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**The cultivation of the values of entrepreneurial Education in fostering entrepreneurial interest-based skills in elementary school students**

**Jatisampurna VI Bekasi.**

**Desak Made Dharmawati\***

Pendidikan Dasar, Universitas Negeri Jakarta, Jl. Pemuda Rawamangun

Jakarta, 13220. Indonesia

\*d.m.dharmawati@uhamka.ac.id

**Nadiroh**

Pendidikan Kependudukan Lingkungan Hidup, Universitas Negeri Jakarta, Jl. Pemuda Rawamangun Jakarta, 13220. Indonesia

nadiroh@unj.ac.id

**Arita Marini**

Pendidikan Dasar, Universitas Negeri Jakarta, Jl. Pemuda Rawamangun

Jakarta, 13220. Indonesia

aritamarini@unj.ac.id

**Abstrak**

Guru sebagai agen perubahan bangsa bertanggungjawab dalam mengembangkan segala potensi dan minat anak, mencetak anak-anak kreatif dan mampu memecahkan permasalahan merupakan dambaan bagi setiap guru dan orang tua. Penanaman Nilai-nilai Pendidikan Kewirausahaan dalam menumbuhkan minat wirausaha berbasis keterampilan pada siswa sekolah dasar negeri Jatisampurna VI Kota Bekasi. Penelitian ini bertujuan untuk mengetahui sejauh mana siswa di sekolah dasar memahami tentang kewirausahaan.

Permasalahan dalam penelitian ini, (1). Seberapa besar nilai-nilai pendidikan kewirausahaan dapat munumbuhkan minat wirausaha siswa di sekolah dasar ?. (2). Apakah melalui pendidikan kewirausahaan yang terintegrasi dengan keterampilan di sekolah dasar, dapat menumbuhkan minat wirausaha siswa?. Metode Penelitian ini menggunakan metode sensus, dengan jumlah sampel sebanyak 65 orang siswa kelas 5. sebagai responden, teknik analisis data yang digunakan adalah analisis deskriptif persentase. Hasil penelitian berdasarkan analisis data di lapangan dilihat dari indikator faktor intrinsik, dengan minat wirausaha siswa berbasis keterampilan, hasil yang diperoleh siswa kelas 5 masuk dalam kategori cukup berminat sebesar 69,23 persen, sedangkan dari distribusi skor faktor ekstrinsik pendukung minat berwirausaha dari indikator pendidikan kewirausahaan berbasis keterampilan sebanyak 78,46 persen. Minat timbul dari hati nurani, karena dorongan dari dalam diri individu sangat kuat dalam menumbuhkan pola pikir midsad seseorang.

***Kata Kunci: Pendidikan kewirausahaan, minat wirausaha berbasis Keterampilan.***

***Abstract***

Teachers as change agents of the nation was responsible for developing all the potential and interest of the child, children's print creative and able to solve problems is the yearning for every teacher and parent.The cultivation of the values of entrepreneurial Education in fostering entrepreneurial interest-based skills in elementary school students

Jatisampurna VI Bekasi. Fosters entrepreneurial interest early on is very important, where the goal is to find out the extent to which students in elementary school understand about entrepreneurship. The issue in this study, (1). How large the values education entrepreneurship entrepreneurial in fostering can interest students in elementary school ?. (2). Whether through entrepreneurial education integrated with skills in elementary school, can foster entrepreneurial interest students ?. This Research method using the methods of the census, by the number of samples as many as 65 people grade 5 students. as respondents, and data analysis method used is descriptive analysis of percentage. Research results based on the data in the field with an indicator of intrinsic factor, interest-based students entrepreneurial skills, the results obtained Grade 5 students fall into the category of 69.23 percent interested enough, while the distribution of the score factors extrinsic interest supporting entrepreneurship entrepreneurship education-based indicators of skill as much as 78.46 per cent. Interest from the heart, due to encouragement from within the individual very powerful in growing midsad a person's mindset.

***Key Word: Entrepreneurship education, interests-based entrepreneurial skills.***

**1. INTRODUCTION**

Fosters entrepreneurial interest early on is very important, where the goal is to find out the extent to which students in elementary school understand about entrepreneurship. Refer to relevant research, Vicky Dwi Wicaksono, 2016. with the theme, "Entrepreneurship Education for school age children the basics," result risearth, teachers as change agents of the nation was responsible for developing all the potential and interest of the child, children's print creative and able to solve problems It is the yearning for every teacher and parent.

 So, planting value – the value of entrepreneurship learning strategies and through a variety of learning experiences. (*Experience is a good teacher).* The study also has been scrutinized, by Sallya Fazylova (2016), *Czech-Polish Historical and Pedagogical Journal.* “*Development of Creativity in School children through Art*” result research, *Creativity is an important human characteristic. Early years staff can help young children to develop their creativity by providing a creative environment, helping children to build up their skills through play, behaving creatively themselves and praising children’s creative efforts*. According to researcher Agus Wibowo San Ari Saptono, 2018. with the theme, “*Does entrepreneurial leadership impact on creativity and innovation of elementary teachers*” pada *Journal of Entrepreneurship Education* Volume 21, Issue 2, 2018, *result reseach*, ’ *The findings indicate that entrepreneurial leadership had directly and positively effect on teachers’ creativity. Entrepreneurial leadership and teachers’ creativity also directly and positively effect on teachers’ innovation. The positive impact of entrepreneurship leadership style is necessary to immediately apply the principals. For principals to have an entrepreneurial leadership character, they need to follow professionalism improvement activities, as well as training in entrepreneurship leadership. Principals need to attend courses, training, workshops and even further studies to further enhance their entrepreneurial leadership competencies.* novelty (novelty) from the research that I did, "Entrepreneurship Education in primary schools, bring a positive effect on students at an early age an interest in fostering entrepreneurial, capable of being creative, skilled and responsible, independent, spirited self-employment.

