

The Competency of Teacher Entrepreneurship in Teaching

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Abstract

Teacher entrepreneurship competence in teaching is a teacher's proficiency to integrate entrepreneurial values when teaching for all subjects, which is measured independently, creative, risk-taking, leadership, action-oriented, and hard work. This study focuses on finding out how high the level of competence of teacher entrepreneurship in teaching, and how big the contribution of each indicator to the variables. The study population was 71 teachers, and the entire population was sampled. Data was collected using questionnaires and was analyzed with descriptive and inferential statistics. The results showed that the competence of teacher entrepreneurship in teaching based on six indicators was obtained with very high interpretation, with value of Mean 4.08 and Standard Deviation 0.83. The contribution of indicator to the variables is classified as lower interpretation (33.36%). The role of teachers in applying the value of entrepreneurship to students must be indirect on every subject or subject matter when the implementation of learning in the classroom or outdoor. Teachers are expected to have entrepreneurial competence as part of their professional accountability.

Keywords: Competence, Entrepreneurship, Teacher, Teaching

Introduction

The success of teachers in teaching largely lies in their competence and specific roles in teaching and learning. Teacher as an instructor and educator is one of the success determinant of every educational effort. That is why every evaluation of education, especially the curriculum and human resources improvement resulting from education efforts always heading teacher factor. This shows that the existence of teacher role in education. Teacher as an instructor who have succeed will generate a sense of satisfaction, self-confidence, and high spirit of teaching. It shows that in teaching or delivering the subject matter to student can be observed or understood well. A teacher also has a mission and a very difficult task, but noble in delivering the next generation of the nation in achieving its goals. Therefore, teachers must have competence in teaching.

Teachers are educators who provide knowledge to students at school (Syaiful, 2002). In addition to providing

knowledge, teachers are also tasked with instilling values and attitudes to students so that they have a good personality. Teachers with their knowledge lead the students in developing their potential. Competence for teacher is a must in realizing a knowledge-based school, such as learning, curriculum, and human development including learning styles (Kariman, 2002). In general schools that have teachers with good competence will apply broad-based learning, not rigid on textbook material only.

Competence is the possession, mastery, skills and abilities that must be owned by the teacher. Teacher competence is related to professionalism that is, competent teacher, therefore teacher competence can be interpreted as ability and authority of teacher in teacher profession doing high ability teaching

(Muhibbin Syah, 1995). Teacher competence is the ability and authority of teachers in running teacher profession, then the competence of teachers is important in relation to the activities and learning outcomes of students.

Learning process and learning outcomes of the students are not only determined by the school, the pattern, structure, and content of the curriculum, but largely determined by the competence of teachers who teach and lead them. According to Suryosubroto (2002: 19) the learning process includes activities undertaken by teachers ranging from planning, implementation activities to evaluation and follow-up programs that take place in educational interaction to achieve a particular goal of teaching. Teaching and learning are an educative activity. Educative values coloring the interaction between teachers and students. Interaction that have educative value due to the teaching and learning activities are undertaken, directed to achieve certain objectives that have been formulated before the teaching is done (Syaiful, 2003).

Therefore, in education the role of teachers is very important, then the teacher is required to have competence such as ability or skill which is the ability of a teacher in doing duty properly (Mohd. Uzer, 2001). According to Barlow (1985) that teacher competency is the ability of teacher to responsibly perform their duties appropriately. Teacher entrepreneurship competence in teaching is a teacher's ability to integrate entrepreneurship value when teaching. As explained Agus Wibowo (2011) that the integration of entrepreneurship values can be done at the time of planning, convey the material, and evaluation of the lesson. Puskur (2010) also explains that every subject in school has entrepreneurship value.

Regarding with every teacher must have the entrepreneurial competence, such as mental, enthusiasm, entrepreneurial character to be successful in learning. The

character of the learner is built through what is heard, what is seen and what is perceived. Hearing and sight is the entrance of the lesson before entering to his conscience. Through all the senses that man possesses, there will arise a strong learning associated with what the senses receive. Suarman and Daeng Ayub (2017) explained that the role of teachers in applying the value of entrepreneurship to the students should be inderecting on every subject or subject matter when the implementation of learning in the classroom and outside the classroom. After understanding the value of entrepreneurship well, then the teacher should try to feel and realize it. Then in the next stage, that is, as the application of character or entrepreneurial values spontaneously.

