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Implementing Entrepreneurship Education in Extracurricular Activity (ECA) for Students

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Implementing Entrepreneurship Education in Extracurricular Activity (ECA) for Students

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Abstract

The entrepreneurship program has been rapidly growing as one of the extracurricular programs delivered in education institutions, including primary and high schools. One of the endeavors to advance students' interest in entrepreneurship education is providing ECA (extracurricular activity) for the students at school. This research is a case study focused on implementing the HBC (Hilaris Business Class) Program. The researchers conducted this research to see the effectiveness of this extracurricular activity program. The critical informants of this study consisted of the school principals and teachers who managed the program. The researchers collected the data through interviews, document analysis, and observations. The result of this research signified that HBC, uniquely, was designed based on the integration of the Indonesian Curriculum and Singaporean Curriculum by considering the students' need analysis and profile. The program was implemented inside (entrepreneurship literacy and business planning) and outside the school (cooperation with professional enterprises, company visits, and business plan execution). In the end, the program was evaluated by reflecting on student achievements and skills. Additionally, the HBC program was claimed to benefit the students and the teachers, school, and parents. This program might be helpful to meet much more demanding world development in the future by elevating its target and objectives.

Introduction

Society demands the education institution as a dignity builder to possess high-quality education. The target of education development is quality improvement due to its pivotal role in improving human resource development in Indonesia. The increase in the per capita income of citizens in Indonesia has positively impacted parents' choice in an educational institution, both abroad and at the national level. To go further, parents are now aware of education quality which is intended to create humans whose devotion to God, well and acceptable behavior, knowledge, creativity, independence, and responsibility (*Law No. 20 the Year 2003 on National Education System*, 2003).

One of the current educational trends is schools offering entrepreneurship education (then EE) (Shobron; Amrin; & Rosyadi, 2020). EE is a form of education with practical aspects that encourages students to actively involve themselves in the program, learn about entrepreneurship, and develop their entrepreneurial abilities (European Commission/ EACEA/ Eurydice, 2016). Through this education, the students are taught how to start making and developing their ideas in a way an entrepreneur commonly does. Such education refers to pedagogical content and didactical method. Entrepreneur education induces a particular domain of knowledge. Analyzing its method side, it has developed and strengthened students' entrepreneurial attitude with practical-oriented activities encouraging them to act, feel, and do things based on acquired knowledge and experience (Fayolle & Gailly, 2013). Entrepreneur activities are also perceived as an innovation, leading the actors to profit (Blenker, Dreisler, Faergemann, & Kjeldsen, 2008). Therefore, these activities should be applied (Abreu & Grinevich, 2013). Further, it is indicated that most entrepreneurs come from a highly-educated background (Gustafsson-Pesonen & Remes, 2012). Additionally, entrepreneurship should be supported by education and training (Petridou & Sarri, 2011). Another study noticed that education and training assuredly affect skills to start and develop a business (Syden & Shaw Gordon, 2014). EE is either proven to enable students' entrepreneurial attitude and intention (Boldureanu, Alina, Bercu, Boldureanu, & Bedrule-grigorut, 2018)

In reality, a specific challenge is sometimes encountered as not all students find this EE interesting. Typically, students not interested in entrepreneurship show less motivation and involvement in joining the school program for EE (Petridou & Sarri, 2011). Personal values and family backgrounds determine students' less interest in entrepreneurship (Osakede, Lawanson, & Sobowale, 2017). Self-efficacy and family environment, including parenting, are also claimed to impact students' intention of entrepreneurship (Antonia & Lastariwati, 2020; Sugianingrat, Wilyadewi, & Sarmawa, 2020). Conversely, some students whose particular concern with the program show more engagement and enthusiasm (Fayolle, 2013; Fayolle & Gailly, 2013).

Promoting students' interest in EE might be executed by conducting extra activities for students outside their learning time during classroom sessions. Such extracurricular program or well-known Extracurricular Activities (then ECA) is found to have a pretty significant effect on students' academic ability (Carbonaro & Maloney, 2019) and positive impacts on students' learning performance (Abizada, Gurbanova, Iskandarova, & Nadirzada, 2020). Students' character development, particularly the skill of time leadership skills (Pepin & St-Jean, 2019), management, social development, and community engagement interest are also proved as the benefits of participating in ECA (Christison, 2013). Such activities are also expected to give more space for students to take the initiative with their talents and interests (Tsakiridou & Stergiou, 2012). Entrepreneurship in ECA also promotes students' intention for entrepreneurship and self-efficacy (Nguyen, Nguyen, Phan, & Vu, 2021). In addition to entrepreneurial intention, such a program impacts students' behavioral control and social norm (Daniel & Almeida, 2020). The extra entrepreneurship program also fosters students' self-confidence and belief in their competence to start their businesses (Bell & Bell, 2016).