According to researchers, Eri wirandana,. 2017. with the theme, "the effect of entrepreneurship entrepreneurship education against interest", the results of research, "shows that entrepreneurial Education by dimension know how, know who, and know why has influence on the whole dimension of the TRA, which consists of Perceived Behavioral Control (PBC), Subjective Norm, and Attitude, which has a positive influence towards entrepreneurship interest. "novelty of the research I did in elementary school 5th grade, integrated with the skills and arts and culture, the done with practice skills, art and culture with the goal of preserving the culture of Indonesia Entrepreneurship is believed to be one of the pillars supporting the economy in a country.

Researchers Sallya Fazylova (2016), *Czech-Polish Historical and Pedagogical Journal International* “*Development of Creativity in School children through Art*” result research, *Creativity is an important human characteristic. Early years staff can help young children to develop their creativity by providing a creative environment, helping children to build up their skills through play, behaving creatively themselves and praising children’s creative efforts*.novelty research I do, "Entrepreneurship Education in primary schools, bring a positive effect on students at an early age an interest in fostering entrepreneurial, capable of being creative, skilled, independent, and responsible entrepreneur.

Fosters entrepreneurial interest began early on demanded to create an academic environment that is balanced between academic knowledge, skill of thinking, management skills, and communication skills. Start early, or sitting on the bench since elementary school, are expected to encourage their students to be able to play an active role, skilled, and innovative in every way.

The issue in this study, (1). How large the values education entrepreneurship entrepreneurial in fostering can interest students in elementary school?. (2). Whether through entrepreneurial education integrated with skills in elementary school, can foster entrepreneurial interest students?.

As for the purpose of this research is to find out how big the skills can foster entrepreneurship soul interest owned by students who are still in elementary school. The benefits of this research are expected to be used to: 1) the importance of education in kewiraushaan learn early on, as empirical support regarding interest into self-employment. 2) Become inputs for other researchers who wish to examine issues related to fostering entrepreneurial soul interest in elementary school. 3) add to the knowledge and insight to the author about the importance of entrepreneurship education is taught in elementary school. 4.) gives information about entrepreneurship interest in students in elementary school.

1. **The concept of entrepreneurship experts, and researchers that are relevant**

According to researcher Teresa Paiva and Pedro Tadeu, 2015 in the journal International social and behavioral sciences 174 (2015). With the theme, “An approach project to develop entrepreneurship in primary schools” result reseach, *link between creativity and entrepreneurship is made through knowledge. The Problem based learning methodology give also aboost to this knowledge and creativity integration by integrating them in a real life context and directing them to ainnovative solution. We believe that our project Produz@ideia combine all these perspectives and we are going to prove it by implementing with some students of the primary school*. Novelty rather than research I do, the more to the implementation of entrepreneurship education are integrated with skill, creativity by integrating them in real-life context of culture, art, and directs them to the innovative solutions, by combining all the perspective by applying the creativity of students active in the elementary school.

Antonius Tanan (2015) in the book entrepreneurship ciputra. explain that in a society already embedded the wrong paradigm regarding entrepreneurship education, namely (1) considers that if it were to incorporate entrepreneurship education, then it must create a new curriculum. This assumption is clearly wrong. Because, not being a form of entrepreneurship education alone or independently (autonomy), but instead are integrated, enrich and refine existing curriculum; (2) the presumption that teaches entrepreneurship education is the same as that taught students to trade. This assumption is too narrow and obviously wrong . Education entrepreneurship it wider in scope, while trading was only a small part of the entrepreneurial education. Entrepreneurial education is not just a form someone being entrepreneurial, but provide the people with the entrepreneurial mental scope wider and complex; (3) if the presumption that entrepreneurship education study after college or in a College course. The assumption was wrong. Entrepreneurial education should be started since childhood, so that entrepreneurship is already deeply ingrained character or be the child, not just a practical science. Therefore, the entrepreneurial education teach after graduating (in College) is clearly the work of a late or impressed in vain. According to Kemendiknas, entrepreneurship education in primary school is aiming to form a human being as a whole (holistic), as people who have character, understanding and skills as an (Suherman 2014).

1. **Entrepreneurship Education in schools**

According to the researchers, Larisa Yohanna, et al. 2018. in journal of education volume 1, number 2, P-ISSN: 2620-6277, e-ISSN 2620-6285., with the theme, "the urgency of entrepreneurial education at elementary schools in improving competitiveness," reseach results, skills (skills), Knowledge and attitude (attitude) needs to be improved both in terms of the educator and affect students. Entrepreneurship education can be integrated in the existing curriculum, practice in learning in each subject in elementary school (Wibowo 2015). learning material relating to norms or values on any of the subjects developed, dieksplisitkan, and associated with the context of everyday life. Thus, an insightful learning education entrepreneurship not only touched on the level of knowledge or cognition, but also touched on the level of internalization of attitude (affective), and also the experience or practice (psychomotor) real life protégé daily, either in the family or community.