When students get used to the entrepreneurial world since at school, then this character will appear later when they grow up. Entrepreneurship learning leads to mental change. Martaja (2009) and Fillis (2006) argues that to be a reliable entrepreneur it requires an excellent character that includes; self-knowledge, creative, critical thinking, able to solve problems, be able to communicate, be able to bring themselves in various environments, appreciate time, be able to share with others, able to cope with stress, can control emotions and be able to make decisions with good leadership.

Explained by Frederick & Kuratko (2010), and Suarman and Daeng ayub (2017) that, if teachers can implement the value of entrepreneurship spontaneously, it means that entrepreneurship value is inherent in the teachers and students. This seems to be in line with the sequence of learning that begins from the cognitive, affective and psychomotor (knowing, understanding).

Indonesia as a large country that has a population about 250 million is still less of entrepreneurs. Based on the data, only about 0.18% Indonesia's population of

total population who are entrepreneurs. Whereas in a consensus, a country in order to progress, at least must have entrepreneurs 2% minimal of the total population (Brockhaus, 2001 and Hendro, 2011). Opportunities for the growth of entrepreneurs in this country is actually quite large, but strangely unemployment from time to time is increasing. The entrepreneurial world is not a first choice but is to become an employee.

The above phenomenon explains that the application of entrepreneurship value in teaching and on each subject can be an introduction stage, not as an performer. Entrepreneurship value for students is the establishment of mental entrepreneurship. Because in education entrepreneurship does not just teach students about how to do business. More than that students are trained to have a strong mental and character.

Student are taught to recognize themselves, controlling the emotion and stress, manage time, communicative and flexible with various situations, and able to choose and make decisions. Building student's entrepreneurial spirit through teaching about how to build independent behaviour and character, responsible through theoretical and practical entrepreneurship education, as well as concrete examples, because mental establishment takes time and long process (Daeng Job, 2017).

Entrepreneurship had been taught at school ranging from the lowest levels of pre-school to university, especially in vocational schools. Entrepreneurship education in schools needs to be continuously developed, because according to the study of the Center for Policy Research and Innovation Education (May 27, 2010), it is estimated that entrepreneurship education can change the outlook of students to be interested in becoming entrepreneurs. However, entrepreneurship education should be followed by education and value

investments, so that they can follow or win business competition.

It takes precedence for them to understand entrepreneurial values, such as: the value (a). independent; (b). creative; (c). risks taking; (d). action-oriented; (e). leadership; (f). hard work; (g). honest; (h). discipline; (i). innovative; (j). responsible; (k). cooperative; (l). struggling ; (m). commitment; (n). realistic; (o). curiosity; (p). communicative; (q). motivation for success (Puskur, 2010). To realize it all, the teacher must have entrepreneurial competence as part of its profesional accountability.

According to Gibb (2006) and Johar Permana and Darma Kesuma (2011) an entrepreneurial teacher is one who has courage, heroic and develops independent ways of working. Entrepreneurship in education is a continuous hard work implemented by the school, especially the principal in making the school more qualified. The concept of entrepreneurship involves a careful reading of opportunities, seeing every element of a school institution as something new or innovative, exploring resources realistically and can be exploited, controlling risks, building the welfare of the school and community.

Suyanto and Abbas (2004) and Gustafsson (2004) also explained that entrepreneurial competence in educational institutions contains two meanings and applications, namely: (1) efforts to apply entrepreneurial values in managing educational institutions; and (2) exploit the potential that an educational institution can have to be an economic activity in order to generate profits that can be used to advance the educational institution concerned. Entrepreneurship in school means combining the personality, opportunities, finances, and resources that exist in the school environment to take advantage. This personality includes knowledge, skills, attitudes, and behavior (Steinhoff and Burgess, 1993).

Speaking of entrepreneurship

according to Hisrich and Peters (1995) and Hanushek & Woessmann (2007) is talking about behavior, which includes taking initiative, organizing and reorganizing social and economic mechanisms to sources and situations into practice, and acceptance of failure. Economists argue that entrepreneurship is a person who can increase the added value to sources of labor, tools, materials and other assets and people who introduce changes, innovation and new ways (Mulyasa, 2007). Schumpeter (1939) in Baron (2004) and Allen (2010) explains that entrepreneurship is a person who breakthrough economic system by introducing new goods and services, creating new form of organization as well as new raw materials.