After reviewing the benefits of the entrepreneurship program for students, Hilaris Primary School and High school (located in Tangerang City, Banten Province, Indonesia) has been trying to execute an ECA program focusing on EE activities for young learners. The school management believes this program will enrich students from various

socioeconomic backgrounds. They are expected to think out of the box to nurture their interest, competence, and skills. Also, this program is expected to create opportunity, guarantee social wealth, grow self-confidence, and stimulate economic growth. Entrepreneurship education focuses on achieving entrepreneurial values listed in the current curriculum. Entrepreneurship education can enrich students' horizons from various social and economic backgrounds because it teaches the younger generation to see things from a different perspective and cultivate talents and skills in an unconventional way (Debby Andriany, 2019). In the Hilaris Primary School Entrepreneur Program, also known as Hilaris Business Class (then HBC), the students are introduced to various business activities with their uniqueness. This program, at the same time, gives learning exposure to students. It provides opportunities for students to experience entrepreneurship in real life. Students are expected to be more innovative and creative to gain knowledge in their business.

It is admitted that there is a potential possibility for young learners to be in contact with EE (do Paço & Palinhas, 2011) since the ECA usually, at the primary level, does not concern with equipping students with such skills. On this ground, this research tries to portray how EE is realized in ECA for young learners. This program catches the researchers' interest as they portray something new in the EE concept for young learners at the primary and high school levels. In more detail, this research focus on the HBC curriculum, implementation, evaluation, and benefits.

Method

This research tries to portray the uniqueness of the program presented in Hilaris Primary School and high school, which is named by HBC, aiming at improving students' interest, competence, and skills in entrepreneurship. This research employed a qualitative approach with a case study design. The method is chosen as it depicts the uniqueness of a phenomenon (Yin, 1989). The researchers tried to investigate three following sub-foci:

1. How the HBC program is designed regarding the curriculums adopted by Hilaris Primary School and high school, including many school parties' involvement in devising the HBC program;
2. How HBC is implemented by referring to the ECA concept (inside and outside the classroom learning);
3. What kind of evaluation is used by the teachers to assess their students once the HBC program is completed; and
4. What benefits are predicted by the students, teachers, and Hilaris Primary School and high school after implementing the HBC program?

The research site took place at Hilaris Primary School and high school. The subjects involved included the school principal, the teachers who managed HBC (Hilaris Business Class), and the students who joined the program. The school principal and the teachers served as the key informants in this research, and they were chosen as they were the ones who designed and executed the program directly. The students are projected to be supporting informants as the researchers collected the data from them to support primary data obtained from the key informants.

The following instruments were used to collect the data: interview, document analysis, and observation. Those three instruments were utilized for the following aspects based on the research foci: the curriculum,

implementation, evaluation, and benefits of HBC. The interview was arranged to get detailed data on the HBC program from the key informants, and it was conducted by applying in-depth and semi-structured interviews. The document analysis data were collected afterward from the curriculum documents and archives, both Indonesian and Singaporean curricula adopted by the school. Finally, the observation was conducted during the HBC program implementation by watching and observing the students' activities inside and outside the classroom sessions.

The collected data were then analyzed using the following technique: data reduction, description, and verification (Miles et al., 2014). Firstly, the researchers sorted the completeness of all data obtained from the interview, document analysis, and observation. Secondly, the data were categorized based on the current research foci. Third, to verify the data, the researchers interpreted the findings and then justified them with the current relevant studies conducted in advance. As a form of data confirmation, triangulation was applied to check all the data's suitability (Cresswell, 2012).

Results

Curriculum of HBC

HBC is intended to prepare the students to understand, face and enter the workplace, starting from getting to know their self-potential and talent. It is business based-school education designed together by the school and the students. The curriculum directs the students to start working on a business plan, cooperate with local entrepreneurs and other communities, and execute to run the business. The program is planned to run inside and outside the school. This program is different from an apprenticeship program as the school teachers only determine the students' academic scores. To determine the learning standard used by the students and how they are assessed, Hilaris School has already set academic standards whose high possibility to reach by their students. They combine the standard of the current Indonesian and Singaporean curricula, and Hilaris School has adapted the Singaporean curriculum at all levels. For the learning activities, the teachers and students design them together. In the development, the material is then arranged based on students' age and aptitude. The school ensures that the students possess the basic skills before working in the workplace.