Wibowo (2014), explain that the process of internalization of entrepreneurship education in schools can take place effectively, improvements need to be made improvements on some fundamental aspects such as: (a) fix the school curriculum, these improvements are not the new curriculum is intended to make, but merely a repair or complete the deficiencies found in the school curriculum, (b). Fix Organizing the learning process. This learning process improvements needed more match new organizing, and relevant, so that students can experience the personal development of the integrative, dynamic and creative. (c). Fix group dynamics, personal relationships between students in the class in fact have significant influence towards their learning. (d) fix the components and culture teachers, teachers are the main factors, as well as which determine successful learning tidaknyaproses, is associated with the entrepreneurial education, the role of teachers is very important. In addition to having the understanding, skills and competence regarding entrepreneurship itself, as part of her life. In short in the person of the teacher already merges with entrepreneurship. Then it's high time the teachers change their mindsets, and paradigm than just giving the theory of the cognitive domain towards granting provision of knowledge of applied sciences to his student .Membenahi dinamika kelompok, Hubungan pribadi antar anak didik di dalam kelas pada kenyataannya memiliki pengaruh signifikan terhadap belajar mereka.

1. **Knowledge and skills**

According to Suryana (2013), namely: a). knowledge of Stock business that entered or started and the existing business environment; b). Provision of knowledge of roles and responsibilities; c). Provision of knowledge about management and business organization. d). The provision of skills include: the provision of conceptual skills in organizing strategies and take into account the risks, provision creative skills in creating added value. The lack of skills in leading and managing. The lack of communication skills and interact. The lack of skill of engineering effort was going to do.

**d. Interest In Entrepreneurship**

This research has already been done by the researchers, Eri wirandana, et al. 2017. in the International Journal of Education and business vol. V No. 1 ISSN: 2505-5406, with the theme, "the effect of entrepreneurship entrepreneurship education against interest", the results of research, "shows that entrepreneurial Education by dimension know how, know who, and know why have an impact on the whole dimension of the TRA, which consists of Perceived Behavioral Control (PBC), Subjective Norm, and Attitude, which has a positive influence against the interest of entrepreneurship with the dimensions of the mediation between the variables being the Attitude influence Entrepreneurship Entrepreneurship education against interest "

the novelty of the research I did in elementary school 5th grade, integrated with cultural and art skills lessons, so that the result can be a learning product product marketing performed day by elementary school students, so students are increasingly motivated to perform the skills nature crafts and artwork. . Some of the opinions expressed by the experts on the concept of interest, 1). Interest is the attitude that makes people happy against objects, situations or certain ideas. This was followed by the feeling excited and a tendency to look for objects that endeared it. The patterns of one's interest is one of the factors that determine the suitability of people with her work. The interest of the people against any type of his work. The level of achievement of a person is determined by a mix of talents and interests. (As’ad, 2014), 2). The mental set of interest consists of a mix of feelings, expectations, prejudices, fear or other tendencies which directs individuals to a particular option (Mapiere, 2015). 3). Crow crow (2015) interests can demonstrate the ability to pay attention to someone, something goods or activities or anything that can give effect on the experience that has distimuli activity itself. 4). Hurlock (2013) explained that interest is the source of motivation that drives a person to do what you want to do when free to choose. When one judge that something would be beneficial, then that would be interested, then it will bring satisfaction. When the satisfaction decreases then the interest will also be decreased. So interest is not permanent, but interest is temporary or changeable (unila, 2009).

1. **The factors which affect the interests**
	1. **Intrinsic Factor**

Intrinsic factors are factors that arise due to the influence of stimuli in the individual itself. Intrinsic factors as driving interest in entrepreneurship among lainkarena the existence of a need for revenue, motif, self esteem, feeling happy and attention.

1. Income

Entrepreneurship can provide revenue that can be used to meet the needs of his life. For example a student who became a successful entrepreneur in the culinary (food) gets a huge turnover each year +. 100 m. desire to earn income that can give rise to an interest in entrepreneurship.

1. The Motive

According to the Bimo Walgito (2002:168) motif is defined as a force that is present in the organism that causes the organism to act or do. interest arise if adamotif, and motives are naturally as a result of the development of the individual in accordance with existing norms on individuals.

1. Self Esteem

 Entrepreneurship is used to enhance a person's self-esteem, because with such business person will gain popularity, maintains the prestige, and avoid dependency towards others.

1. Feeling Happy

According to Ahmadi, (2009:101). Feeling happy closely related to one's personal, then the response to something someone's feeling the same thing are not the same between people with one another.

1. Attention;

Walgito, (2002:78). Attention will cause someone's interest if the subject's experience of engagement in an object.

* 1. **Extrinsic Factors**

Extrinsic factors are factors that affect the individual because of the influence of stimuli from the outside. Extrinsic factors that affect the interest of entrepreneurship among others: family environment, the environment of the community, opportunities and education.