Steinhoff and John Burgess (1993) and Jackson & Vaughan (2004) states that entrepreneur is who organize, manage and dare to risk creating new ventures and business opportunities. Essentially, entrepreneurship is a mental attitude, outlook, insight and pattern of one's actions towards the tasks that are the responsibility and always oriented to the customer. Or it can also be interpreted as all actions of someone who able to give value to the duties and responsibilities. As for entrepreneurship is mental and habitual which strive actively develop their work of devotion to increase income in business. Hisrich and P Peters (1995) and O'Connor & Fiol (2006) stated that entrepreneur is the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychological, and social risk and receiving the resulting rewards of monetary and personal satisfaction. Entrepreneurship is the process of applying creativity and innovation in solving problems and finding opportunities to improve lives (Zimmerer, 2008).

According to Zimmerer & Scarborough (2008), Nor Aisyah and Isteti

(2006), and Davidsson (2008) the characteristics of a successful entrepreneur which becoming teacher entrepreneurial competence are: (a). commitment and sincerity; (b). the desire to assume responsibility; (c). always seize opportunities. (d). dare to take measurable risks. (e). self confidence; (f). creativity and flexibility; (g). immediate feedback desire; (h). high energy stage (energetic); (i). motivated to achieve success; (j). oriented to the future. (k). the ability to learn from mistakes; (l). lead capability; (m). diligent; (n). goal-oriented; (o). innovation; (p). knowledgeable.

Entrepreneurship is basically the ability to see opportunities, determine activity steps, and dare to take risks in an effort to benefit. Entrepreneurs are people who can see opportunities, determine the steps of activity and dare to take risks. In this regard, Puskur (2010) was explained that there are six core values of entrepreneurship integrated into all subjects in the early stages: (1) independent; (2) creative; (3) risk takers; (4) leadership; (5) action-oriented, and (6) hard work.

Making entrepreneurship as a part of learning helps teachers to integrate multiple subjects and make meaningful classroom learning. Therefore, the competence of teacher entrepreneurship is very important in teaching. The competence of teacher entrepreneur in this study is teacher's skill in realizing aspiration of independent life characterized by strong personality of entrepreneurial mentality, by strengthening learners to be independent, creative, risk-taking, leadership, action-oriented, and hard work.

Methodology

Conceptually and operationally the competence of teacher entrepreneurship in teaching is teacher's ability in integrating entrepreneurship value when doing

teaching on all subjects, as measured by score from questionnaire compiled with indicator: (1) independent; (2) creative; (3) risk takers; (4) leadership; (5) action-oriented, and (6) hard work. This study focuses on finding out how high the level of competence of teachers in teaching, and how big the contribution of each indicator to the variables of teacher entrepreneurship competence in teaching. The study was conducted at State Senior High School in Rimba Melintang Sub-district, Rokan Hilir, Riau Province.

The study population was 71 teachers in 2 schools, 21 men and 50 women. The entire population was sampled, and the measurement experiments were conducted on teachers in other schools that had similar characteristics with a population of 20 people. Data were collected using a questionnaire with a of scales 5 choice. The collected data were analyzed using descriptive and inferential statistics.

Descriptive statistical analysis is used to determine how high the mean scores of each indicator and variable, using the following model:

Table 1 : Table of Mean Score Interpretation

Scale	Interpretation
4,00 - 5,00	Very high
3,00 - 3,99	Higher
2,00 - 2,99	Lower
1,00 - 1,99	Very low

Source: *Daeng Ayub Natuna, 2017.*

Meanwhile, to see the magnitude of indicator contribution to the variables used the percentage interpretation model as the following table:

Table 2 : Contribution Interpretation of each indicator to the research variables

Scale %	Interpretation
61 - 100	Higher
41 - 60	Fair
01 - 40	Lower

Source: *Daeng Ayub Natuna, 2016*

Result and Discussion

The results of this study found that the competence of teacher entrepreneurship in teaching at State Senior High School in Rimba Melintang Sub-district, Rokan Hilir, Riau Province based on six indicators studied obtained results with very high interpretation, because obtained the average Mean value of 4.08 with Standard Deviation 0.83.

