

**Entrepreneurship Development In Elementary School Teachers –  
A Literature Review**

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**ABSTRACT**

The purpose of the study is to investigate the entrepreneurship development for elementary teachers. Using literature review, the entrepreneurship development of teacher was assessed. All attitudes that show entrepreneurial interest are proven to be possessed by teachers based on literature review and observation. It's just that the results of field observations show that the ability to seek opportunities cannot be felt by all students, this is because the full day school system in the MBKM curriculum increases the level of student activity, the assumption that academics are the main thing, so that assignments are carried out only to pursue grades, not as business opportunities, not practicing entrepreneurship in craft and entrepreneurship learning. The results of field observations show that each student is proven to have good student independent learning readiness before carrying out craft and entrepreneurship assignments, especially product realization assignments. The results of mastery of teaching materials are divided into mastery of cognitive, psychomotor and affective teaching materials. The assignment that gets the highest attention is product realization, it is proven that each student is able to produce crafts with high creativity present research conclusions on the result of the study and discussion, including the limitations of the study and suggestions for further research.

**Keywords: Education, entrepreneurship, student, teacher**

**1. INTRODUCTION**

The wave of the Industrial Revolution 4.0 has brought fundamental changes to various global life systems (Aderibigbe, 2022; Arroyabe et al., 2024; Arsovski, 2019). This is marked by the increasing development of creativity and innovation by utilizing information technology which ultimately disrupts various aspects of global life, including competition in the economic sector (Bates et al., 2019). This disruption can be reflected in the rapid changes due to the use of Artificial Intelligence (AI), Internet of Things, Human-Machine Interface, and the spread of the sharing economy phenomenon (Al Mansoori et al., 2021; Babu et al., 2023). This is a momentum to make MSME entrepreneurship supported by creativity and innovation the vanguard in winning global economic competition.

For Indonesia, developing entrepreneurship is a necessity considering that currently Indonesia's entrepreneurship rate has only reached 3.47%, lower than neighboring countries, such as Singapore with an entrepreneurship rate of 8.5%, Thailand and Malaysia 4.5% (Adawiyah, 2018). In fact, to become a developed country, at least 4% of the proportion of the population is needed (Abduh et al., 2024).

Indonesia's Demographic Bonus, which will peak in 2030, requires more young entrepreneurs (Adawiyah, 2018). Considering that every year there are 2.9 million new working-age residents or young people who have just entered the job market, of course the need for new jobs must be prepared and the development of entrepreneurship is the answer (Aldianto et al., 2018a). One way to solve the problem is preparing students with entrepreneurial skills.

Education processes should prepare students with entrepreneurial skills to face local, regional, national and international challenges (Agatova, 2022). To rekindle the entrepreneurial spirit, teachers need renew education system and policies (Doan, 2022). It is time to break free from the moulds of conformity, fostering an environment that not only imparts knowledge but also nurtures innovation, and the spirit of entrepreneurship among our future generations.

Commitment to integrating entrepreneurship into education is not merely about preparing students for jobs; it is about empowering them to nurture independence, sharpen decision-making skills, and foster a deep sense of responsibility (Aboobaker & D, 2020). In the realm of education and business, buzzwords like creativity, innovation, passion, and entrepreneurship have become part of the standard lexicon (Adamec & Hrmo, 2023). While these terms are crucial, it's essential to recognize that the stereotypical view of the entrepreneurial mind-set can be limiting (Ahmadi & Soga, 2022). Beyond fitting entrepreneurship into a single time slot, education must cultivate a pervasive culture that transcends the timetable—a culture where every class, every interaction, becomes a canvas for fostering an entrepreneurial mindset (Aldianto et al., 2018a). It's not just about a subject; it's about an atmosphere that constantly challenges, nurtures, and provides opportunities, creating a dynamic ecosystem where innovation becomes second nature for our students.