Implementation of HBC

HBC as ECA is implemented inside and outside the school session. This program is divided into two main activities.

1. Inside school: Theoretical course on EE literacy and creating a business plan

The HBC begins by introducing business as a part of literacy on EE. The program's objectives are also delivered. The students get an explanation about business organization, components, varieties of management styles, and business opportunities. For example, students are given a material explanation of the characteristics of a leader. It is the most basic needed to start becoming an entrepreneur. Leading themselves and their employees is crucial to reaching the business goals and managing the organization. The students are also guided to familiarize themselves

with the strengths and weaknesses of entrepreneurship and guidance to be entrepreneurs. Besides those things, the students learn about essential financial management. The students are equipped with the financial transaction cycle for primary business. They also learn about the concept of profit and loss. The teachers either teach them to manage their finance effectively. When creating a business plan, the students are guided by the teachers to step-by-step design their plan. The business plan emphasizes the short-term and long-term targets the students want to achieve.

2. Outside school: Cooperation with local enterprises/business community, company visits, and business plan execution

After finishing the theoretical course and perfecting the business plan, HBC directs the students to cooperate with business parties outside their school. This program is designed in cooperation with some local business enterprises and relevant business communities, whose concern is building qualified students for future competition. All involved enterprises and communities give the students accompaniment and the opportunity to see how a real business is run. After the company visits, the teachers facilitate students with regular meetings to have a final touch on the students' business plan and its execution, including the problems they face when implementing the plan.

Evaluation of HBC

The HBC evaluation is conducted by assessing students' achievement and entrepreneurial skills. Table 1 summarizes the evaluation.

Table 1. The Students' Evaluation of HBC (Hilaris Business Class)

Aspect	Types	Things to assess	Assessor
Achievement	Written and oral reflection	Entrepreneurial literacy, business plan evaluation	Teachers
Skills	Oral test (presentation in a forum)	Business plan execution	Teachers and parents

These two aspects of evaluations are conducted to see how the students have completed the HBC program. Different types of evaluation and the presence of different assessors in the evaluation are expected to assess the exclusive competence of the students. In the end, the evaluation shall determine whether or not the students have succeeded HBC program.

Benefits of HBC

The findings reveal that HBC presents an amount of benefit for many parties at the school. For the students, the HBC program enables students to connect their knowledge with reality in the context of experience. They are allowed to participate in planning their learning pattern and feel more motivated to think, plan, and act as an

entrepreneur. This program encourages the students to work in a team and be involved in every aspect of business management, design and choose products, control quality, marketing, selling, and financial report as skills not generally taught at school. In addition, the students are introduced to the skills of the entrepreneur.

For the teachers, this program not only brings their students to see the world outside their school surroundings but also opens a broader window for them as teachers to improve their competence. Teacher career development includes activities targeting the improvement and growth of system members' abilities, attitudes, skills, and knowledge (Debby Andriany et al., 2022). Professional entrepreneurs and business consultants will guide the teachers. They will not only see the best practice of entrepreneurship which will inspire them to choose the best teaching method but also be given information on the current trend and development of the business, which is continually growing.

For the school, HBC can be the school's top leading program on EE. The use of two current curriculums and various activities conducted in HBC are interesting to follow or adopt. Ultimately, this top leading program might attract parents' attention to provide their kids with the program for building their life skills.

Discussion

Curriculum of HBC

The HBC (Hilaris Business Class) curriculum aligns with the framework standard for the entrepreneurship program at the school unit released by The Ministry of National Education (Kemendiknas, 2010). It is mentioned that entrepreneur education can both be realized in school subjects (inside the classroom) and extracurricular programs or ECA activities (Makruf et al., 2021). All school units may adopt this program; this program is either compatible with young learners or adult learners. After joining the program, all students are expected to master and internalize the six central values of entrepreneurship: independent, creative, risk-taker, leading, and action-oriented. This curriculum strives to cultivate the core mental readiness for entrepreneurship (Xiao, Goodman, & Han, 2013).

