

Vol 4 Issue 2 March 2014

ISSN No : 2230-7850

---

International Multidisciplinary  
Research Journal

*Indian Streams  
Research Journal*

Executive Editor  
Ashok Yakkaldevi

Editor-in-Chief  
H.N.Jagtap

---

## Welcome to ISRJ

**RNI MAHMUL/2011/38595**

**ISSN No.2230-7850**

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

### ***International Advisory Board***

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Center For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Dept of Chemistry, Lahore University of Management Sciences[PK]
Janaki Sinnasamy Librarian, University of Malaya	Catalina Neculai University of Coventry, UK	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Ecaterina Patrascu Spiru Haret University, Bucharest	Horia Patrascu Spiru Haret University, Bucharest,Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pintea, Spiru Haret University, Romania
Anurag Misra DBS College, Kanpur	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Titus PopPhD, Partium Christian University, Oradea,Romania	George - Calin SERITAN Faculty of Philosophy and Socio-Political Sciences AL. I. Cuza University, Iasi	.....More

### ***Editorial Board***

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India Ex - VC. Solapur University, Solapur	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University,Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yalikal Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU,Nashik
Salve R. N. Department of Sociology, Shivaji University,Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary,Play India Play,Meerut(U.P.)	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra Maulana Azad National Urdu University
	Sonal Singh, Vikram University, Ujjain	

**Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India**  
**Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net**



## HOLISTIC ENTREPRENEURSHIP VALUES INTEGRATION ON VOCATIONAL HIGH SCHOOL STUDENT IN INDONESIA

**Andi Mallanti and Rohana Hamzah**

Department of Technical and Engineering Education, Faculty of Education,  
Universiti Teknologi Malaysia.  
Department of Technical and Engineering Education, Faculty of Education  
Universiti Teknologi Malaysia

**Abstract:-** This study identified and analyzed the perceptions of the vocational high school teachers on holistic entrepreneurship module for developing student knowledge of holistic entrepreneurship values. The study employed qualitative data collection technique where structured interview was held with three experienced teachers of entrepreneurship subject and a chairman of school who has background of entrepreneurship teacher. A total of 28 questions about participants' perception toward the new module guided the interview process. Data collected was transcribed, coded and analyzed using Nvivo software. The result of the analysis revealed that teachers expressed the need are in total support of the new module and have further explained about the shortcoming of the existing module as not embedded in it the Islamic entrepreneurship values, awareness, responsibility and self development, which the new module captured. It was concluded that, the new module have the qualities to improve students' knowledge of holistic entrepreneurship and has been recommended for experimentation to further shows its strength and weaknesses.

**Keywords:** entrepreneurship teacher, holistic, entrepreneurial learning and teaching, module

### INTRODUCTION

VHS's students are not motivated and are not successful in starting an entrepreneurship, not because they're not opportune but because they lack understanding and are not trained to apply the holistic values ??into their entrepreneurial activities (Sutjipto, 2001; Winarno, 2009). In essence, students must realize the relevance of holistic values ??of entrepreneurship in order to succeed as entrepreneurs (Ali et al., 2010).

It has been observed that education in Indonesia does not prepare students toward the values ??of holistic entrepreneurship. Hence, entrepreneurship education is not realizing the required goals that are ??related to leadership in business and determination. In addition, teachers of entrepreneurship only make reference to the available conventional learning materials (modules), being the only one available. But in order to prepare entrepreneurs that are rich with certain characteristics, teachers must understand and provide exemplary through cultivation of values of entrepreneurship to students within an integrated learning plan.

According to (Winarno, 2009) entrepreneurship teaching material (module) in VHS is not developed to shape attitudes and values ??of entrepreneurship. In other words, the learning methodology and strategies at VHS are not effective in developing the entrepreneurial values. In addition, vocational high school students need to be equipped with values ??such as honesty and trustworthiness as well as various other virtuous manners.

While this is emphasize, teachers of entrepreneurship give emphasis to only the general education and the entrepreneurial process component and not focusing on the development of the educational process and does not emphasize the achievement of entrepreneurship. Specifically, the entrepreneurship education domain does not reflect the holistic attitude, spiritual and moral development. In addition, there is lack of emphasis on self-development while teaching the theory of entrepreneurship which fails to motivate and guide students to create ideas. To become a successful entrepreneur, who is passionate about thinking and leadership style, the knowledge of holistic entrepreneurship is paramount.