Teachers should not only be equipped with theoretical knowledge but also with practical skills that prepare them for the corporate landscape (Abdulhak & Riyana, 2020). Students need to learn that their decisions and actions have an impact beyond personal gain, influencing the well-being of their communities and the nation at large (Doan, 2022). Entrepreneurship education does not only provide a theoretical foundation (Abduh et al., 2024). Entrepreneurship education also shapes the attitudes, behaviors, and mindsets of an entrepreneur. Entrepreneurship education is expected to be able to shape and foster attitudes and souls as entrepreneurs in students.

Several studies have indicated that entrepreneurship education has an influence on students' interest in entrepreneurship (Adamec & Hrmo, 2023). In the digital era, entrepreneurship education is not the only indicator that is thought to be able to foster students' interest in entrepreneurship, but there are other factors, namely digital literacy (Bican & Brem, 2020). According to Abbasianchavari & Moritz (2021), entrepreneurial attitudes are not innate, but grow and develop according to the factors that influence them. The finding is also supported by the study result of Adamec & Hrmo (2023) that the ability of entrepreneurs also needs to be supported by other factors, namely the use of technology through digital literacy.

Many studies have been conducted in the field of entrepreneurship (Abatecola et al., 2022; Agatova, 2022; Ahmadi & Soga, 2022), entrepreneur characteristic (Akyuwen et al., 2022) and entrepreneurship development in a society (Bican & Brem, 2020), however, studies on entrepreneurship development for elementary school teachers in Indonesian context is very limited. The study is intended to provide a literature review in entrepreneurship development for elementary school teachers.

## **2. Literature Review**

### **2.1. Theories of Entrepreneurship**

There are at least eleven theories of entrepreneurship (Cao & Jiang, 2020). The theories try to explain how entrepreneurship emerge in certain context of economics and political growth (Alkhatib et al., 2021). Details of the theories are presented in the following sub section.

1. Innovation Theory of Schumpeter: A dynamic theory of entrepreneurship was first advocated by Schumpeter (1949) who considered entrepreneurship as the catalyst that disrupts the stationary circular flow of the economy and thereby initiates and sustains the process of development (Adawiyah, 2018). Embarking upon ‘new combinations’ of the factors of production- which he succinctly terms, innovation - the entrepreneur activates the economy to a new level of development. Schumpeter introduced a concept of innovation as key factor in entrepreneurship in addition to assuming risks and organizing factor of production. Schumpeter defines entrepreneurship as a creative activity (Becker & Knudsen, 2009). An innovator who brings new products or services into economy is given the status of an entrepreneur (Fagerberg, 2018). He regards innovation as a tool of entrepreneur, the entrepreneur is viewed as the engine of growth (Freeman, 2014). He sees the opportunity for introducing new products, new markets, new sources of supply, new forms of industrial organization or for the development of newly discovered resources (Michaelides & Papageorgiou, 2022). The concept of innovation and its corollary development embraces five functions (Bögenhold, 2021):
  - a. The introduction of a new product with which consumers are not yet familiar or introduction of a new quality of an existing product,
  - b. The introduction of new method of production that is not yet tested by experience in the branch of manufacture concerned, which need by no means be founded upon a discovery scientifically new and can also exist in a new way of handling a commodity commercially,
  - c. The opening of new market that is a market on to which the particular branch of manufacturer of the country in question has not previously entered, whether or not this market has existed before,
  - d. Conquest of a new source of supply of raw material and
  - e. The carrying out of the new organisation of any industry.
  