1. Family Environment

The family environment is a unity between father, mother, son and other family. The family has an important role in preparing children to achieve a good future for themselves, their families and communities. The family was the Foundress to patterns of behavior, character, intelligence, talents, interests and potential of a person belonging to can develop optimally. Interest in entrepreneurship will be formed when the family gave a positive influence against the interest, because of the attitude and activities of fellow family members influence each other either directly or indirectly

1. Environment of the Community

 The community is the third environment that also influenced the development of interest. Lingkunangan is a community environment outside the family environment either in the area of the place of residence or other taeniatus. For example the environment entrepreneurship then most likely the majority of the individuals that are in the environment will also interest towards self-employment.

1. Opportunities

 Opportunity is an opportunity that is owned someone to do what dinginkannya or become the expectation. An area which gives you a chance to interest pose usahaakan take advantage of opportunities.

1. **Entrepreneurship**

According to researcher Bassey Ubong Ph.d. 2017. *Journal of business education* (Nigjbed. Volume 4 No.1.2017. with theme, “ entrepreneurship education in Nigeria issues, challenges, and strategies” result reseach, The people behind businesses are entrepreneurs and they can best perform if they adopt best practices which entrepreneurship education can offer. In spite of daunting challenges on the path of enterprise and the practicers thereof in developing countries, there is need to soldier on for the good of individuals and the developing societies. Individuals, societies, and policy makers should be made to know that man can be made good by education as Socrates said millennia ago, and that includes entrepreneurship education, which is better offered in structured settings such as schools.

Accordng to Longenecker, 2001:4, a decision maker who helped the formation of free enterprise economic system, as the catalyst of change, innovation, and advancement of our diperekonomian will come from the entrepreneurial, people who have the ability to take risks. According to Joseph Schumpeter, (2014), entrepreneur, breaking down the economic system by introducing new goods and services, create new organizational forms or managing new raw materials. According to the researchers, Dilani Jayawarna and Oswald Jones, 2014. On International Journal Small Business Vol. 32(8) 918–943.With theme, “Entrepreneurial potential: the role of human and cultural capitals. Result research, “In this article, the research extend the work that has examined links between human capital and entrepreneurship and identified the limitations of previous functional applications of human capital to understanding these links. The relationship between human capital accumulated in childhood and early adulthood and the propensity to become an entrepreneur.

1. **RESEARCH METHODS**

This study uses census method, with a population is a whole grade 5, a. b. and C, at the primary school the country Jatisampurna VI. Bekasi. implementation of entrepreneurial education learning is integrated with the subjects of art and culture, and skills in primary schools, with the number of respondents as much as 65 students from grade 5; A, B, and c. Variable in this study is the cultivation of the values of entrepreneurial education in fostering entrepreneurial interest-based skills in elementary school students Jatisampurna VI Bekasi. These variables are divided into two sub variables, i.e. the intrinsic factors and extrinsic factors. Each sub divided into multiple variables of indicator variables. Intrinsic factor is divided into five indicator variables, namely income, motif, self esteem, feeling happy and attention. Extrinsic factors are divided into four indicator variables, namely the family environment, the environment of the community, opportunities and education.

Documentation on the research method was used for; a) obtain data name students used as respondents research; b).the method of question form or Questionnaire; c) method of this questionnaire will be used to obtain data regarding the interest in entrepreneurship based on intrinsic and extrinsic factors that affected it. Scoring of the answers in this study using a likert scale. Answers question form obtained from the respondents were given a score at any granule because in accordance with the selected answers. Scoring of the answers can be seen in table 2.

**Table 2.**

**Scoring Of Answers**

|  |  |
| --- | --- |
| Alternative Answers | Score The Answers |
| SS (Strongly Agree) | 5 |
| S (Agree) | 4 |
| N (Neutral) | 3 |
| TS (Disagree) | 2 |
| ATS (Strongly Disagree) | 1 |

The instruments used in this research is the question form or questionnaire. The form of the now used is the now closed IE, now that you have prepared answer. Respondents choose one alternative answers that had been provided. The statement in question form based on indicators of research variables are spelled out in a couple of rounds reserved. All grains are reserved in the now in the form of a statement of objective so respondents simply give a check mark (√) in one of the answers that are considered best suits the situation. The instruments are presented in the form of a checklist.

Methods of data analysis used in this study is a descriptive analysis of the percentage. This method is used to examine and explain the interest in entrepreneurship elementary school students who sat the processed 5, A, B, and c. views from two factors, intrinsic and extrinsic.

The following formula with the theory Sutrisno Hadi, 1998 : 90-93)

SD = $\sqrt{\frac{\sum\_{}^{}X^{2}}{N}}$

Description :

SD = Standard Deviation

∑x² = The Number Of Quadratic Deviation

N = The number of individuals/Events in the distribution

M

-1SD

1SD

2SD

-2SD

**Image 1. The normal curve**

**Table 3,**

**Criteria for the assessment of interest in entrepreneurship**

|  |  |
| --- | --- |
| **Distribution value** | **Assessment criteria** |
| < -2SD | Strongly Disagree |
| -2SD - 1SD | Not Interested |
| -1SD – 1SD | Quite Interested |
| 1SD-2SD | Interested |
| >2SD | Very Interested |