The conventional module of entrepreneurship education at VHS did not emphasize the methods of teaching self

development and the entrepreneurial values to the student. In other words, VHS students are not easily understanding as well as appreciating the values of entrepreneurship in a holistic manner. According to Winarno (2009), learning competencies and values in the classroom is more difficult than learning business skills. This has resulted in the negative attitude and non application of holistic values among students offering entrepreneurship at VHS. Abelein et al. (2009) stated the need to develop a holistic framework for developing entrepreneurship capabilities on students.

The integration of holistic entrepreneurship in the self development of students in the teaching material is timely and relevant (Sri 2011). Sri also recommended that curriculum should consider the values of entrepreneurs through integrating the values into the syllabus and learning implementation plan (RPP). In addition, the need for planning and organizing of R & D so that students actively learn and have an understanding of the values of the integrative entrepreneurs. In future the curriculum should include the spiritual values into the basic competence of entrepreneurship subjects. Consequently, teachers need to be train as well as being prepared to face the future challenges. Furthermore, there is a need for the implementation of a holistic entrepreneurship education in order to tackle the causes why students are sceptical about being involved into entrepreneurial activities that resulted into low entrepreneurship values and increase rate of unemployment by VHS students.

Based on the above observations by different scholars and researchers with regards to the need to integrate holistic values and self development toward creating positive attitudes of students while offering entrepreneurship education, the need to find out the perception of teachers on the relevance or otherwise of introducing new module that will be used to teach VHS students holistic entrepreneurship. According to Abdul Rahman & Faezah Binti Shamsuddin (2010) the need to find out the perception of teachers about the computer-aided learning content for learning entrepreneurship in order to remedy student weaknesses is highly important. Therefore, this study is aimed at finding out the perception of teachers on the need to introduce new learning material on the content of entrepreneurship and self-development for entrepreneurial learning and also on the need to build a holistic entrepreneurship module.

Interview On Teachers Perception On The Need To Introduce New Entrepreneurship Learning Content (Module)

Interview on teachers' perception on new the learning content of entrepreneurship was developed based on the operational framework of the study. The interview consists of 28 open-ended questions categorized into three main dimensions of the module construction requirements; these are establishing the business and risks, entrepreneurship, and the responsibility. Table 1.1 below shows the questions designed by the researcher.

Table 1.1: Interview Question

What is your expectation of entrepreneurial learning tool in improving the quality of learning entrepreneurship?
How do you think the integration of faith in learning the content of entrepreneurship?
What do you think about the increasethe value of entrepreneurship ?
What do you think about the quality of the entrepreneur development that involve the spiritual development ?
What do you think the influence content of entrepreneurship education on aspects of students' awareness of entrepreneurship ?
How do you develop the entrepreneurial spirit that is still in doubt up effort ?
How do you explain the concept of knowledge and what it used to look to the students ?
How do you think the concept of worship in the business?
According to you how important the function of prayer ?
How do you think the concept of patience?
How important is the growing confidence in the hearts of the students to set up a business ? Explain .
How do you think the understanding of God exists by a entrepreneur ?
What do you , the concept of happiness and tranquility of an entrepreneur ?
What courage in bringing entrepreneurship to you?
According to you , how to be able to control the entrepreneurial spirit of lust and seduction challenges as an entrepreneur risks ?
According to you , what entrepreneurship sahajakah need to add? Please explain.
How do you think the difference in the values of entrepreneurship conventional business concept business concepts Muslim ?

What do you think about the content of entrepreneurship education in secondary vocational schools of Islam and in secondary vocational schools in general?
What do you think about the content of entrepreneurship in entrepreneurship learning content ?
According to you, what is the most important impact on improving the understanding and achievement of entrepreneurial values ? Please explain.
How do you think understanding entrepreneurship in business development in entrepreneurial learning content ?
How do you think the concept of faith ?
According to you how the understanding of the concepts developed in the practice of entrepreneurship
What is your understanding of responsibilities of an entrepreneur ?
What is every student should be educated entr epreneur as a leader ?
What is important in the evaluation of business do you think?
How grateful concept to you?
What in your opinion is an entrepreneur successful ?