Table 3: Mean and Standard Deviation Value of Teacher Entrepreneurship Competence in Teaching Based on each Indicators.

Nu	Indicator	Mean	SD	Interpretation
1	Independent	4,38	0,78	Very high
2	Creative	3,77	0,97	Higher
3	Risk Taker	3,92	0,93	Higher
4	Leadership	4,54	0,75	Very high
5	Action oriented	3,65	0,66	Higher
6	Hard work	4,23	0,88	Very high
Average		4,08	0,83	Very high

Based on Table 3, the very high mean is the indicator of leadership (Mean 4.54) followed by independent indicator (Mean 4.38) and hard work indicator (Mean 4.23). Meanwhile, the other three indicators are high interpretation, namely: risk taker (Mean 3.92), followed by creative indicator (Mean 4.77) and action oriented (Mean 3.65). The findings of this study indicate that the competence of teacher entrepreneurship in teaching is already very high. Nevertheless, many things still need to be improved and strengthened such as action-oriented,

creative and risk-takers. This situation indicates that teachers in both class and non-classroom teaching are not creative yet, so they are still less action oriented, so they still have not dared to face and take risks from the work they do. Although teachers are good in independent, leadership and hard work, it still needs to be improved.

Table 4: Contribution of each Indicator to the Competence of Teacher Entrepreneurship in Teaching variable

No	Each Indicator	R	R Square	Contribution (%)	Interpretation
1	Independent	0,772	0,5960	59,60	Fair
2	Creative	0,433	0,1875	18,75	Lower
3	Risk Taker	0,428	0,1832	18,32	Lower
4	Leadership	0,694	0,4816	48,16	Fair
5	Action oriented	0,441	0,1944	19,44	Lower
6	Hard work	0,599	0,3588	35,88	Lower
Average				33,36	Lower

Based on Table 4 on the contribution of each indicator to the entrepreneurship competence variables of teachers in teaching as a whole still belong to lower interpretation (33.36%). Six indicators of entrepreneurship competence there are two teachers who are classified as fair and four are lower. Indicators whose contributions to the variables classified fair are independent and leadership, while those that are creative, risk-takers, action-oriented, and hard-work. Contributions are input or roles that impact each indicator on The competence of teacher entrepreneurship in teaching.

The results of this study can be paired with Tutik (2013) describes 17 entrepreneurial values that will be integrated through entrepreneurship education that is; (a). independent; (b). creative; (c). dare to take risks; (d). action-oriented; (e). leadership; (f). hard work; (g). honest; (h). discipline; (i). innovative; (j). responsible; (k). cooperation; (l). never give up; (m). commitment; (n). realistic; (o). curiosity; (p). communicative; (q).

motivation to succeed. As to where this study found that the competence of teacher entrepreneurship in teaching is very high (Mean 4.08). The findings of Tutik (2013) on six indicators studied, such as independent that is attitude and behavior which not easy depending on others in completing the tasks obtained high value of 52.58% while the value is very high 10.48%. Further creative, which is the ability to think and do something to produce different ways or results from existing products/services obtained high value 57.50% and very high is 15.16%.

In relation to risk takers which is the ability of a person who likes challenging work, brave and able to take the risk of work, obtained high score 53,94% then very high equal to 28,08%. Against leadership is an attitude and behavior of someone who is always open to suggestions and criticism, easy to get along, cooperate and lead others get high score 45,95% then very high 32,92%. For action-oriented indicators that take the initiative to act, rather than wait, before an unexpected event occurs, a high score of 54.41% and a very high 13.36% is achieved. Furthermore, hard work indicator which is a behavior that shows serious effort in completing task and overcoming various obstacles, obtained high value 57,17 while very high that is 10,48%.

The entrepreneurship competence of teachers should not be likened to a gambler who likes to take uncertain risks. The opposite of entrepreneurship is a good risk manager. Entrepreneurs experience uncertainty by making changes and dealing with measurable risks. Nowadays, a teacher with an entrepreneurship competence must learn to manage risks and ensure that risks are fair and appropriate to the effort received (Nor Aishah, 2006). According to Yuyus (2010), Peterman & Kennedy (2003) that there are ten basic attitudes that are entrepreneurial competence one of them is

ready to face a risk, the most serious risk is failure. A teacher who has entrepreneurship competence must be ready to face risks, and competition. Must be confronted with confidence and make estimates and careful planning, so that challenges and risks can be minimized.