1. **ANALYSIS OF RESEARCH RESULTS**
2. **Interest In Entrepreneurship**

Entrepreneurship interest grade 5 A, B, and c. State primary school Jatisampurna VI Bekasi, consisting of 3 (three) class A, B, and C, with 65 respondents sampling used was purposive random sampling, the sample-taking techniques i.e. considering the specific characteristics. (Fuas Mas'ud, 2014). To analyze the students ' interest in entrepreneurship to education that is integrated with the subjects of skills, interest in entrepreneurship students Mean of 190.7 and standard deviation (SD) of 19.8

**Mean = 190,7**

**SD = 19,8**

-2SD -1SD M 1SD 2SD

 151, 170, 190, 210, 230,

 1 9 7 51 32

**Image 2,**

**The Normal Curve Of The Entrepreneurship Interest**

-2SD = M – 2 (19,8) = 151,1

-1SD = M – 1 (19,8) = 170,9

+1SD = M + 1 (19,8) = 210,51

+2SD = M + 2 (19,8) = 230,32

Distribution of siswa, entrepreneurship interest score can be set forth in table 4 below:

**Table 4**

**Score entrepreneurship interest**

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **Frequency** | **Precentage** | **Category** |
| <151,1 | 0 | 0 | Strongly Not Interested |
| 151,1 - 170,9 | 11 | 16,92 | Not Interested |
| 170,9 - 210,51 | 39 | 60 | Quite Intrested |
| 210,51 - 230,32 | 14 | 21,53 | Interseted |
| >230,32 | 1 |  1,54 | Strongly Intrested |
|  | **65** |  |  |

From table 04, can in the real data, results of analysis showed that the grade 5 elementary school jatisampurna VI Bekasi, entrepreneurship interest students, Very interested retrieved 1.54 percent, Interested 21.53 percent, 60 percent are interested Enough, no mood 16.92 percent, is not very interested in entrepreneurship 0 percent, can be illustrated in graph 3 below:

**Image , 3**

**Entrepreneurship Interest graph grade 5 students.**

1. **Intrinsic Factor**

The interest of students towards education entrepreneurship with the wishes of the student work after graduating in elementary school students of the country Jatisampurna Vi Bekasi, grade 5.

**Intrinsic**

Mean = 120,7

SD = 12,87

-2SD -1SD M 1SD 2SD

 95, 107, 120, 133, 146,

 01 9 7 6 5

**Image 4**

**Image 4: The Intrinsic Curve**

-2SD = M – 2 (12,87) = 95,01

-1SD = M – 1 (12,87) = 107,9

+1SD = M + 1 (12,87) = 133,6

+2SD = M + 2 (12,87) = 146,5

**Table 5**

**Intrinsic factor score distribution interest in entrepreneurship**

|  |  |  |  |
| --- | --- | --- | --- |
| **Score**  | **Frequency**  | **Precentage**  | **Category**  |
| <95,01 | 2 | 3,08 % | Strongly Not Interested |
| 95,01 - 107,9 | 9 | 13,85 % | Not Interested |
| 107,9 - 133,6 | 43 | 66,15 % | Quite Interested |
| 133,6 - 146,5 | 9 | 13,85 % | Interested |
| >146,5 | 2 | 3,08 % | Stongly Interested |

From table 5, it can be in the analysis results data in field, indicating that the grade 5 elementary school affairs jatisampurna Vi, Bekasi. sourced from within yourself (intrinsic). Views dariminat entrepreneurship students, Very interested retrieved 3.08 percent, 13.85 percent Interest, enough interested 66.15 percent, 13.85 percent not interested, not very interested in entrepreneurship 3, 8 percent, can be described in graph 5 below:

**Image 5.**

**Intrinsic factor score distribution interest in entrepreneurship.**

* 1. **Income**

Mean = 17,6

SD = 1,78

-2SD -1SD M 1SD 2SD

 14, 15, 17, 19, 21,

 1 8 6 4 2

**Image 6 : The Revenue Curve**

-2SD = M – 2 (1,78) = 14,1

-1SD = M – 1 (1,78) = 15,8

+1SD = M + 1 (1,78) = 19,4

+2SD = M + 2 (1,78) = 21,2

**Table 6**

**The distribution of the score factors intrinsic interest in supporting entrepreneurship of the income indicators**

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **Frequency** | **Precentage** | **Category** |
| <14,1 | 2 | 3,08 % | Strongly Not Intersted |
| 14,1- 15,8 | 7 | 10,77 % | Not Interested |
| 15,8 –19,4 | 43 | 66,15 % | Quite Interested |
| 19,4 –21,2 | 13 | 20 % | Interested |
| >21,2 | 0 | 0 | Strongly Interested |

From table 6, results analysis data can be in the situation, indicating that elementary school students of the country Jatisampurna VI Bekasi, grade 5, can be reviewed from the encouragement of income students, Very interested obtained 0 percent, a 20 percent Interest, enough interested 66.15 percent, 10.77 percent not interested, not very interested in entrepreneurship 3, 8 percent, can be illustrated in graph 7:

 **Image 7**

**The distribution of the score factors intrinsic interest in supporting entrepreneurship of the income indicators**

* 1. **Motive**

Mean = 26,35

SD = 3,81

-2SD -1SD M 1SD 2SD

 18, 22, 26, 30, 33,

 73 54 35 16 97

**Image 8: Curve Motive**

-2SD = M – 2 (3,81) = 18,73

-1SD = M – 1 (3,81) = 22,54

+1SD = M + 1 (3,81) = 30,16

+2SD = M + 2 (3,81) = 33,97

**Table 7**

**The distribution of the score factors intrinsic interest in supporting entrepreneurship of the indicator's motives**

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **Frequency** | **Precentage** | **Category** |
| <18,73 | 0 | 0 % | Strongly Not Interested |
| 18,73 - 22,54 | 11 | 16,92 % | Not Interested |
| 22,54 - 30,16 | 41 | 63,08 % | Quite Interested |
| 30,16 - 33,97 | 10 | 15,38 % | Interested |
| >33,97 | 3 | 4,62 % | Strongly Interested |

 From table 7, results analysis data can be in the situation, indicating that the grade 5 elementary school affairs jatisampurna VI Bekasi city, in terms of motives that affect entrepreneurship student interest, very interested retrieved 4.62 percent, 15.38 percent Interest Interested Enough, 63.08 percent, 16.92 percent not interested, not very interested in entrepreneurship 0 percent, can be illustrated in the following graph Figure 9:

**Image 9**

**The distribution of the score factors intrinsic interest in supporting entrepreneurship of the indicator's motives**

* 1. **Self Esteem**

Mean = 29,34

SD = 4,494

-2SD -1SD M 1SD 2SD

 20, 24, 29, 33, 38,

 35 84 34 83 33

**Image 10**

**The Curve Of Self-esteem**

-2SD = M – 2 (4,494) = 20,35

-1SD = M – 1 (4,494) = 24,84

+1SD = M + 1 (4,494) = 33,83

+2SD = M + 2 (4,494) = 38,33

**Table 8**

**The distribution of the score factors intrinsic interest in supporting entrepreneurship indicators of self-esteem**

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **Frequency**  | **Precentage** | **Category** |
| <20,35 | 2 | 3,08 % | Srongly Not Interested |
| 20,35 - 24,84 | 8 | 12,31 % | Not Interested |
| 24,84 - 33,83 | 43 | 66,15 % | Quite Interested |
| 33,83 - 38,33 | 12 | 18,46 % | Interested |
| >38,33 | 0 | 0 % | Strongly Interested |

From table 8, results analysis data can be in the situation, indicating that the grade 5 elementary school affairs jatisampurna VI. Bekasi, in terms of self esteem that affect entrepreneurship student interest, very interested obtained 0 percent, 18.46 percent Interest, enough interested 66.15 percent, 12.31 percent not interested, not very interested in entrepreneurship 3.08 percent, can pictured in Figure 11 the following graph:

**Image 11**

**The distribution of the score factors intrinsic interest in supporting entrepreneurship indicators of self-esteem**

* 1. **Feeling Happy**

Mean = 23,75

SD = 3,143

-2SD -1SD M 1SD 2SD

 17, 20, 23, 26, 30,

 47 61 75 9 04

**Gambar 12. Kurva Perasaan Senang**

**Image 12**

**The Curve of Feeling Happy**

-2SD = M – 2 (3,143) = 17,47

-1SD = M – 1 (3,143) = 20,61

+1SD = M + 1 (3,143) = 26,9

+2SD = M + 2 (3,143) = 30,04

**Table 9**

**The distribution of the score factors intrinsic interest in supporting entrepreneurship of the indicator of the feelings Happy**

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **Frequency**  | **Precentage** | **Category** |
| <17,47 | 0 | 0  | Strongly Not Interested |
| 17,47 - 20,61 | 10 | 15,38  | Not Interested |
| 20,61 - 26,9 | 43 | 66,15  | Quite Interested |
| 26,9 - 30,04 | 12 | 18,46  | Interested |
| >30,04 | 0 | 0  | Srongly Interested |

From table 9, results analysis data can be in the situation, indicating that the grade 5 elementary school affairs Jatisampurna VI Bekasi, in terms of feeling glad that affect entrepreneurship student interest, very interested obtained 0 percent Interest, 18.46 percent, fairly interested 66.15 percent, 15.38 percent not interested, not very interested in entrepreneurship 0 percent, can be illustrated in the following graph of Figure 13:

**Image 13**

**The distribution of the score factors intrinsic interest in supporting entrepreneurship of the indicator of the feelings happy**

* 1. **Attention**

Mean = 23,7

SD = 3,45

-2SD -1SD M 1SD 2SD

 16, 20, 23, 27, 30,

 76 21 7 11 57

**Gambar 14. Attention Curve**

-2SD = M – 2 (3,45) = 16,76

-1SD = M – 1 (3,45) = 20,21

+1SD = M + 1 (3,45) = 27,11The distribution of the score factors intrinsic interest in supporting entrepreneurship of the attention indicator

+2SD = M + 2 (3,45) = 30,57

**Table 10**

**The distribution of the score factors intrinsic interest in supporting entrepreneurship of the attention indicator**

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **Frequency**  | **Precentage**  | **Category** |
| <16,76 | 0 | 0 % | Strongly Not Interested |
| 16,76 - 20,21 | 10 | 15,38 % | Not Interested |
| 20,21 - 27,11 | 45 | 69,23 % | Quite Interested |
| 27,11 - 30,57 | 10 | 15,38 % | Interested |
| >30,57 | 0 | 0 % | Strongly Interested |

From table 10, the results of the analysis of the data can be in the situation, indicating that the grade 5 elementary school affairs Jatisampuran VI Bekasi. in terms of the attention that affect entrepreneurship student interest, very interested obtained 0 percent Interest, 15.36 percent, fairly interested 69.23 percent, 15.38 percent not interested, not very interested in entrepreneurship 0 percent, can be described in the graph of Figure 15 here;

**Image 15**

**The distribution of the score factors intrinsic interest in supporting entrepreneurship of the attention indicator**

1. **Extrinsic**

Mean = 69,97

SD = 8,31

Entrepreneurship interest grade 5 elementary school, based on Extrinsic factors which affected it.