2. Need for Achievement Theory of McClelland stated that characteristics of entrepreneur has two features - first doing things in a new and better way and second decision making under uncertainty (Audretsch et al., 2021). McClelland emphasizes achievement orientation as most important factor for entrepreneurs (Piano, 2022). Individuals with high achievement orientation are not influenced by considerations of money or any other external incentives (Baidi Suyatno, 2018). Profit and incentives are merely yardsticks of measurement of success of entrepreneurs with high achievement orientation. People with high achievement (N-Ach) are not influenced by money rewards as compared to people with low achievement (Cao & Jiang, 2020). The latter types are prepared to work harder for money or such other external incentives. On the contrary, profit is merely a measure of success and competency for people with high achievement need (Álvarez-Castañón, 2020). Professor David McClelland, in his book *The Achieving Society*, has propounded a theory based on his research that entrepreneurship ultimately depends on motivation. It is the need for achievement (N-Ach), the sense of doing and getting things done, that promote entrepreneurship. According to him, N-Ach is a relatively stable personality characteristic rooted in experiences in middle childhood through family socialization and child-learning practices which stress standards of excellence, material warmth, self-reliance training and low father dominance. McClelland claimed that a person acquires three types of needs as a result of one’s life experience. These three needs are:
  - a. Need for Achievement, a drive to excel, advance and grow.
  - b. Need for Power, a drive to dominate or influence others and situations.
  - c. Need for Affiliation, a drive for friendly and close inter-personal relationships.

McClelland found that certain societies tended to produce a large percentage of people with high achievement (Al Marri & Majid, 2018). He pointed out that individuals, indeed whole societies that possess N-ach will have higher levels of economic well-being than those that do not. McClelland's work indicated that there are five major components to the N-ach trait:

- a. responsibility for problem solving,
  - b. setting goals,
  - c. reaching goals through one's own effort,
  - d. the need for and use of feedback, and
  - e. a preference for moderate levels of risk-taking.
3. Leibenstein's X-Efficiency Theory, originally developed for another purpose, has recently been applied to analyze the role of the entrepreneur. Basically, X-efficiency is the degree of inefficiency in the use of resources within the firm: it measures the extent to which the firm fails to realize its productive potential (Timmermans, 2023). According to Leibenstein, when an input is not used effectively the difference between the actual output and the maximum output attributable to that input is a measure of the degree of X-efficiency (Wang et al., 2022). X-efficiency arises either because the firm's resources are used in the wrong way or because they are wasted, that is, not used at all. Leibenstein identifies two main roles for the entrepreneur: (i) a gapfiller and (ii) an input completer. These functions arise from the basic assumptions of X-efficiency theory. Thus it is clear that "if not all factors of production are marketed or if there are imperfections in markets, the entrepreneur has to fill the gaps in the market. To put the enterprise in motion, the entrepreneur should fill enough of gaps." The second role is input completion, which involves making available inputs that improve the efficiency of existing production methods or facilitate the introduction of new ones.
4. Risk Bearing Theory of Knight, a key element of entrepreneurship is risk bearing. Knight and John Stuart Mill saw risk-bearing as the important function of entrepreneurs. Some important features of this theory are as follows:
- a. Risk creates profit, an entrepreneur earns profits because he undertakes risks.
  - b. More risk more gain, the degree of risk varies in different industries. Entrepreneurs undertake different degrees of risk according to their ability and inclination. The risk theory proposes that the more risky the nature of business, the greater must be the profit earned by it.
  - c. Profit as reward and cost, profit is the reward of entrepreneur for assuming risks. Hence, it is also treated as a part of the normal cost of production.
  - d. Entrepreneur's income is uncertain, uncertainty with a situation where the probabilities of alternative outcomes cannot be determined either by a priori reasoning or by statistical inference. A priori reasoning is simply irrelevant to economic situation involving a unique event.
- This theory summarizes that profit is the reward of an entrepreneur effort which arises for bearing noninsurable risks and uncertainties and the amount of profit earned depends upon the degree of uncertainty bearing. Knight argues that business enterprises the level of uncertainty can be reduced through 'consolidation'. Consolidation is to uncertainty is what insurance is to risk; it is a method of reducing total uncertainty by pooling individual instances. The elasticity of the supply of self-confidence is the single most important determinant of the level of profit and the number of entrepreneurs.

