

# Entrepreneurial Competence of Secondary School Students: An Evidence from Indonesia

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## Abstract:

*This qualitative study aims to describe the entrepreneurial competence on Selamat Pagi Indonesia high school (SMA) students who bring their life experiences in managing business. The goal of this study is to identify several dimension of students entrepreneurial competences, namely dimension of the needs of achievement, need of power, social orientation, self-efficacy, endurance, risk-taking propensity, market awareness, creativity, flexibility. Researchers conducted interviews, documentation and discussions to eight people consists of four students, two alumni, teachers and principals entrepreneur. The research finding reported that the entrepreneurial competence of Selamat Pagi Indonesia high school grow future entrepreneur when the school gave time discretion and room to explore entrepreneurial education by clashing students with real world problem. It could be considered as the role model for entrepreneurial education program.*

**Keywords:** Entrepreneurial competences, Entrepreneurial education, Selamat Pagi Indonesia high school

## 1. Introduction

Global Entrepreneurship Index (GEI) calculate the health of entrepreneurs in 2017. Indonesia GEI numbers to 21 %, lower than others ASEAN countries such as Singapore 53%, Brunei 33%, Malaysia 33%, Thailand 27% and Vietnam 23% (Acs & Lloyd, 2018). Entrepreneurship become extraordinary power to increase the number of GEI. It has a major impact for facilitating economic growth and progress of the nation building. The Indonesian government has taken various programs to increase the number of new entrepreneurs, one of the best way is through entrepreneurship education

program in formal school. Entrepreneurship education program is expected to be an elaborate skills and knowledge that can push start, organize and manage their own businesses, to be increased considering that not all high school graduates have the opportunity to continue their studies to university.

The Ministry of Education and Culture of the Republic of Indonesia through the National Curriculum of K-13 Revised 2017 has allocated two hours of lessons a week for craft and entrepreneurship program. Lack of time often make the school less flexible in designing entrepreneurial learning. Reality stated student center and an active learning experience into life experience is the best way for entrepreneurial learning, not idactically as widely used on other subjects (Garavan & O'cinneide,

1994; Greene & Rice, 2002; Bucha, 2009; Fereira 2011; Marquest & Albuquerque, 2012) entrereneur appropriate instructional design is needed to develop young entrepreneurs and competitive quality (Urban, 2006).

The entrepreneurial competence of the students became essential to prepare students to face changing innovation and creativity both for preparing young entrepreneurs and intrapreneurs innovative (Peris & Ros, 2014). Entrepreneurial competence is done through the curricular development and extracurricular based on direct participation can improve the experience which then transform into the project with the intention of looking for business opportunities (Arranz, Ubierna, Arroyabe, Perez, & Fdez. de Arroyabe, 2017), Basic entrepreneurial competence must be owned by successful entrepreneur is motivation, characteristics, capabilities and knowledge (Driessen & Zwart, 2000)

## 1.1 Entrepreneurial Competence

Competency-based education recently received critical concern in many countries. Education realize that students not only need knowledge but also skills and attitudes. Entrepreneurial competences also interpreted as the underlying character-specific knowledge, motives, traits, self-image, social roles and skills that lead to the birth of the business, life and growth (Mitchelmore & Rowley, 2010).

A key aspect in the study of entrepreneurship competencies are individual characteristics that lead to success in work and organizational performance (Thomas & Hee, 1991; Mitchelmore & Rowley, 2010). Entrepreneurial competence can be interpreted as an increase in knowledge, skills and attitude to work which deliver on a successful behavior in a job or business (Lahti, 1999).

Entrepreneurial competence is a combination of knowledge, skills and attitudes needed by employees, employers in improving and increasing the company's performance and success in the attempt. In summary competencies deemed essential for the growth and history of success in business.