METHODOLOGY

According to Merriem (1998), the small number of samples for interview is sufficient. In this study a sample of three teachers and a school principal having background in teaching entrepreneurship at VHS were selected purposively to serve as the subject of the interview. They were selected from two Islamic schools in the city of Batam. The selection of properties matching these teachers believed would improve the validity and reliability of qualitative research instruments. Structured interviews with the same format and the same questions to each respondent also help improve the reliability of the interview conducted.

Researchers use the audio recorder to record the conversations so that no information is left behind. Data were analysed through the transcription process; the transformation of qualitative data from audio recordings into text. Generally, the processing of qualitative data involved several stages; transcription, data organization, conditioning or familiarization with the data, coding, themes generation, and reporting. The interview data from both phases was analysed using the NVivo software. Then, from the interview, the researcher uses the 'I' for an interviewer. So the code I- means the response of the response number on the list. From the analysis it provides a report on the findings which then be concluded.

FINDINGS AND DISCUSSION

The findings of this study, apart from producing interviews with teachers in the construction of holistic entrepreneurship module, it also produces the frame construction model of holistic education module integration.



Figure 1.1: Construction Model Integration Module Holistic Value of Entrepreneurship Education



Finally, this study found that school principals and teachers agree that entrepreneurship education need to develop the domain of self-awareness of students to enable them make decisions and employable. Verbal responses in this case presented by two teacher's entrepreneurs:

I think it's awesome. It should be possible to develop as maximum as well as and do not occur unemployment (AJ/I02).

They agreed that the problem arises because there are weaknesses among students in the domain of spiritual development. This is emphasized by the principal as he said:

Somewhat less because, tauhid is not associated with learning in the classroom (HT/I01). I guess, this pentauhidan, more enhanced learning capacity in entrepreneurial learning (HT/I02).

Integrating entrepreneurship based on Islamic principles would be complemented to entrepreneurship education to produce students as holistic entrepreneurs.

These preliminary results also show that the VHS sectarian Islamic education in Batam which is under the ministry/office of education, entrepreneurship education curriculum have not common flow with Islamic education. Where the content of entrepreneurship is ?? toward conventional value, and not well developed toward the values ??of holistic entrepreneurship. The schools under the office of education still uses entrepreneurship modules developed since 2004 which do not contain the values ??of entrepreneurship. In addition, the module has not integrated the development and will not be able to develop students' knowledge.

In view of that, the application of values of a holistic entrepreneurship will make it less stressful when carrying out the process of learning entrepreneurship. This will result to help teachers and students to relate holistically between Islamic spiritual values ??and entrepreneurship. In addition, teachers would be exposed to the concept or modules to implement and develop entrepreneurship through a holistic approach.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of literature review and analysis of the needs, the study found that there is a need for researchers to develop and evaluate a formula for a holistic approach to education module that will integrate entrepreneurship and holistic learning in class XII VHS. Thus, the need to develop entrepreneurship Islamic values ??that are important to the VHS module of entrepreneurship in Indonesia is highly needed. Consequently, a holistic entrepreneurship through self- enlightenment and awareness of the practice of responsibility of the Caliphate using the module will be achieved. These have inspired researchers to conduct a research on the achievement of holistic entrepreneurship among students of VHS that will eventually aid in developing educational modules that will integrate holistic entrepreneurship education at SVS in Indonesia. It is the researchers hope that a successful interview conducted will serve as the reference instrument and subsequently applied widely. By considering the procedures involved in the construction of this instrument, it can be concluded that the information to be generated from it can provide ideas to planners and designers of entrepreneurship education module the process of integrating holistic contents.

The effective entrepreneurship educational modules that are holistically integrated will be produced; this could further enhance students' personal development including self constriction and self enlightenment. It will further serve as a means of narrowing the range of self- pride, weak desire, and lust. In addition, modules expected to be produced will later be the key to enlightened self- disclosure of a servant in the oneness of God so as to increase knowledge and awareness of teachers to develop and enhance the achievement of student entrepreneurship. Then, having seen the effects module to increase student achievement based on gender, as well as the perception of teachers and students on the effects module in improving student achievement holistic entrepreneurship. Finally, deduced from the discussion, when the implementation of a holistic approach to the integration of entrepreneurship can be improved, then the process of teaching and learning holistic entrepreneurship will be more effective.