The curriculum does underline the spirit of independence and self-esteem as the basis for Hilaris School to create HBC as a part of ECA activities. In addition, this program is also a part of the Singaporean curriculum adapted by Hilaris Primary School and high school. As generally known, the Singaporean curriculum emphasizes a systematic approach to teaching entrepreneurship at schools (Yu et al., 2017). Unsurprisingly, this country has invested much money in implementing entrepreneurship education in its curriculum (Lee, 2012).

To design the learning activities, the teachers and students discuss their ideas about what activities they will create (Heldy Ramadhan Putra P., Baidi, 2020). The students' concerns, passions, and needs are taken into account. It is regarded as an accurate choice as such an EE program should be planned based on students' background and need analysis (Boldureanu et al., 2018; Urbano, Aparicio, Guerrero, Noguera, & Torrent-Sellens, 2017). The students and teachers also discuss resources in their surroundings to support their program and gain information such as

professional enterprises, business communities, organizations, books, online sources, and publications. In this phase, input from the students is crucially needed as it may help foster their enthusiasm for the project.

Discussing the coming program with the students is a strategy to assist the school with their students' needs and profiles, as this kind of program can be a realization of ideas collaboration between many parties, including their parents and school committees (Maknuni, 2021). Likewise, involving the students in the planning stage is also considered meaningful by the teachers, as at this age, the students are ready to be introduced to entrepreneurship education (Hassi, 2016).

In brief, the curriculum of HBC is structured in Figure 1.

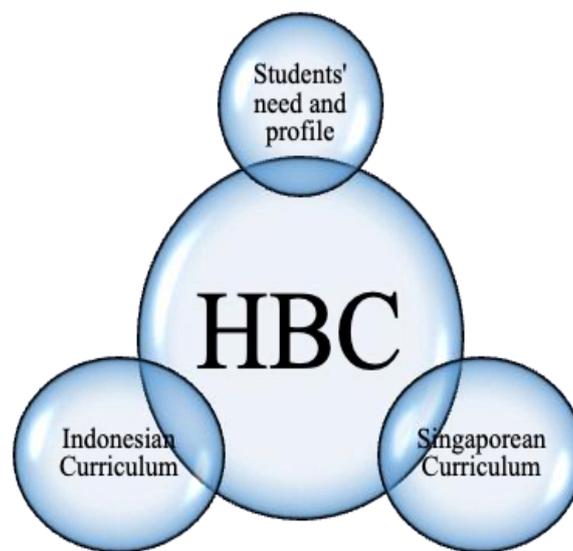


Figure 1. HBC Integrated Curriculum (Source: School Management/ 2018)

The figure above describes the implementation of HBC learning in student teaching and learning activities. HBC lesson is based on students' needs and profile combined with the Indonesian and Singaporean curricula.

Implementation of HBC

As mentioned, HBC as ECA is implemented inside and outside the school session. Inside the school, learning activities include the delivery of theoretical foundations on EE and the activities to make a business plan facilitated by discussions with the teachers. Delivering the above-listed EE materials, or what is called by entrepreneurial course (Sirelkhatim & Gangi, 2015), is expected to catch students' attention and enthusiasm for EE and promote their knowledge and understanding of it. Afterward, such materials guide the students in creating their own short-term and long-term business plans. The students are trained to see and create opportunities, cooperate with their peers, build their team, solve problems and build their confidence and cultural awareness to start planning their own business. All characteristics mentioned above are the values of entrepreneurs that EE usually intends to cultivate (Arruti & Paños-Castro, 2020).

Outside the school, HBC plans for the students to cooperate with local enterprises/ business communities, visit partner companies and execute their business plan set at the school sessions. Cooperation with local relevant business people is crucial as assistance from professional entrepreneurs is believed to promote students' interests; hence it is regarded as an effective method applied in EE (Hardie, Highfield, & Lee, 2020). Further cooperation knitted in the form of company visits allows students to see and experience directly how a business company is run. They can see how persons in their position work at the company and try to act in those positions. It is predicted to lead the students to have a different mindset about entrepreneurship (Rodriguez & Lieber, 2020).

Company visits are either claimed as one of the best practices of investment to familiarize young learners with EE (Floris & Pillitu, 2019). After creating cooperation with enterprises and visiting the companies, the students are expected to have more inspiration and easiness in applying their business plans. They shall be ready to start their own business after getting much exposure at school and from the companies. Cheung and Au (2010) highlighted that after being enlightened by EE activities, students' readiness to start their businesses could be considered (Amrin dan Juryatina, 2021).