-2SD -1SD M 1SD 2SD

 53, 61, 69, 78, 86,

 35 66 97 28 59

**Image 16. Extrinsic Curve**

-2SD = M – 2 (8,31) = 53,35

-1SD = M – 1 (8,31) = 61,66

+1SD = M + 1 (8,31) = 78,28

+2SD = M + 2 (8,31) = 86,59

**Table 11**

**Extrinsic factor score distribution which supports interest in entrepreneurship**

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **Frequency** | **Precentage**  | **Category** |
| <53,35 | 0 | 0 | Strongly Not Interested |
| 53,35 - 61,66 | 9 | 13,85 % | Not Interested |
| 61,66 - 78,28 | 46 | 70,77 % | Quite Interested |
| 78,28 - 86,59 | 8 | 12,31 % | Interested |
| >86,59 | 2 | 3,08 % | Strongly Interested  |

From table 11, results analysis data can be in the situation, indicating that the grade 5 elementary school jatisampurna VI Bekasi, sourced from outside yourself (extrinsic). It can be seen that which affects the interest of entrepreneurship students, Very interested retrieved 3.08 percent, 12.31 percent Interest, enough interested 70.77 percent, 13.85 percent not interested, not very interested in entrepreneurship 0 percent, can be described in the following graph Figure 17;

**Image 17**

**Extrinsic factor score distribution which supports interest in entrepreneurship**

* 1. **Family Environment**

Mean = 13

SD = 2,94

-2SD -1SD M 1SD 2SD

 7, 10, 13 16 18,

 15 1 9

**Image 18. The Curve Of The Family Environment**

-2SD = M – 2 (2,94) = 7,15

-1SD = M – 1 (2,94) = 10,1

+1SD = M + 1 (2,94) = 16

+2SD = M + 2 (2,94) = 18,9

**Table 12**

**The distribution of the score factors extrinsic interest supporting entrepreneurship of the indicators of family environment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **Frequency** | **Precentage** | **Category** |
| <7,15 | 1 | 1,54 % | Strongly Not Interested |
| 7,15 - 10,1 | 9 | 13,85 % | Not Intrested |
| 10,1 - 16 | 48 | 73,85 % | Quite Interested |
| 16 - 18,9 | 3 | 4,62 % | Interested |
| >18,9 | 4 | 6,15 % | Strongly Interested |

From table 12, results analysis data can be in the situation, indicating that the grade 5 elementary school affairs jatisampurna VI Bekasi. sourced from the family environment (extrinsic). It can be seen that which affects the interest of entrepreneurship student, Very interested to 6.15 percent, gained 4.62 percent Interest, enough interested 73.85 percent, 13.85 percent not interested, not very interested in entrepreneurship 1.54 percent, can depicted in Figure 19 the following graph;

**Image 19.** **The Graph Of A Family Environment.**

* 1. **Environment Of The Community**

Mean = 25,42

SD = 3,631

-2SD -1SD M 1SD 2SD

 18, 21, 25, 29, 32,

 15 78 42 05 68

**Image 20.**

**The curve of the Environmental community.**

-2SD = M – 2 (3,631) = 18,15

-1SD = M – 1 (3,631) = 21,78

+1SD = M + 1 (3,631) = 29,05

+2SD = M + 2 (3,631) = 32,68

**Table 13**

**The distribution of the score factors extrinsic interest supporting entrepreneurship of the environmental community indicators**

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **Frequency** | **Precentage** | **Category** |
| <18,15 | 0 | 0 | Strongly Not Interested |
| 18,15 - 21,78 | 12 | 18,46 % | Not Interested |
| 21,78 - 29,05 | 44 | 67,69 % | Quite Interested |
| 29,05 - 32,68 | 6 | 9,23 % | Interested |
| >32,68 | 3 | 4,62 % | Strongly Interested |

From table 13, results analysis data can be in the situation, indicating that the grade 5 elementary school affairs Jatisampurna VI Bekasi, sourced from the community environment (extrinsic). It can be seen that which affects the interest of entrepreneurship students, Very interested retrieved 4.62 percent, 9.23 percent Interest, enough interested 67.69 percent, 18.46 percent not interested, not very interested in entrepreneurship 0 percent, can be described in the following figure 21 graph;

**Image 21**

**The distribution of the score factors extrinsic interest supporting entrepreneurship of the environmental community indicators**