According to Driessen & Zwart (2000), the main components in entrepreneurial competence consist of motivation, characteristics, capabilities and knowledge. Next explained as follows:

Entrepreneurship motivation is encouraged by the internal drive (pull factor and external ambitions or push factor). Internal interest factor or internal ambitions is the eagerness to have personal business. There are three internal driving factors or motivation to start a business. Those factor are the need for autonomy, need of achievement, and need of power. The driving factor refers to the external things that drive a person to act as the situation forced them to be an entrepreneur. For example, poverty can 'force' a person to start a business.

Characteristics describe which properties that is capable or not capable making an entrepreneur run their business. Previous research has examined the many successful entrepreneurs characters which includes the need for achievement, internal locus of control, and a tendency to take risks. Characteristics of successful entrepreneurs is need for autonomy, need of power, tolerance for ambiguity, need for affiliation and endurance (Oosterbeek, van Praag, & Ijsselstein, 2010; Ismail & Zain, 2015).

This third componet is capability which means being able to do something. Capability is different to characteristics. This capability arises because of the learning process, while the characteristics are not easy to be changed in a short time. Capability contribute to business success. There are two stages, namely the ability of early stage and mature phase.

Early stages include market orientation, creativity and flexibility. Mature stage consists of leadership, organization, planning, motivating and financial control.

Knowledge in this case related to the rationalization entrepreneursip like the knowledge of administrative rules, laws and regulations. While the experience is also part of the knowledge.

Most of entrepreneurship education taught skills required to be a successful entrepreneur such as finance, marketing, planning, but the lack of soft skills make it difficult to prepare students become successful entrepreneurs, it is necessary to understand other important factors that play a role in addition to formal skills. Therefore it takes an entrepreneur and life skill education in an effort to improve the competence of entrepreneurs who will deliver the success both at work and effort.

The focus of this study is to describing entrepreneurial competence in terms of the dimensions of the needs of autonomy, need of achievement, need of power, social, self-efficacy, endurance, risk-taking propensity, market awareness, creativity, and flexibility in Selamat Pagi Indonesia High School. The reason this school is selected is because this school consistently applying entrepreneurial and life skill since 2009 and up until now has 13 business divisions that developed well. These 13 businesses include Merchandise Division, Education Land (kids village, teens village, success village), restaurant, hospitality, food production, coventional agriculture, hydroponics, show and performance, art workshop, art gallery, eagle tour and travel.

## 2. Methods

This study use qualitative research methods to grasp event as a whole. This study reveals a conscious effort by both institution and the school environment in order to improve the entrepreneurial competence so that students ready to dive as a young entrepreneur or have a good performance when they join into corporation.

Location of the study is in Senior High School (SMA) Selamat Pagi Indonesia Batu. This high school has a Transformer Center laboratory as an entrepreneur and life skills lab.

This study involve eight informants which is selected using purposive sampling methodology. Informants selected based on those who were able to provide the best information (Cresswell, 2014; 207) from interviewing key informants chosen by the school. The key informants selected are 4 students in grade 12 who have gone through a learning process entrepreneursip for 2.5 years, two alumni who plays the student adviser and head of division, principal as

part of policy makers and initiate the establishment of the school, the teacher as the person applying entrepreneurial learning as desired school management. The teacher also teaches the knowledge and skills of entrepreneurship, as well as being part of the teacher who initiated the establishment of SMA Selamat Pagi Indonesia.

This study also uses triangulation (Patton, 1990; Hoepfl, 1997) As a verification tool, especially in the social constructive perspective in view of various phenomena. Prior to the study, the researchers first pre studies through preliminary observations made in February 2018. The research process was conducted for 2 months from October to December 2018.

Semi-structured interview technique and unstructured interview chosen by the researcher considering the researchers still need to focus on research purposes and it may evolve as the situation and the development of research.