Suryana (2006) and Audretsch (2007) explains that to be an entrepreneur, a person must have characteristics such as having the courage to face risk. A teacher who has entrepreneurship competence must be brave to face the risk. The greater the risk it faces, the greater the chance to make a profit. This because the number of players is less. Of course, these risks have to be taken into account first. Dare to take the risk that has been calculated before is the key early in the world of entrepreneurship that must be understood by students, because the results to be achieved proportional to the risks to be taken. Well-calculated risks are more likely to succeed. This is the deciding factor that differentiates the entrepreneur from the manager.

Zimmerer & Scarborough (2008) states that an entrepreneur has a characteristic that prefers medium risk. Teachers with entrepreneurship competence are not taking risks quickly, but people taking calculated risks. In other words, teachers with successful entrepreneurship competence are not risk takers, but rather as risk erasers, throwing away as many obstacles to the successful launch of their business. One of the best ways to eliminate risk is to develop a solid business plan for the business.

Rye (1996) and Abas (2011) explains that entrepreneur has a character like a risk taker. Entrepreneurs should not be afraid to face or to take risks, but not as lower or higher risk takers. If possible we should choose medium risk and avoid higher risk because higher achievement is only possible if they are willing to take risks to achieve the goal. Meanwhile, according to Buchari Alma (2008) and

Suryana (2006) someone who has an entrepreneurial spirit is characterized by the courage to face the risk, that is effort to weigh and accept risk in making decision and face uncertainty.

The ability to adapt towards changings is one of the characteristics of a successful entrepreneur. Nowadays, ever-changing ability to act flexibly requires a high degree of creativity. Teachers who have entrepreneurial competence have creative thinking to solve problems logically. Creativity is described as the ability to develop new ideas and have different views on an opportunity or problem. While innovation is the ability to apply creative solutions to a problem and an opportunity to strengthen and enrich human life (Zimmerer & Scarborough 2008 and Nor Aishah & Isteti 2006).

According to Suryana (2006), to become an entrepreneur must have high creativity value. A teacher who has entrepreneurship competence generally have more creativity and innovation. Entrepreneur been thought the matters earlier on others and able to make the innovation result becomes "demand". Meanwhile, according to Hendro (2005) and Yuyus (2010) creativity requires an inspiration as the forerunner of the idea to find opportunities based on intuition. Zimmerer & Scarborough (2008), explains that other competencies often seen in entrepreneurs include flexibility. One characteristic of teachers who have true entrepreneurial competence is their ability to adapt to changing customer and business demands. In this rapidly changing global economy, stiffness often leads to failure. With a change of taste in society, entrepreneurs must also be willing to adapt their business to meet these changes. When their ideas fail to lift their hopes, successful entrepreneurs can instantly change them.

Toto (2011) and Yuyus (2010) states that the basic attitude of entrepreneurial character one of them is creative (creative

seize opportunity). Opportunities are always ahead of us. A sharp attitude is not only able to see opportunities, but also able to create opportunities. Meanwhile, according to Yuyun (1999) and Yuyus (2010) the ability that must be owned by a teacher who has entrepreneurial competence is imagination, having imagination, ideas and perspective and not relying on past success. Sony (2010) says entrepreneurial competence is a skill in organizing. Teachers who have entrepreneurial competence demonstrate skills in work organization and people in achieving goals. They are very objective in selecting individuals for a particular task. They will choose experts who are not friends, so that work can be done efficiently.

Teachers who have entrepreneurial competence as explained by Endang (2011) that entrepreneur must have creative character and innovative. The creativity lies on the aspect of thinking, while the innovation more pointed to the attitude and behavior. Innovative attitude is seen in the form of courage to do something new and different. One form of entrepreneurial creativity thought is dedicated, creativity without dedication will only be a wishful thinking. Dedication in realizing the things planned, willingness to monitor in every process needed and develop entrepreneurial spirit.

