

THE OPINIONS ON  
BUSSINESS PRACTICE-BASED  
ENTREPRENEURSHIP  
LEARNING IN DEVELOPING  
CHARACTERS OF THE  
STUDENTS AT FACULTY OF  
SOCIAL SCIENCES, STATE  
UNIVERSITY OF YOGYAKARTA

**Submission date:** 22-Oct-2019 03:38PM (UTC+0700)  
*by* Saliman Saliman

**Submission ID:** 1197918380

**File name:** SCAN\_Dokumen\_C5\_Saliman08102018113643.pdf (3.73M)

**Word count:** 2639

**Character count:** 16552

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# PROCEEDINGS

ISBN: 978-979-9234-52-0

**The Third International Conference on  
Entrepreneurship and Business Management**

**“ENTREPRENEURIAL INNOVATION  
& BUSINESS SUSTAINABILITY“**

**Universitas Tarumanagara - Universiti Sains Malaysia  
Penang - Malaysia, 2014**



**The Third International <sup>2</sup> Conferences on Entrepreneurship and Business Management**

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**The conference abstract collection compiled by the Committee of the <sup>2</sup> Third International Conferences on Entrepreneurship and Business Management**

**Tarumanagara University**

**Jalan Letjen S. Parman No. 1**

**Jakarta 11440**

**November, 2014**

**ISBN 978-979-9234-51-3**

## Preface

The International Conference on Entrepreneurship and Business Management (ICEBM) is a conference that aims to facilitate the exchange of best practices information and knowledge dissemination in the field of entrepreneurship, business, and management.

The ICEBM was organized by Tarumanagara University and collaborating universities as well as related institutions. The conference provides the forum for various groups of professionals including practitioners, researchers, academicians, practitioners, government officials, individuals in society, and graduate/postgraduate students.

As a continuation of ICEBM Jakarta 2012 and Bali 2013, the third ICEBM 2014 is held in Penang, Malaysia. The third ICEBM is held in collaboration between four institutions: Tarumanagara University (Indonesia), Universiti Sains Malaysia (Malaysia), National Creativity Network (United States), and Ciputra University (Indonesia). The theme of the Third ICEBM is Entrepreneurial Innovation and Business Sustainability.

In this third ICEBM, the speakers, presenters, and participants are from several countries such as Australia, Bangladesh, France, Finland, India, Nigeria, Philippines, Singapore, South Africa, Malaysia, and Indonesia. The number of abstract accepted by the committee is 114 abstracts. However, not all submitters are able to come to present their papers for different reasons, therefore, the number of abstracts presented are 83 abstracts.

There are different review process in the ICEBM 2014 compares to ICEBM 2012 and ICEBM 2013. The review of conference papers was through several steps. Firstly, the review of abstracts to decide whether an abstract was eligible to be presented at the ICEBM 2014. The second step was the full review of the manuscripts; to decide whether these full papers was eligible to be published at the conference proceedings. The third step of review was the quality improvement. At the last step of review, the process of correspondence and revisions by submitter was conducted.

This book of abstracts contains all abstracts accepted for the third International Conference on Entrepreneurship and Business Management, which is held in Penang, Malaysia, 6-7 November 2014. All abstracts were reviewed and edited by the member of scientific committee.

The accomplishment of the conference as well as this book of abstracts is the result of efforts by many people. We would like to thank to all collaborators, all speakers, all abstract submitters, scientific committee, organizing committee, supporters and sponsors, for their ongoing support and participations.

We hope this book of abstracts could contribute to the body of knowledge of entrepreneurship and business management.