		3. How Does Networking Affect Your Life As Student? 4. How Is Networking Useful To Us? 5. How To Get A Huge Networking
6.	Business and Its Implementation	1. Business Strategy 2. Planning and Implementing 3. Watch Your Key Performance Measure 4. Powerful Vision Statement 5. Thrive in Tough Times
7.	How To Be A Leader	1. How Can I Become a Good Leader 2. Communicate 3. Self-culture Reflects Leadership 4. Develop People and Help Them Explore Their Potential 5. Learn How to Make Small Steps While Dreaming Big
8.	How to Find Your Passion	1. Networking 2. Be open to trying new ideas or approaches to improve and learn 3. A few Suggestions From Some Awesome Educators to Encourage Passion-based Learning in Your Future 4. Build a New Culture of Your Mind 5. Build a New Culture of Learning
9.	Let's Planning Our Future	1. Recognizing Career Options 2. The kinds of Career Nowadays 3. Your Goals in the Future 4. Self-Capability Awareness 5. Preparing For A career That Is Not Yet
10.	Let's Take The Opportunity	1. Seeing The Opportunity Occurred Around You 2. Networking 3. How To Use And Maintain Your Network 4. Strategy

Figure 2. Extracurricular Lesson of Primary School (Source: School Management/ 2018)

Based on the figure above explains HBC learning material at the Primary School. The discussions include simple business, leadership, and student self-ability.

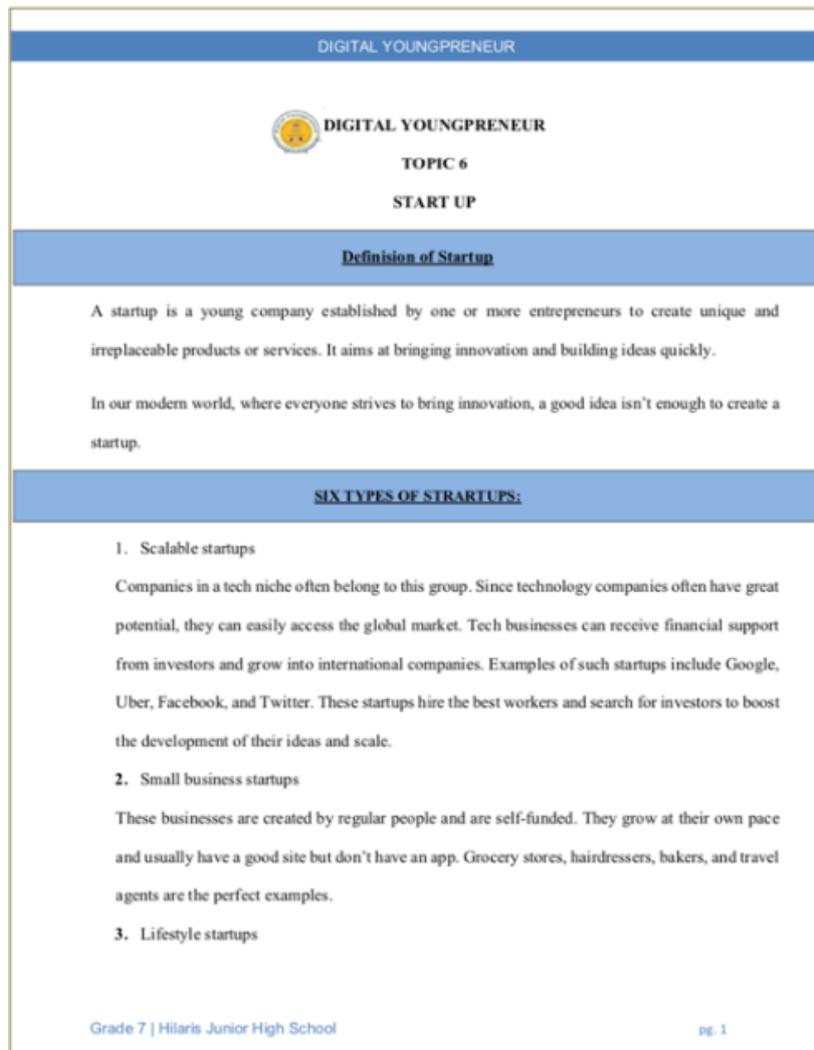


Figure 3. Extracurricular Lesson in High School (Source: School Management/ 2018)

Based on the figure above explains HBC learning material at the High School. The discussions include entrepreneurship, start-up companies, product and service, and digital marketing.