### 3. Findings and Discussion

The identity of the informant recommended by the Selamat Pagi Indonesia high school is as follows:

**Table 1. Informant**

No.	name of informant	Name	Position
1	informant 1	Maria	Student
2	informant 2	Alpha	Student
3	informants 3	Tyas	Student
4	informants 4	Aziz	Student
5	informants 5	Viona	Alumni, Division Head Eagle Tour
6	informants 6	Clara Rima	Alumni, Division Head Merchandise
7	informants 7	Risna	Headmaster
8	informant 8	Didik	Master craft and Entrepreneurship

This study reveals the entrepreneurial competence of students who managed to create and manage a business. The study focused on describing entrepreneurial competence in terms of the dimensions of the needs of autonomy the need of achievement, need of power, social orientation, self-efficacy, endurance, risk-taking propensity, market awareness, creativity, flexibility. The findings of this study strongly contribute to the numerous studies of entrepreneurial competence.

#### 3.1 Entrepreneurial Competence

##### Need of Autonomy

Need of autonomy reflect in the independency at deciding strategy and solving problems. Study finding shown the informant 1 to 4 still not showing

such ability. Their ability is still at the stage of coordinating with division leaders that coordinate with the alumni in deciding the problem as stated by the informant 3. The alumni of Selamat Pagi Indonesia as trainer gave the flexibility to students to provide ideas to resolve the problem although the final decision still on the division head or the trainer, by seeing the extent of the problem. It appears from the statement of the informant 7 wherein a student had a problem it is not directly reported to the principal, but settled with the division head, and if it is resolved, then it's the end of it. But if its involves many complex things, then they will be consulted to the school and the builder. These findings reinforce research that states the weakest character of students entrepreneurs is the need for autonomy (Ismail & Zain, 2015).

Students declared their autonomy needs to build their own business is still a dream. Informant 1 wants to become designer after graduate from university. Informant 1 plans for an internship at the transformers center after graduate from the high school. Informant 2 wanted to get a degree before opening a business. Informant 3 after graduate from high school wanted an apprentice while studying in the SPI university, after graduate from Selamat Pagi Indonesia High School informant 3 want to open a restaurant. Informant 4 wants to set up a restaurant or shop. The above statement signaling their intention to become young entrepreneurs.

##### Need of Achievement

Need of achievement is the behaviors that contribute to the success of the business including determining the challenging targets and striving to improve performance (Green, David, & Dent, 1996). One of entrepreneurs character which is a major impact on the company's performance is the need of accomplishment (Di, Edward, & Zhang, 2011). It appears in first informant statement, "We should consider ourselves more of them, we have a positive envy such as thought like if they can then why we can't, so we must go beyond our limitations". While the statement from the informant 2 which states, "If we can finish our task before the time limit then we had to teach our underclassmen how to train our speed, taught to work best, leading, and fastest, we have three that" , Informant 3 interns merchandise division stated "This year we are targeting revenue Rp. 10.000.000.000, while last year Rp. 5.000.000.000 and reached Rp. 3.500.000.000'. Informant 3 statement reinforced by informant 6 as alumni and merchandise division head. While in baquet and service informant 4 also contribute to the increased income of resto division. In addition to the

time discipline emphasis, customer service becomes an important part in the performance of the service.

The above statement represents their own professionalism by setting higher targets and strive to achieve them. Characteristics of learning where the satisfaction gained by striving for and achieving a higher level of excellence (Feldman, 1999; Di Zhang and Bruning, 2011)

### **Need of Power**

The next internal driving factor is the need of power. This character is shown by informant 1 that trusted to be the quality control division head and the right hand control of food production for the younger class. While informant 2 as apprentices of maintenance division Hotel Transformer, as students in grade 12 were assigned to foster students in grade 10 and 11. Also disclosed by informant 3 and 4 that student's grade 12 assigned as controller and mentor students from the junior class. If passed, the job can be done in a sustainable manner by juniors. Systems division has been set and taught how they coordinate juniors pushing seniors ability to become a leader.

### **Social Orientation.**

Social orientation became part of the entrepreneurial competence in dealing with others to achieve a common goal to realize the ideas (Ismail & Zain, 2015). Business activities are longstanding and successful. It is not only about personal advancement, but also building collaboration and networking. Managerial system transformer center strongly encourages students to be able to cooperate with the team and other parties.