5. Max Weber's theory of entrepreneurial growth, claims that religion has a large impact on entrepreneurial development. According to Weber some religions have basic beliefs to earn and acquire money and some have less of it (Cao & Jiang, 2020). He calls them a 'spirit of capitalism' and 'adventurous spirit'. The spirit of capitalism will be generated when mental attitude in the society is favorable to capitalism. According to Max Weber, driving entrepreneurial energies are generated by the adoption of exogenously-supplied religious beliefs. It is these beliefs which produce intensive exertion in occupational pursuits, the systematic ordering of means to ends, and the accumulation of assets. His theory suggests the belief systems of Hinduism, Buddhism and Islam do not encourage entrepreneurship.
  
6. Hagen's theory of entrepreneurship referred to as the withdrawal of status respect. Hagen has attributed the withdrawal of status respect of a group to genesis of entrepreneurship (Hallin, 2014). Hagen considers the withdrawal of status, of respect, as the trigger mechanism for changes in personality formation. Status withdrawal occurs when members of some social group perceive that their purposes and values in life are not respected by the groups in the society they respect, and whose esteem they value. Hagen postulates four types of events which can produce status withdrawal:
  - a. Displacement of a traditional elite group from its previous status by another traditional supply physical force.
  - b. Denigration of valued symbols through some change in the attitude of the superior group.
  - c. Inconsistency of status symbols with a changing' distribution of economic power.
  - d. Non-acceptance of expected status on migration to a new society.

Hagen further postulates that withdrawal of status respect would give to four possible reactions and create four different personality types:

    - a. Retreatist: Entrepreneur who continues to work in society but remains indifferent to his work or status.
    - b. Ritualist: One who works as per the norms in the society hut with no hope of improvement in the working conditions or his status.
    - c. Reformist: One who is a rebellion and tries to bring in new ways of working and new society.
    - d. Innovator: An entrepreneur who is creative and try to achieve his goals set by himself. According to Hagen (1962), the creativity of a disadvantaged minority group is the main source of entrepreneurship.
  
7. Thomas Cochran's Theory of Cultural Values, proposed that role expectations and social sanctions. According to Cochran, the entrepreneur represents society's model personality (Elshaer & Sobaih, 2022). Entrepreneur's performance is influenced by the factors of his own attitudes towards his occupation, the role expectations held by sanctioning groups, and the operational requirements of the job. The determinants for the first two factors are the society's values. Changes over time in such variables as population, technology, and institutional drift will impinge on the role structure by creating new operational needs. In most countries, entrepreneurs have emerged from a particular socio-economic class. The Protestant ethic of the West is said to have contributed to the emergence of a new class of industrialists. It can be noted that various communities and castes like samurai in Japan, family pattern in France, Yoruba in Nigeria, Kikuya in Kenya, Christians in Lebanon, Halai Memon industrialists in Pakistan, Parsees, Marwaries and Gujaratis in India have been the sources of entrepreneurship.

8. Theory of Change in Group Level Pattern Young defines entrepreneurs as that the entrepreneur characteristics are found in small groups wherein individuals develop as entrepreneurs. Young arrived at the group level pattern behaviour entrepreneurs based on his studies known as Thematic Appreciation Test (TAT) on groups of entrepreneurs (Nuringsih & Nuryasman, 2021). The test revealed' the tendency to describe the situation as a problem to be solved, an awareness of pragmatic effort required, confidence in their own ability to solve the problem and a tendency to take the viewpoint of each individual in turn and analyze the situation as he might see it before suggesting an outcome (Adebayo, 2022). Young's theory is a theory of change based on society's incorporation of reactive subgroups. A group becomes reactive when the following three conditions coincide:
  - a. When denied of access to important social networks;
  - b. When a group experiences low 'status recognition;
  - c. When the group has better institutional resources than other groups in the society at the same level.
  