Evaluation of HBC

Having implemented the HBC program, the students are assessed to see whether or not they succeed in the program. Once the HBC program is completed, there are two things to assess: achievement and skills. To assess the students' achievement, they are given times to reflect on their work and present the evaluation on a worksheet. The feasibility of their business plan is assessed in this phase. The teachers then score the worksheet. The teachers assert that this is applied to see how the students progress or develop toward understanding EE. Such achievement is claimed to be developing when teaching entrepreneurship to young learners (García-Rodríguez, Gutiérrez-Taño, & Ruiz-Rosa, 2018).

To assess the students' entrepreneurial skills, including characters or values, Hilaris School organizes one event in which the students should make presentations for their business plan and implementation after joining EE

theoretical course and company visits. The teachers only attend this event, and their parents are also invited. In this event, the students must present their business strengths in front of the forum. As underlined by Indonesian (Kemendiknas, 2010) and Singaporean curricula (Yu, Goh, Kao, & Wu, 2017), their creativity and self-efficacy are applied and tested here. Innovation and discovery of their own business should also be conveyed to the forum. It is also proof that EE might characterize students with innovation and braveness (Febriyanti, Mulyadiprana, & Nugraha, 2021).

From the evaluation, overall, the HBC program has been claimed to capture the students' interest and enthusiasm due to its variety of ECA activities and help nurture their entrepreneurial knowledge and skills. The findings are proportional to what was found by Rina, Murtini, and Indriayu (2019) that EE had a critical role in fostering entrepreneurial insight and skills.

Benefits of HBC

In essence, HBC gives exposure to the students about the knowledge of entrepreneurship and its realization. The facts correspond to the proof that the implementation of EE at schools might promote students' understanding and interest in entrepreneurship (Li & Wu, 2019) as well as knowledge (Cárcamo-Solís, Arroyo-López, Alvarez-Castañón, & García-López, 2017). In addition, the students are also taught to have entrepreneurial skills. The finding corresponds to what was revealed by Kim, Kim, and Lee (2020) that an entrepreneurship program for youth enables students' opportunity detection, utilization, and creativity. Generally, it improves students' entrepreneurial skills (Rina et al., 2019).

For the teachers, the knowledge they get from the professionals is an uttermost asset for their preparation to teach their pupils at school as they are the ones to make the availability of the program (Dermol, Trunk, & Sirca, 2017). Moreover, implementing this program grants them the experience of a teaching approach different from teaching using the classical method in classrooms. Knowledge and experience of entrepreneurship possessed by the teachers shall positively relate to how they teach their students and sustain their entrepreneurial interest (Joensuu-Salo, Peltonen, Hämäläinen, Oikkonen, & Raappana, 2020). They also become more knowledgeable about the current trends of entrepreneurship and business, so they are expected to have one of the entrepreneurship characteristics, which is the ability to adapt to the current situation (Arruti & Paños-Castro, 2020).

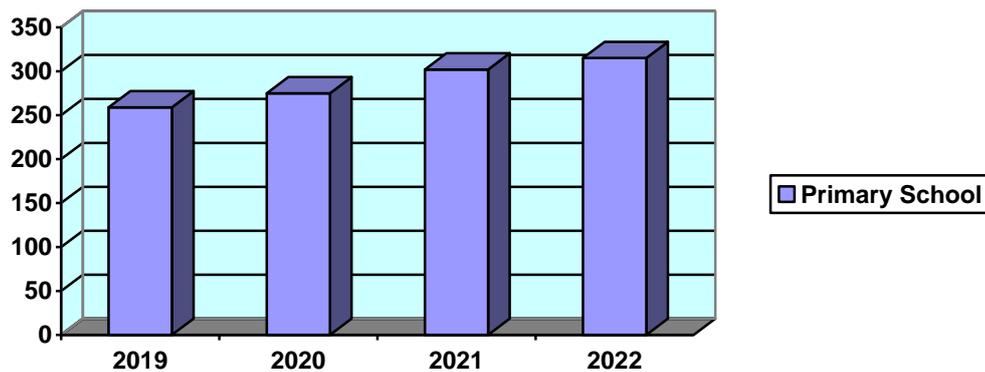
For the school, this program can be a particular program on EE, which can be distinguished from other primary schools and high school programs. The unique combination of current curriculums and various activities offered in HBC may feature the specification. For example, the existence of company visits and students' forum day are the ones to differentiate HBC from other standard similar programs. Further, this program is projected to positively impact the school's surroundings to elevate societal intention on entrepreneurship (Galvão, Ferreira, & Marques, 2018). Moreover, HBC engaging activities might grasp parents' attention for their children's education, as it was reported that parents admitted EE activities to improve their children's involvement in a school project (Kirkley, 2017).