Informant 3 revealed how he was asked to accompany trainings such company as Kalbe Farma, Buana, Union air cargo and he took the opportunity to ask for the leader contact number So that he can communicate to cooperate. This was stated also by the informant 4 where he worked with parties outside the hotel to put his meatball cart in one event. Informant 1 whom placed in food production is also doing collaboration in repackaging and marketing products to the souvenirs center. Different thing is done by the informant 2 as maintenance in the hotel division, since the hotel does not have its own technician, so he collaborate with professional technicians from outside to overcome technical obstacles related techniques. Informant 5 explained for hydroponic products, he collaborated with several suppliers and supermarkets to serve its deliveries to

Jakarta and Makassar. Franchise with JET Express was taken considering the delivery of goods or products in transformers center and very profitable if own by themselves. They realized that building good cooperation with colleagues and partners will facilitate business sustainability step. These findings strengthen the evidence that social networks can stimulate young entrepreneurs (Pilai, TR, & Ahamat, A., 2018).

### **Self-efficacy**

Self-efficacy became the most important character in the history of success. Most students generally lack confidence even far of confidence. Their bitter background they experienced made them less confident. The findings in this study indicate SMA Selamat Pagi Indonesia and the trainer in transformer center is very influential in turning them to be confident. Explore potential strategies through SPI Good talent, familiarize with literacy through successful motivational books to personal assistance initially conducted by teachers but ultimately alumni and seniors who accompany children who lack confidence too. This was stated by the informant, Principal, teachers and alumni.

Explanation from Informant 1 "characteristic that can be built for themselves is confidence, then we had the behavior that can establish ourselves to be optimistic". While the informant 2 statement wants to finish school and college to open a business, while informant 4 aspire to have their own restaurant and cattle farms. Informant 3 very confident when meeting with one of the leaders of the Arab air cargo, he undertakes a 500 portion of meatball reservations for the next day, while he has not contacted the availability in the restaurant and yet the team finished the order in time. Alumni informant 4 and 5 dare to make a presentation in front of other school leaders and large companies such as Kalbe Farma, BCA, Indofood. Based on the above description shows an optimistic character,

The findings of this study indicate confidence and optimism is deliberately fostered by teachers and coaches to motivate, literacy and engage in real business.

### **Endurance**

Endurance become part of the characteristics of a successful entrepreneur. An indicator of endurance is characterized by an attitude to face rejection or failure, perseverance and hard work (Ismail et al., 2015). Disclosed by informant 1 wherein product of choco banana 800-900 pcs returned unsold and they

work hard to ensure the product is sold before expired. And they do an evaluation on what was the cause of failure due to the wrong market segmentation. Then they look for solutions to sell their products online and visiting various group for promotion. These problems does not make them stop producing because of the loss but rather evaluate it with finding the cause and solution oriented.

In line with the informant 3 that considers several times rejection is normal. Rejection often occurs when offering goods both when in its merchandise division as well as when traveling outside in the main square as well as in restaurants. Informant 4 also experienced the products offered not accepted by consumers and gets complaints because of the differences that exist outside the stuff of which he offers. This incident directly evaluated so that no corrective measures.

Informant 6 and 7 teach neighbor how not to postpone the problem and not solely focus on the problem, but focus on the solution. There's been fires on two hall, while the next day a lot of visitors will come. Of course, their mental is down because of it. But their principles if we could get up in five minutes, do not wait for tomorrow. Eventually they relocated several places merchandise right into a smaller one and the place is used as a hall. Hard-working character appears on the informant 2 that in addition to schooling and apprenticeship in the hotel division, if there is spare time taking the division to the farm to help. Informant 5 also states work system in transformer centers didn't allow them to take a break before the work is completed.