* 1. **Opportunities**

Mean = 11,82

SD = 1,722

-2SD -1SD M 1SD 2SD

 8, 10, 11, 13, 15,

 37 1 82 5 3

**Image 22. The Curve Of The Opportunities**

-2SD = M – 2 (1,722) = 8,37

-1SD = M – 1 (1,722) = 10,1

+1SD = M + 1 (1,722) = 13,5

+2SD = M + 2 (1,722) = 15,3

**Table 14**

**The distribution of the score factors extrinsic interest supporters of entrepreneurship opportunities indicators**

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **Frequency** | **Precentage**  | **Category** |
| <8,37 | 0 | 0 % | Strongly Not Interested |
| 8,37 - 10,1 | 16 | 24,62 % | Not Interested |
| 10,1 - 13,5 | 36 | 55,38 % | Quite Interested |
| 13,5 - 15,3 | 13 | 20 % | Interested |
| >15,3 | 0 | 0 % | Strongly Interested |

From table 14, results analysis data can be in the situation, indicating that the grade 5 elementary school jatisampurna VI Bekasi, in terms of opportunities. Very interested obtained 0 percent, a 20 percent Interest, enough interested 55.38 percent, 24.62 percent not interested, not very interested in entrepreneurship 0 percent, can be illustrated in the following figure 21 graph;

**Image 23**

The distribution of the score factors extrinsic interest supporters of entrepreneurship opportunities indicators

* 1. **Education**

Mean = 19,71

SD = 2,951

-2SD -1SD M 1SD 2SD

 13, 16, 19, 22, 25,

 81 76 71 66 61

**Image 24.**

**Curve Education**

-2SD = M – 2 (2,951) = 13,81

-1SD = M – 1 (2,951) = 16,76

+1SD = M + 1 (2,951) = 22,66

+2SD = M + 2 (2,951) = 25,61

**Table 15**

**The distribution of the score factors extrinsic interest supporting entrepreneurship education indicators of 78.46 per cent**

|  |  |  |  |
| --- | --- | --- | --- |
| **Score** | **Frequency** | **Precentage** | **Category** |
| <13,81 | 0 | 0 % | Strongly Not Interested |
| 13,81 - 16,76 | 3 | 4,62 % | Not Interested |
| 16,76 - 22,66 | 51 | 78,46 % | Quite Interested |
| 22,66 - 25,61  | 11 | 16,92 % | Interested |
| >25,61  | 0 | 0 % | Strongly Interested |

From table 15, results analysis data can be in the situation, indicating that the grade 5 elementary school jatisampurna VI Bekasi in terms of indicators of education. Very interested obtained 0 percent, 16.92 percent Interest, enough interested 78.46 percent, 4.62 per cent are not interested, not very interested in entrepreneurship 0 percent, can be illustrated in the following graph figure 25;

**Image 25**

**Extrinsic factor score distribution supporting entrepreneurship education indicators of interest**

Recap of the percentage of the cultivation of the values of entrepreneurial education in fostering entrepreneurial interest-based skills in elementary school students Jatisampurna VI Bekasi, outlined in table 16, the following;

**Table 16**

**Intrinsic factor and Extrinsic**

|  |  |
| --- | --- |
| **INDICATOR** | **PRECENTAGE** |
| **Intrinsic Factor** |  |
| 1. Income
 | 66,15 |
| 1. Motive
 | 63,08 |
| 1. Self Esteem
 | 66,15 |
| 1. Feeling Happy
 | 66,15 |
| 1. Attention
 | 69,23  |
| **Extrinsic Factor** |  |
| 1. Family Environment
 | 73,85 |
| 1. Environment Of The Community
 | 67,69  |
| 1. Opportunities
 | 55,38  |
| 1. Education
 | 78,46  |

**Image chart 26. Intrinsic factor and Extrinsic**

Interest in entrepreneurship arising from conscience, due to encouragement from within the individual very powerful in growing midsad a person's mindset, but it's not going to happen something if there's no interest. Interest is a set of attitudes that consists of a mixture of feelings, expectations, prejudices, fear or other tendencies which directs individuals to a particular option included in it is the trend for entrepreneurship. Research results seen from the intrinsic factor, an indicator of the interest in the grade 5 students of the primary school jatisampurna VI, Bekasi. in following entrepreneurial education integrated with skills fall into the category of interest quite a 69.23 percent, while extrinsic factor score distribution of supporting entrepreneurship education indicators of interest as much as 78.46 percent.

The results of the percentage interest in Entrepreneurship in terms of Intrinsic Factor and Ektrinsik grade 5 elementary school Jatisampurna VI. Bekasi. the intrinsic factor of concern for entrepreneurship interest quite interested.

1. **CONCLUSION**

The cultivation of the values of entrepreneurial education in fostering entrepreneurial interest-based skills in elementary school students of the country Jatisampurna VI Bekasi, with as many as 65 total sample of respondents. With an interest-based student entrepreneurial skills, the results obtained the Mean of 190.7 and standard deviation (SD) of 19.8. The results of the data field as seen from the intrinsic factor indicators, with an interest-based students entrepreneurial skills with results obtained Grade 5 students (A.B. C) belongs to the category of interest quite a 69.23 percent, while the distribution of the score factors extrinsic factors supporting entrepreneurship education indicators of interest in entrepreneurship as much as skill-based 78.46 per cent. Interest arising from conscience, due to encouragement from within the individual very powerful in growing midsad a person's mindset, but it's not going to happen something if there's no interest. Interest is a set of attitudes that consists of a mixture of feelings, expectations, prejudices, fear or other tendencies which directs individuals to a particular option included in it is the trend for entrepreneurship.

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