Conclusion

The present research aims at explaining the HBC program as a realization of EE in primary school. The EE is constructed of ECA with the object of grasping their students' interest, competence, and skills in entrepreneurship.

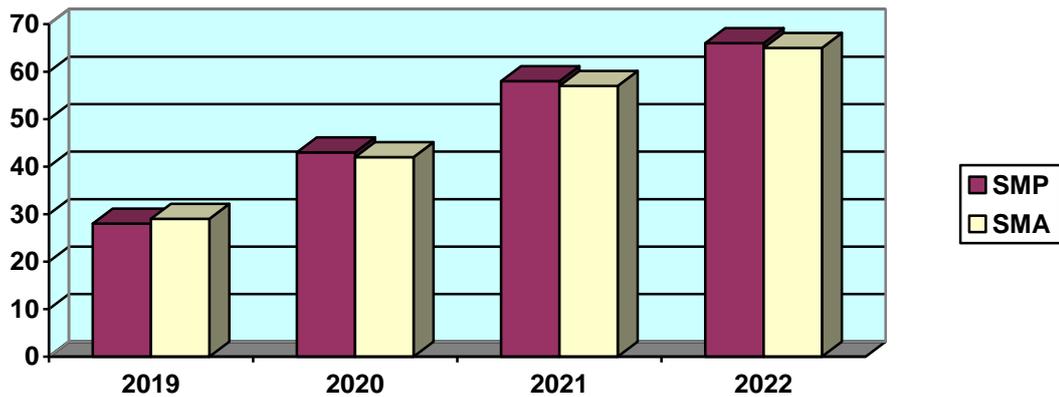
First, HBC integrates the Indonesian and Singaporean Curricula by considering the students' needs analysis and profile. It is considered an ideal model to start teaching the students a life skill they do not get from learning inside the classrooms. Second, in the implementation, as HBC adapts the ECA concept, it is executed inside and outside the school. Equipping the students with various activities such as the theoretical foundation of EE, business plan creation and execution, cooperation with professional companies and related communities, and company visits is expected to build their enthusiasm. Third, all those activities are evaluated to see whether or not the students succeed in the program. Their achievement is reviewed through a series of worksheets to reflect on the business plan, while the teachers value the skills in a forum the parents attend. Fourth, the HBC program is not only claimed to provide valuable benefits for the students but also for the teachers and the Hilaris Primary School and high school.

Based on Graphic 1, it is explained that there is an increase in the number of primary school students per year, as evidenced by the results of observations and interviews of teachers with parents. The results show that parents feel satisfied with their children's achievements, especially in entrepreneurship and leadership skills. The school benefits from this satisfaction because students' parents continuously recommend the surrounding environment.



Graphic 1. The Number of Students per Year at the Hilaris Primary School (Source: www.lkm-hilaris.com)

Based on Graphic 2, it is explained that there is an increase in the number of students per year as evidenced by the results of observations and interviews of teachers with parents. These results also show that parents feel satisfied with their children's achievements, especially in leadership and entrepreneurial skills, which have led to competition in globalization and are more updated to digital business. The school benefits from this satisfaction because students' parents continuously recommend the surrounding environment. Apart from that, this finding states that parents also feel it is helpful to provide students with entrepreneurship knowledge to implement their knowledge in theory and practice.



Graphic 2. The Number of Students per Year at the High School (Source: www.lkm-hilaris.com)

In a nutshell, as EE realized in ECA, HBC is successfully implemented at the young learners' level due to its integrated curriculum, variety of activities in the implementation, meaningful evaluation, and benefits for many parties at schools. The pedagogical process signalizes such a program to apply the principles and methods of learners' characters and life skill building through an integrated curriculum. In the broader scope, this type of ECA might be adapted to meet much more demanding world development in the future by elevating its target and objectives. In the end, such a program shall improve school quality to accomplish the objectives of Indonesia's national education.

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