## REFERENCES

- Abelein, U., Habryn, F., & Becker, A. (2009). Towards a Holistic Framework for Describing and Evaluating Business Benefits of a Service Oriented Architecture. In 13th Enterprise Distributed Object Computing Conference Workshops (Edocw 2009), 282-289.
- Ali, Mohd, Ismail Basiron, Eidee Othman, M. N. H. (2010). Penerapan Nilai Keusahawanan: Satu Kajian Kes Ke Atas Program Kemahiran Tingkatan 1 (Kat 1) Di Makta B Rendah Sains Mara Batu Pahat. In Persidangan Kebangsaan Pendidikan Kejuruteraan dan Keusahawanan (Ed.), (Vol. 1, pp. 32–46).
- Anuar Bin Abdul Rahman & Faezah Binti Shamsudin. (2010). Penggunaan E-Pembelajaran di Kalangan Pelajar jabatan Pendidikan Teknik dan Kejuruan, Universiti Teknologi Malaysia. Retrieved from <http://eprints.utm.my/11282/>
- Dayang HJH Tiawa A.H.H. & Abdul Hafidz H.O. (2009). Analisis Data Kualitatif. Johor Bahru: Fakulti Pendidikan. UTM.
- Hamzah, R. (2009). Development and evalution of the holistic self development modules: a study among arts design students. Universiti Teknologi Mara.
- Kalsum, U. (2013). Pendidikan Moral dan Kriminalitas. Suara karya Online. Bekasi. Retrieved from <http://www.suarakarya-online.com/news.html?id=336718>

Mallanti, A., & Hamzah, R. (2013). Holistic Entrepreneurship Values: Panacea for Self-Development of Vocational High School Students in Indonesia. SSRN Electronic Journal, 6(29), 5. doi:10.2139/ssrn.2256502

Merriem, S. B. (1998). Qualitative Research and Case Study Applications in Education (2nd ed.). San Fransisco:: Jossey-Bass.

Muhamad Afzamiman Aripin, Rohana Hamzah, Muhammad Zulfadly Othman, I. S. N. (2011). Hala Tuju Pendidikan Teknik dan Vokasional: Integrasi Kaedah Avicenna dan Konsep Pendidikan Untuk Semua. Jurnal Teknologi, 56, 151–160.

Sri W. (2011). Peningkatan Kualiti Pendidikan Keusahawanan. Jurnal Ilmiah Inkoma, 22(1).

Sutjipto. (2001). Minat Siswa Sekolah Menengah Kejuruan Terhadap Kewirausahaan. Retrieved from [www.depdiknas.go.id](http://www.depdiknas.go.id).

Virnayanthi, N. P. E. S. (2012). Pengaruh Model Pembelajaran Kooperatif Tipe Student Teams Achievement Divisions Dan Bentuk Asesmen Terhadap Prestasi Belajar Kewirausahaan Pada Siswa Kelas Xii Smk Negeri 1 Mas-Ubud. Jurnal penelitian pascasarjana undiksha, 2, 1–16. Retrieved from [http://pasca.undiksha.ac.id/e-journal/index.php/jurnal\\_ep/article/view/385/177](http://pasca.undiksha.ac.id/e-journal/index.php/jurnal_ep/article/view/385/177)

Winarno, A. (2009). Pengembangan Model Pembelajaran Internalisasi Nilai-Nilai Kewirausahaan pada Sekolah Menengah Kejuruan di Kota Malang.



**Andi Mallanti**

Program Phd, Faculty of Education , Universiti Teknologi Malaysia

# Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

## Associated and Indexed, India

- ★ International Scientific Journal Consortium
- ★ OPEN J-GATE

## Associated and Indexed, USA

- ★ Google Scholar
- ★ EBSCO
- ★ DOAJ
- ★ Index Copernicus
- ★ Publication Index
- ★ Academic Journal Database
- ★ Contemporary Research Index
- ★ Academic Paper Database
- ★ Digital Journals Database
- ★ Current Index to Scholarly Journals
- ★ Elite Scientific Journal Archive
- ★ Directory Of Academic Resources
- ★ Scholar Journal Index
- ★ Recent Science Index
- ★ Scientific Resources Database
- ★ Directory Of Research Journal Indexing

Indian Streams Research Journal  
258/34 Raviwar Peth Solapur-413005, Maharashtra  
Contact-9595359435  
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com  
Website : www.isrj.net