### **Risk-taking propensity**

Risk-taking is an essential part to get ahead in business, then the business success is also seen from risk-taking attitudes. The tendency to take risks becoming part of the character of entrepreneurship. Informant 5 had experience in the financial miscalculation until she had to close her loss as a form of responsibility, even if the trainer know this is not allowed. He also instill responsibility in students if they made a mistake then admit it and not repeat it again.

The informant 6 tells us that production process is not always been successful, so we facilitate for experiential only. The trainer also teaches that they cannot always allow it, if you make a mistake for the 2nd and 3rd time, then they risking their allowance. It is expected that students dare to take risks for what is done.

Informant 7 reported that the division Kampoeng Kids had lack of visitors, because Sengkaling Recreation Park (TRS) is free. This of course led to the loss. Then Principal invites them to analyze

several other events in the business world. From here the students know that the lack of visitors in Kampoeng Kids will not last long, because the TRS also require maintenance and operation are quite heavy. The event where the hall caught on fire is also part of the business risks that causing loss.

As a teacher of entrepreneurship informant 8 also teach students to take risks and do not be afraid of making mistakes. Making mistake because of their ignorance made teachers realize that it is a learning process, but if they know what they're doing is wrong then don't do it.

Informant 1 and 3 tells how the products manufactured had been unsalable in large quantities. Informant 2 have experienced dislocation while performing wrong acrobatic sequence. Informant 3 conclude the risk is part of life, so braved it and immediately got up to cheer yourself.

The findings show the strength of Selamat Pagi Indonesia high school students exist in business. Here, the mindset that expressed by informant 7 states if you can get up in 5 minutes, why must wait one month or two months. The problem did not significantly affect their morale and performance to continue doing business. This reinforces that risk-taking does not apply to youth who do not perform economic risk and a significant opportunity costs for lost wages, or the risks associated with the wealth of business failure (Rasheed & Rasheed, 2003). A young age tend to take risks (Adegbite; Ilori, M.O.; Ireferin, I.A. and Abereijo, I.O; Aderemi, 2006). Because students have faced business activities and risks, the students become more resilient person.

### **Market Awareness (Market Orientation)**

Informant 1 (the division of food production) stated that banana choco product segmentation is among adolescents, so the online sales become important. Likewise, the hotel marketing expressed by informant 2 which penetrated through the internet by booking.com, taveloka, pegi-peggi and also instagram. These findings indicate a much-needed ability to apply information technology and teamwork is needed for survival (Marques & Albuquerque, 2012)

Informant 3 in merchandise division with the team perform a variety of sales strategy in addition to open the merchandise store, they also opened a booth and sell goods that adjust to consumers. Besides selling in the area around the transformer center, they also selling in the crowded places such as the town square and restaurants that have agreements and stalls. Stand not only opened in the area of Batu, Malang, but also if there is an event in Surabaya. Informant 4 states that all students experienced selling around places. Marketing merchandise

products also sold online at Tokopedia and Instagram. The student statement reinforced by the division head of informant 5 and 6, in fact the head division already analysis business condition and market through SWOT and simple feasibility study that they teaches in entrepreneur study like what informant 8 stated.

The results showed intuition in market awareness to look for opportunities, niche market is needed to increase profits and business continuity.

### **Creativity**

Creativity is supporting success in a business. Creative and innovative in finding opportunities. Based on the informant, creativity arises from a variety of services and products produced by the students. Food production division produces banana choco, choco cruncy, peanut and the latest happy parienze soft pastry informant 1. While kreatif towel appeared on the hotel division increased pretty different rooms and unfounded statements informant 2.

informant 3 stated that the transformer pack this center should complete atmosphere to create opportunities and achieve the target together and complement each other. For example merchandise can not stand without the hotel, merchandise could not chase the target when there is no hotel. Hotelpun could not complete the facilities without any show. When we received the training group needed food, then it takes the kitchen and service, so everything should be complementary. When there was a visit from elementary school or kindergarten child, it needs to be equipped with the vehicle. 4 creativity informant garnish and presentation using new menu to avoid monotony in the division resto.

