their activity when they were asked to perform art in several commercial events such as weddings, circumcision, and the show opening at various government and private agencies. A statement is quite surprising to us since there is one of the students is speculated to sell his bike to buy equipment to school for the sake of art/single organ. Further information is that we get the student believes that within one year, he would buy back the motor from the armed outcomes instrument

Then we analysed the document. From the review of documents, some letters of dispensation were found to appear in various art activities based on invitations from individuals, government agencies, and private institutions. It shows that vocational students, who are studying art, have enough competence in their fields. Even for event stage design, makeup, and other necessities, they have done themselves.

Conclusion

Based on the data analysis and discussion of the results of the study, the following conclusions are formulated: (1) profiles of readiness entrepreneurship students in the category are set (50 and 53 %) to be well prepared (27 & 30%); (2) the values are integrated with a variety of learning activities such intense take risks, self-motivation, need achievement, future-oriented, open-minded and happy to receive criticism and have the adaptability and flexibility; (3) the school acts as a facilitator in meeting learners' interests; and (4) learning approach leads to andragogy learning, placing adult learners as subjects who can explore their abilities.



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