**Chairman of ICEBM 2014**

**Jap Tji Beng, Ph.D.**



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**THE OPINIONS ON BUSSINESS PRACTICE-BASED ENTREPRENEURSHIP  
LEARNING IN DEVELOPING CHARACTERS OF THE STUDENTS AT FACULTY OF  
SOCIAL SCIENCES, STATE UNIVERSITY OF YOGYAKARTA**

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**Abstract**

This study aims to investigate the opinions of the students at the Faculty of Social Sciences, State University of Yogyakarta on business practice-based entrepreneurship learning in developing students' characters. It employed the descriptive quantitative method through a questionnaire as a data collection instrument. The research population consisted of 270 students at the Faculty of Social Sciences, State University of Yogyakarta who took the business practice-based entrepreneurship subject. The research sample was 100 students selected using the quota random sampling technique. The data were analyzed using the descriptive statistic technique. The research findings show that the character values that the students get from the business practice-based entrepreneurship learning include honesty, hard work, responsibility, autonomy, creativity, action orientation, self confidence, discipline, cooperativeness, passion, optimism, tolerance, enthusiasm, communicativeness, politeness, innovativeness, risk taker, friendliness, and religiosity.

*Keywords:* opinions, entrepreneurship, business practice, character.

**Introduction**

Currently, the character values of the Indonesian younger generation have decreased, reflected by a decreasing sense of nationalism, moral decrease, declining sense of solidarity, emergence of an individualism sense, and a number of violations of law committed by both younger and older generation. The younger generation who will substitute the older generation should avoid deviant behaviors. Therefore, the current education system of Indonesia also focuses on how to build the young people's characters. According to Wynne in Darmiyati Zuchdi (2009), the term character is taken from the Greek word meaning "to mark". This term is focused more on how to make efforts of the good application value in the form of actions or behaviors. Various steps are

under way to establish the value of the character, one with the character development that is integrated into the course.

One of the models developed by the Faculty of Social Sciences, State University of Yogyakarta to instill character is through entrepreneurship learning. "Entrepreneurship is nature, characteristics, and disposition of a person who has the aspiration to realize innovative ideas into real-world creativeness" (Suryana, 2006). Entrepreneurship learning aims to establish a human as a whole (holistic), as a human being who has the character, understanding and skills as an entrepreneur. Entrepreneurship learning developed at the Faculty of Social Sciences, State University of Yogyakarta is business practice-based. With business practices, students are expected to apply the theory directly in practice. According to Bob Sadino, the practice is not the best and it is not a theory that cannot be anything, but the theory and practice should be combined for a balance to achieve the ideal meeting point (Edy Zaques, 2009). Changes in entrepreneurship learning from theory into practice are directed at the achievement of three competencies, consisting of entrepreneurial character, understanding of entrepreneurship concepts and entrepreneurship skills (Akhmad Sudrajat, 2011).

At the Faculty of Social Sciences, the entrepreneurship learning is done by business practices. Business practices are expected to develop the students' characters, such as autonomy, resilience, confidence, and being hardwork. They are expected to be able to compete in the global era. Basically learning activities, in addition to make students master the targeted competencies, are designed and conducted to make the students recognize and realize the characters and their habits. The main values to be internalized are: autonomy, creativeness, risk-taker, leadership, action orientation, and hardwork (Akhmad Sudrajat, 2011).

A model of business practices-based in entrepreneurship learning includes the practices of selling at "Kantin Kejujuran", and selling practices in "EEC Mart" (entrepreneurship laboratory in State University of Yogyakarta). The system in "Kantin Kejujuran" is different from the usual canteens in school or college. "Kantin Kejujuran" is a system that is based on honesty. There are no waiters, so the buyers should calculate their own money to be paid and pay in the correct amount. When the students practice in "Kantin Kejujuran", they just put their products in the morning, then check their products and count the sales result in the afternoon. On the other hand, the practice of selling at "EEC Mart" is done by the intermediary sale of the product taken from the "EEC Mart" and distributed to consumers directly. Firstly, the students can take the products that they want to sell to the consumers, and then they pay when the products are sold.

The students of the Faculty of Social Sciences who take the entrepreneurship subject in the odd semester academic year 2012/2013 should do the business practices, it can be both or choose one of the business practices. The business practices performed outside the course schedule, so it does not interfere with the delivery of the theory of entrepreneurship teaching-learning process.