Informant 5 also explained that there are creative and innovative products in production at the entrepreneur lab. The ambiance and creative products is shown when researchers looking around in hydroponics farming division, recycle workshop, art gallery, multimedia and show biz. The work at art gallery's posted neatly and attractively at the gate. Recycle division and workshops that transform valued secondhand goods into valuable product can be seen from tables and chairs produced from used barrel and some other secondhand goods. Multimedia division makes a variety of product design for t-shirts, and souvenirs. While the show biz division works by producing stories for the stage show.

Informant 7 as the principal explained why the working atmosphere in the entrepreneur lab and skill is very much alive? It turned out that human capital should be built, then the productivity will increased and creativity continue to grow. From here it spur

confidence after choco banana production, this makes Kampong Kids school education-themed travel entrepreneur, because in the year 2010, this theme has not been raised by another tour institution. Once opened, education land targeted new business opportunities.

These findings strongly contribute to the study of the entrepreneurial competences to prepare students to face changing innovation and creativity both for preparing young entrepreneurs and intrapreneurs innovative (Peris & Ros, 2014)

### **Flexibility**

Flexibility reflects in the adaptability to face rapid change. Entrepreneur lab and life skill Selamat Pagi Indonesia high school impose entrepreneur picket on students, to explore the passion and skill of students which not common when rolling it to another division according Informant Informant 8. Informant 7 also explains the passion sought by high school students still unstable, however when they found their passion they will do their best on the job.

Applicability of this system is realized by the student informant 1,2,3 and 4 and they are ready to change workplace whether they like it or not. They realize that sometimes to do work they must be coerced, forced and familiarized, lived and not running away from the process

Here the division is expected to cultivate, train their talent and skill. Informant 6 recounts the alumni who initially like doing wild race turned out to be courageous and willing to learn in the kitchen. And now that alumni become a chef. It does not rule out the possibility as well that the student who works well at the warehouse but also required at the restaurant. From an early stage they will be assessed to find their passion. Informant 5 told student that they must find the strength passion by suggesting that they didn't just doing what they likes, but also to do what must be done.

## **3.2 Entrepreneur Education High School Selamat Pagi Indonesia**

Entrepreneurial competence of student at SMA Selamat Pagi Indonesia didn't materialized and appear out of nowhere, but the role of the owner and the school is very large to grow it. The important factor in growing and developing the entrepreneurial behavior among youth is education entrepreneur. Entrepreneur education is important to improve the new entrepreneurs in the younger generation (Ismail & Zain, 2015).

The students of SMA Selamat Pagi Indonesia whom come from all over Indonesia have a

background of poor families, orphans and fatherless that made them free to work and compete outside. This prompted the owner of Selamat Pagi Indonesia High School teaches students to do business. The schools establish entrepreneurship education to motivate, improve the intentions into Entrepreneur, but also the dynamic behavior in business (linan, 2004). In hope to build a business, students will get jobs and have an entrepreneurial spirit that will equip student when he graduated from high school.

The school curriculum refers to the government in general, but also provides a touch of entrepreneurial and life skills through Transformer Center laboratory in an effort to increase students' entrepreneurial competence. The school is even implemented 30% theory and 70% practice integrated with character education, life skill education as revealed by the informant 7 as the school principals find it impossible to realize character education without clashing it with problems. Informant 8 statement is justified also by other informants.

Application of 70% practical strengthen previous research that said practice is much more empirical than theoretical (Mitchelmore & Rowley, 2010) as well as the effects of the activities kurikular and competence demonstrated by educational institutions need to develop learning opportunities based on direct participation, the experience will encourage competence of entrepreneurs (Arranz et al., 2017). Marquest & Albuquerque (2012) convey the success of this program by trainers and participants are learning with practical methodology, dynamic, active, socially oriented, combined with the program structure and curriculum. The best way to learn to be an entrepreneur is learning by doing (Politis, 2005) to undergo a real situation (Humpden-Turner, 2002).