9. Economic Theory of Entrepreneurship, Many economists revealed that entrepreneurship and economic growth will take place in those circumstances where particular economic conditions are in favour of the business environment (Blank & Eckhardt, 2023). The main advocates of this theory were Papanek and Harris. According to them economic incentives are the main forces for entrepreneurial activities in any country (Blank & Eckhardt, 2023). There are a lot of economic factors which promote or demote entrepreneurship in a country (Timmermans, 2023). These factors are
  - a. The availability of bank credit
  - b. High capital formation with a good flow of savings and investments Supply for loanable funds with a lower rate of interest.
  - c. Increased demand for consumer goods and services Availability of productive resources.
  - d. Efficient economic policies like fiscal and monetary policies
  - e. Communication and transportation facilities

## 2.2. Entrepreneurship for Educators

Our role as educators involves embedding the core values of developing entrepreneurial mindset into the curriculum, encouraging collaborative projects that reflect sustainability, fostering a culture of honesty and transparency, and actively promoting empathy in every interaction (Timmermans, 2023). Integrating entrepreneurship education into elementary curriculum to encourage students to explore entrepreneurial skills from an early age is very crucial (Baidi Suyatno, 2018). Entrepreneurship at our schools is often promoted through extracurricular activities such as business plan competitions, innovation challenges, and entrepreneurship clubs. Schools have established incubation centres or startup hubs within their premises. These centers provide a platform for students to work on real-world projects, receive mentorship and explore their entrepreneurial ideas.

The New Education Policy 2020 underscores the integration of entrepreneurship into the academic landscape, emphasizing practical skills, problem-solving, and a holistic approach to learning. It encourages schools to nurture an entrepreneurial mindset, equipping students with the tools to navigate a rapidly changing world and contribute meaningfully to economic and societal progress. We believe our students are not just learners; they are architects of progress, creators of solutions, and ambassadors of change. The policy emphasizes practical skills, problem-solving, and a holistic approach to learning (Aldianto et al., 2018a). It urges us to go beyond traditional

boundaries and cultivate an environment where innovation thrives, and responsibility becomes a cornerstone.

Education that overcomes this is education that is oriented towards entrepreneurship, namely a brave soul and able to face life's problems, has a creative soul and independence in overcoming problems. Entrepreneurship education is education that applies principles and methods in developing students' life skills with the help of a curriculum developed in schools. This is in line with Sri Yuliat, an education expert from Wijatno, an Indonesian homeschooling community, who explains that this paradigm implements children's rights to become independent children by offering life skills education and one of them is entrepreneurship education.

The benefits of entrepreneurship education for the development and growth of the country have been widely expressed by experts. Entrepreneurship is a fairly effective alternative to various existing social problems, including unemployment, poverty and other social backwardness. Arianto said that entrepreneurship is one alternative solution that has a double impact, namely overcoming financial problems and improving the mental quality of human resources. Therefore, the government's attention to this business opportunity must be taken seriously. The growth of the business world in Indonesia is reflected in the increasing number of SMEs that are formed and are able to produce products that are able to compete in both local and global markets.

Education is an activity programmed by the government to improve the quality of life of a person. Education in the Indonesian nation follows the demands of 21st century education. The demands of 21st century education in the world of education require educational goals that lead to the 21st century. To meet the competencies in 21st century education, the government has renewed the 2013 Curriculum to MBKM Curriculum. According to Fauziah et al., (2023) the theme of the renewal and improvement of the MBKM Curriculum is to create creative, innovative and productive Indonesian people through the development of attitudes (affective), knowledge (cognitive) and skills in an integrative manner.

The world of education must be able to play an active role in creating a workforce that is able to compete with foreign workers. According to (Aldianto et al., 2018a) education that is able to overcome this is one of them is education that is oriented towards the spirit of entrepreneurship, namely a spirit that is brave and able to face life problems and has a creative spirit to solve problems and be independent, Entrepreneurship education is education that applies principles and methodologies towards the formation of life skills in students through the curriculum developed in schools. Entrepreneurship education needs to be developed early on to form children's entrepreneurial spirit, through entrepreneurship education can produce a generation that has a high entrepreneurial spirit by implementing entrepreneurship education from an early age.