This research aims to investigate the students' opinions of entrepreneurship learning based on business practices in building their characters. According to Frazier Moore (2004) in a Chelsy Yessicha (2012), "opinion is stronger than an impression but weaker than positive knowledge. An opinion is a conclusion in mind and has not been issued for the debate." This study aims to



determine the students' opinions of the Faculty of Social Sciences, State University of Yogyakarta on business practices-based entrepreneurship learning in developing characters.

### Methods

This was a descriptive exploratory study, because it only aimed to describe phenomena that occur in the field with the quantitative approach. Data were collected by a questionnaire. The population comprised all students at the Faculty of Social Sciences, State University of Yogyakarta taking business practices-based entrepreneurship courses through the "Kantin Kejujuran" and "EEC Mart" on the odd semester in 2012/2013, with a total of 270 students. The sample consisting of 100 students, was selected by the random quota sampling technique, comprising students engaged in the practices of business through "Kantin Kejujuran", and students doing business practices through "EEC Mart".

### Results and Discussion

Based on a questionnaire completed it can be seen that respondents from business practices through "Kantin Kejujuran" and "EEC Mart" give a positive impact on students in the form of student's character development. Various characters acquired by students of the activities of business practices can be seen in the following table:

Table 1.

#### *Score Character Acquisition of Business Practices*

| Characters         | Percentage (%) |
|--------------------|----------------|
| Honesty            | 56%            |
| Hardwork           | 56%            |
| Responsibility     | 53%            |
| Autonomy           | 46%            |
| Creativity         | 45%            |
| Action orientation | 36%            |
| Self confidence    | 34%            |
| Discipline         | 28%            |
| Cooperativeness    | 5%             |
| Patient            | 4%             |
| Intelligence       | 4%             |

|                   |    |
|-------------------|----|
| Optimism          | 2% |
| Tolerance         | 2% |
| Enthusiasm        | 2% |
| Politeness        | 2% |
| Innovativeness    | 2% |
| Risk-taker        | 2% |
| Friendliness      | 2% |
| Religiosity       | 2% |
| Communicativeness | 2% |

<sup>1</sup> The result of this research indicates that Akhmad Sudrajat statement proved true. The business practices can develop the students' characters, and the characters that obtained students are almost the same, such as autonomy, creativeness, risk-taker, action orientation, and hard work. In business practices, the students not only understand the concepts of entrepreneurship but also they preferred obtain the spirit and skill of entrepreneurship.

Based on the research that has been presented above, the characters that obtained students of faculty of Social Sciences in State University of Yogyakarta are honesty, hard work, responsibility, autonomy, creativity, action-orientation, self confidence, discipline, cooperativeness, patient, intelligence, optimism, tolerance, enthusiasm, politeness, innovativeness, risk-taker, friendliness, religiosity, and communicativeness. The character that reached the highest score are the honesty and hardwork which presented by the 56% respondents give the opinion. These characters can be internalized in the students themselves through business practices because students are required to act honestly and always work hardly.

Basically all the characters owned and developed are important for students to implement them in daily life. The characters above are expected to grow and to develop not only at the time of the student conduct business practices but also internalized within the student at later time. Students who have the character of an honest and hard work are expected is not easy to give up in to circumstances and become a superior quality and competitive student. The characters are internalized in the students themselves and will be reflected in daily life.

### Conclusion

Based on the results of research and discussion that has been described above, it can be concluded that: the business practice-based entrepreneurship learning can develop the students' characters. The characters are obtained by the students in the business practices-based entrepreneurship learning such as honesty, hard work, responsibility, autonomy, creativeness, action-orientation, self-confidence, discipline, cooperativeness, patience, intelligence, optimism,

tolerance, enthusiasm, politeness, innovativeness, risk-taker, friendliness, religiosity, and communicativeness are obtained by the students.

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## GRADEMARK REPORT

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GENERAL COMMENTS

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