Selamat Pagi Indonesia High School presents a real entrepreneurial education. According to the informant 5,6,7 and 8, the business school has grown from one division in 2009 and in 2018 had 13 divisions with a total turnover reached Rp. 21.3 M in 2017 and Rp.27M in 2019. The fantastic achievement is not without hard work and smart work that been explored from the helm of the school that is the institution and the school principal, but also the integration of the ideals of the school carried by teachers and alumni or head of division

Informant 8 says that, to place students in the right business divisions he first held auditions for students through SPI good talent. Then they will be placed in divisions according to the trainer is right for students. This in hope that the potential of the students will be explored. Not stopping there, the trainer would intentionally change the position of students into other division for the exploration of students potential. Take into account that students

aged 16-19 years in Indonesia mostly still unstable in determining the choice. A similar statement also appeared from informant 5 and 7

This school of entrepreneurship education in technical and theoretical teaching how to build a business, build finance but in practice the main one. Through teaching materials SEL (Experiential Student Learning) so that students are able nganalisis simple SWOT analysis, calculation HPP, financial reports and marketing as well as information from informants 1, 3, 4, 5, 7 and 8.

Upgrading the skill of students is not only taught by teachers, but also the expert professionals as expressed by all informants. Informant 7 assume teaching by teachers alone does not prove that the teacher has been successful in entrepreneurship. Likewise, the statement that tells the informant 6 on financial skills learned by training in the company. Meanwhile, according to the informant 5 hydroponic farming skills also learned by apprenticeship in hydroponics businessman from Semarang. Informant 1 also told how she learned making soft pastry from a chef in Surabaya.

This narrative strengthen the findings on entrepreneur education process that varies not only through insight, but also practical experience, will push entrepreneurial skills (Stuetzer, Obschonka, Davidsson, & Schmitt-Rodermund, 2013), Education offers future needs where students can learn to live in the year 2025 (King, 2017)

Entrepreneurship education should not only focus on the business skills but also the development of competence and personal character to be a successful entrepreneur (Oosterbeek et al., 2010). Collaboration between schools and business life can strengthen the understanding of entrepreneurship education (Lindh & Thorgren, 2016).

According to the informant 5 and 6 in management division created a practice by the school itself is known as DIPACU. DIPACU stands for **D**ream, **I**nformation, **P**laning, **A**ction, **C**ontrolling, **E**valuation.

#### 4. Conclusion

It was concluded that the entrepreneurial competence of Selamat Pagi Indonesia High School student has progressed nicely. The development of entrepreneurial competence has been realized on the participation of all elements of the school in the education of entrepreneurs increase the portion of practice while letting students face real problem. Engagement on the real problems through entrepreneurship practice in a real business develop achievement needs, the need for power, social orientation, self-efficacy, durability, tendency to take risks, market awareness, creativity and flexibility.



While the need for autonomy began to develop though still just a dream.

Needs for achievement to always wanted be the best, accurate and quick work has been implemented by the students. Students have also been able to control and influence others to achieve goals. This marks the motivation will need power has been explored properly.

Social orientation dimension has also been explored by the schools and trainers to explore confidence, durability and tendency to take risk well. Students at these schools also have the ability to be sympathetic to the needs of the market and anticipate changes in the market, creativity in the ability to turn a problem into an opportunity, the ability to know and innovate the market niche. It adds that students in Selamat Pagi Indonesia high school is accustomed to the change and adaptability.

SMA Selamat Pagi Indonesia also implementing aspects of the needs of students, where schools explore the ability of students through study, work, make connections, and participate in the community and focus on education based on life experience. This study offers insight to how students learn and live in the future by having valuable person.

## 5. Suggestion

Based on the above research, researcher still use small samples. Future research needs to be developed from varied sample in larger quantities. Next researchers also can examine the sustainability of the business which runs by 56 alumni of Transformer Center lab that now already established PT. Berkat Terus Berlimpah.

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