Currently, entrepreneurship is one of the goals to be achieved in the MBKM curriculum. The MBKM curriculum wants the younger generation to learn entrepreneurship from an early age. Educators are "agents of change" who are expected to be able to instill characteristics, traits and character as well as an entrepreneurial spirit or entrepreneurial spirit for their students. An entrepreneurial spirit is also very necessary for an educator, because through this spirit educators will have a more efficient, creative, innovative, productive, and independent work orientation.

Teachers need to prepare elementary school children with various strategies to instill the values of entrepreneurial education. Teachers have a great responsibility in shaping children's character so that they are ready for the challenges of life from various aspects of the field and continue to develop, especially in the economic field (Baidi Suyatno, 2018). In the 2013 curriculum, an entrepreneurial spirit is formed from an early age. Kasmir (2018) that an entrepreneurial spirit encourages a person's interest in establishing and managing a business professionally.

Cultivating an entrepreneurial spirit in students from an early age through entrepreneurship education so that they can be directed to become young entrepreneurs who create jobs to reduce unemployment in the surrounding environment. According to Barnawi (2012) that entrepreneurial

values that can be developed in schools are: independent, creative, dare to take risks, action-oriented, leadership, hard work, honesty, discipline, innovation, responsibility, cooperation, never give up, commitment, realistic, curiosity, communicative, and strong motivation to continue to grow.

### **3. RESEARCH METHODS**

Data collection can be done in various settings, various sources, and various ways. When viewed from the setting, data can be collected in natural settings, in laboratories, at seminars, discussions, and so on. When viewed from the data source, data collection can use primary sources and secondary sources. Primary sources are data sources that directly provide data to data collectors, and secondary sources are sources that do not directly provide data to data collectors (Bayram, 2021). The research method uses a qualitative descriptive method with a rationalistic approach. This rationalistic qualitative method is based on a holistic approach in the form of a general concept (grand concept) that is studied on a specific object (specific object), which then re-positions the research results obtained in the general concept. The qualitative research paradigm is inspired by the philosophy of rationalism which requires a holistic, systemic discussion, and reveals the meaning behind sensual empirical facts. Epistemologically, the research methodology with a rationalistic approach demands that the object being studied is not separated from its context or at least the object is studied with a certain focus, but does not eliminate its context (Baker & Chenery-Morris, 2020). Data collection uses a literature study approach. The literature examined includes textbooks, mass media articles, and online literature searches. section contains the types and sources of data, data collection methods, and analysis methods.

### **4. RESULT AND DISCUSSION**

#### **4.1. Entrepreneurship in elementary education**

Law Number 20 of 2003 concerning the National Education System Article 3, states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

The Crafts and Entrepreneurship subjects in the curriculum are divided into 4 categories, namely Crafts, Cultivation, Processing and Engineering. The overflow of Crafts and Entrepreneurship results does not indicate entrepreneurial activities.

Education with an entrepreneurial perspective according to Aldianto et al., (2018) is education that applies principles and methodologies towards the formation of life skills in its students through the curriculum developed in schools. Meanwhile, according to Ariella et al., (2023), economic attitudes and behaviors can be formed through the learning process held both in formal and non-formal education in order to educate the economic life of students/learners, as an effort to improve justice and economic welfare specifically for students/learners and the community in general. According to Akyuwen et al., (2022), the success of an entrepreneurship program can be known through the achievement of criteria by students, one of which is the entrepreneurial character of students.

Implementation of mastery of teaching materials according to Aletheiani, (2022) is through the study of student characteristics we will get an idea of the breadth and type of experience, teachers can provide examples and illustrations that are familiar to students. Thus, students will more easily accept and absorb the materials presented by the teacher. Mastery of teaching materials can achieve quality learning outcomes through good, structured and formative assignments.



## **4.2. Characteristic of needed for entrepreneurship education**

Several sub-focuses that are used as references as entrepreneurial interest, namely self-confidence; looking for opportunities; future-oriented; leadership; having the courage to take risks; creativity. The traits are very important for creating entrepreneurship in education.

Aldianto et al., (2018b) the criteria for the success of an entrepreneurship education program can be seen through the achievement of criteria by students, including:

- a. Having an entrepreneurial character, cultivating the spirit, attitude, behavior and entrepreneurial skills among the community, especially the younger generation so that they are able to become reliable, tough and superior entrepreneurs
- b. Understanding the concept of entrepreneurship, the spirit and attitude of an entrepreneur can be possessed by anyone who thinks creatively and acts innovatively, both entrepreneurs and the general public,
- c. Being able to see opportunities, most good business opportunities do not appear suddenly, but are the result of an entrepreneur's sharpness in seeing possibilities, in some cases, the formation of mechanisms that can identify potential opportunities.
- d. Having entrepreneurial skills, the provision of skills that entrepreneurs must have includes conceptual skills in setting strategies and calculating risks, creatively creating added value, leading and managing, communicating and interacting, business techniques.
- e. the formation of a school life environment as a learning environment with an entrepreneurial perspective to facilitate teachers of Practical Arts and Entrepreneurship individually and in groups to develop and implement learning in various modes, strategies, and models for the content and/or subjects they teach.

Entrepreneurship education is basically needed to support the success of a business. Entrepreneurship is a dynamic process to create additional prosperity. This additional prosperity is created by entrepreneurial individuals who bear risks, spend time, and provide various products of goods and services.

Teacherpreneur does not make a teacher an entrepreneur (entrepreneur), but makes a teacher who has an entrepreneurial spirit. Therefore, the existence of teacherpreneur is very important because it aims to grow and develop teacher productivity so that in the future there will be new teachers who do not like to question problems, but prefer to solve a problem. The weakness in entrepreneurship in Indonesia is the weak entrepreneurial spirit of teachers. Entrepreneurship must begin with the development of entrepreneurship of supervising teachers. One of the biggest weaknesses in entrepreneurship in Indonesia is the weak entrepreneurial spirit of supervising teachers.

With the existence of the profession of teachers with an entrepreneurial spirit (teacherpreneur) it is expected to increase the skills of students outside the academic field they master. Especially skills related to entrepreneurship. Moreover, education in Indonesia requires educators who are not only experts in theory but also able to think locally, act as Indonesians who uphold morality and simplicity, as well as act professionally by paying attention to global challenges. Collaborating the economic side with education is one thing that can be a great innovative opportunity.

Sociopreneurship Education Program package is a program that teaches and trains students to become entrepreneurs who understand social problems in their environment and use their entrepreneurial skills to make social changes (Social exchange) in solving these social problems. It is hoped each student will pay more attention to the Crafts and Entrepreneurship subjects by not considering them as just "crafts" lessons. The main objective in implementing Crafts and Entrepreneurship subjects is to foster entrepreneurial interest in each student.

#### **4.3. Characters needed for teacher entrepreneurship education**

Self-Confidence is built with the introduction of entrepreneurship and evaluation materials. Entrepreneurship introduction materials foster entrepreneurial motivation as the main goal of teachers. Teachers will build student motivation through student confidence in the material on failure and success of entrepreneurship. Knowing some things that will thwart someone's entrepreneurship and things that can develop it will make students develop self-confidence in trying the world of entrepreneurship. Self-confidence will turn into motivation which is expected to develop into interest. Individual learning motivation will be formed from the individual's self-confidence. Students are motivated will show high self-confidence. Good motivation will foster interest in entrepreneurship. This is in accordance with research The next sub-chapter of material to show students' self-confidence is evaluation because each student is given the task to present their product. The students' ability to showcase their products and present them in front of the class will improve students' public speaking, thereby increasing their self-confidence.

Finding Opportunities, the basic theory in providing material on the ability to find opportunities is explained in the topic Who are My Business Customers, which is explained in on segmenting, positioning, targeting, and marketing strategies. The material and assignments in the Craft and Entrepreneurship subjects only provide basic theories that are less than optimal if not practiced. So if concluded, the students' ability to find opportunities is less than optimal because it can only be practiced by students who have tried to become entrepreneurs. This makes them not only feel where the right market is for their products but also find consumers who really need their products, as well as strategies for promoting the products. Entrepreneurs are people who see opportunities, then create an organization to take advantage of these opportunities. The same opinion was also expressed by Hutasuhut (2013:163) who stated that entrepreneurship arises when an individual dares to develop new businesses and ideas. The inability to take opportunities is considered not to reflect the entrepreneurial character that should be produced in the Craft and Entrepreneurship subjects.

Future Oriented Based on the results of material observations and assignments that can improve a student's future orientation, are evaluation and financial planning. The core of the two topics is asking students to be able to think long-term about their business and generate more profit and lower production costs in the future. Before entering the Material and evaluation assignment. to improve the product of the students' future business and to develop a strategy for its development, they must first determine the advantages of the product they have, market analysis, determine marketing strategies, financial plans, then combine all assignments in a business plan in order to measure their ability to build a business. Future orientation as one of the entrepreneur profiles is in assumption that business is not established temporarily, but forever. Therefore, the continuity factor must be maintained and the view must be directed far into the future. To face a far-sighted view, an entrepreneur will make a plan.

Leadership is seen from the ability of each member to be responsible for the success of their group as a leader. However, the leader in the group also takes part and monitors the smoothness of the assignment. So that leadership is closely related to the quality of teamwork. In the assignment group, whether everyone helps each other and takes responsibility for the success of producing a business plan is also considered leadership. Leadership attitudes can be analyzed in the assignment of a business plan. Because the creation of a business plan expects a clear structure between the CEO of the business, the head of the financial manager, the human resource manager and others. The creation of a business plan can be used as an indicator in increasing students' entrepreneurial interest.

Creativity assignments determine success in generating entrepreneurial interest in students, the success of an entrepreneur is always inseparable from creativity and innovation. Topics and assignments in Crafts and Entrepreneurship that are able to provide training for student creativity are the material on what are my strengths, What is my Business, Business Plans and Home

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Industry Observations. The material on what are my strengths is used as a reference for student creativity because it shows how students' quality is in changing existing resources into business products that have advantages. Business plan assignments are thought to be able to increase students' creativity and foster entrepreneurial interest. Students who have tried entrepreneurship, the results of the interview concluded by the researcher regarding student creativity are that students who are entrepreneurs are able to produce innovations in their businesses. Some use product innovation, but students who do reseller business take the initiative to sell goods that are rarely found in offline stores but have many fans, or resellers who innovating on price games but able to find producers with the cheapest prices.

Students' readiness for independent learning is about students' preparation when they are about to take Craft and Entrepreneurship lessons, especially when they are going to do assignments in class. Both assignments in students' independent worksheets or product realization assignments that are final assignments. Lack of student readiness in participating in learning can be seen from the behavior of students who do not bring teaching materials when the lesson takes place. For this reason, students' independent learning readiness can be seen from how students prepare the tools and materials needed for Craft and Entrepreneurship assignments, especially in Product Realization practice assignments. The results of field observations show that each student is proven to have good independent learning readiness before carrying out Craft and Entrepreneurship assignments, especially Product Realization assignments. This is evident when carrying out Product Realization or when assignments require students to make presentations in front of the class. All students prepare well.

## 5. CONCLUSION

All attitudes that show entrepreneurial interest are proven to be possessed by students based on literature review and observation. It's just that the results of field observations show that the ability to seek opportunities cannot be felt by all students, this is because the full day school system in the MBKM curriculum increases the level of student activity, the assumption that academics are the main thing, so that assignments are carried out only to pursue grades, not as business opportunities, not practicing entrepreneurship in craft and entrepreneurship learning. The results of field observations show that each student is proven to have good student independent learning readiness before carrying out Craft and Entrepreneurship assignments, especially Product Realization assignments. The results of mastery of teaching materials are divided into mastery of cognitive, psychomotor and affective teaching materials. The assignment that gets the highest attention is product realization, it is proven that each student is able to produce crafts with high creativity present research conclusions on the result of the study and discussion, including the limitations of the study and suggestions for further research.

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