Ari & Dedi (2011) states that the characteristics and qualifications of tough, reliable and excellent entrepreneurs include creatively seeking and creating opportunities, increasing productivity and efficiency. Always strive to achieve and produce better devotion for service users, owners, suppliers, workers, communities, nations and countries. Research has shown that teachers who have entrepreneurial competence run a high spirit of teaching and show more high attention to the future of students than academic value. Managing their behavior is like managing a business,

as described by Zimmerer & Scarborough (2008) and Nor Aishah, (2006).

Regarding with the findings of this study, as Meredith (2007) and Hamdani (2010) there are several entrepreneurial competencies inherent in a person, one of them is future-oriented as well as action. Teachers who have entrepreneurial competence must have a perspective and future view. The key is the ability to create something new and different from the present. According to Graith & Millan in Rhenald (2010) the basic character of an aspiring entrepreneur is action oriented. Not postpone or let something (opportunity) pass you by. They do not wait until things and budget are clear firstly. They also do not wait for the uncertainty passed by than try. They are people who want to act immediately, even if the situation is uncertain. Their principle is see and do. For them, risk is not to be avoided, but to be confronted and conquered with action and expertise.

Suryana (2006) explains that to become an entrepreneur, must have future-oriented competencies. Future-oriented and action is a perspective, always looking for opportunities, not quickly satisfied with success and far-sighted. Because by having a far-sighted view of the future, then he always tries to move and work. The key is the ability to create something new and different than today. Toto (2011), Allen (2010) and Yuyus (2010) states that there are ten basic attitudes of entrepreneurial character one of them is visionary that looking far ahead, always doing the best in the present, while imagining a better future. A teacher who has entrepreneurial competence tends to be creative and innovative.

Hamdani (2010) states that the competence of an entrepreneur is has a perspective of the future. A teacher who has entrepreneurial competence should be able to look more optimistically. Looking ahead with taugt and effort. Enterprises take full advantage of opportunities.

Future-oriented people are people with perspectives and views for the future. For having a far-sighted future, then they will always strive and work. A teacher who has an entrepreneurial competence is an experienced and knowledgeable about the technology and market conditions in which he operates. Success is rarely achieved by someone who is inexperienced in the field involved. Teachers who have entrepreneurial competence also have the ability to use their influence for the purpose of developing a business. (Nor Aishah & Isteti 2006).

According to Suryana (2006) characteristic of an entrepreneur is has a leadership spirit. To be able to use the time and energy of others to manage and grow its business, an entrepreneur must have the ability and passion to develop the people around him. A good leader is not measured by some of his followers or employees, but by the quality of the people who follow him and how many new leaders around him. This process is called development, which not only improves skills, but more importantly develops intra and interpersonal characters and abilities as business leaders. Thus, a teacher who has intelligent entrepreneurial competence must constantly develop the people around him in order to in turn be able to use the concept of a lever to develop his business.

Meredith (2007) and Hamdani (2010) argues that some entrepreneurial spirit inherent in a person's is leadership. A teacher who has entrepreneurial competence must have leadership, pioneering and exemplary qualities. He always shows new and different products and services so he pioneers both in production and marketing processes. Always make the difference as an adding value. Yuyus (2010) states that the basic attitude of entrepreneurial character that is democratic leader, has a democratic leadership, able to become role model and inspirator for others. Be able to please other, without losing direction and

purpose, and be able to be with others without losing their own identity. Sonny (2010) and Casson (2005) characteristics of an entrepreneur are goal-oriented leadership. Teachers who have entrepreneurial competence need activities that have goals, and motivate them to direct their workforce and colleagues and learners towards the goals set.

Conclusion

The competence of teacher entrepreneurship in teaching is a teacher ability to integrate entrepreneurship values when doing teaching for all subjects. Integration of entrepreneurship values can be done when planning, delivering material, and evaluating lessons. This study found that the competence of teacher entrepreneurship in teaching is at very high interpretation, but contribution of each indicator to variable is still at lower interpretation.

Every subject at school has an entrepreneurial value. Regarding with it, every teacher must have the entrepreneurial competence such as mental, enthusiasm, entrepreneurial character to be successful in learning. The character of the learner is built through what is heard, what is seen and what is perceived. Hearing and sight is the entrance of the lesson before entering to forge his conscience. Through all the senses that humans have, there will arise a strong learning related to what the senses receive.

The role of teachers in applying the value of entrepreneurship to students must be inderecting on every subject matter when the implementation of learning inside or outside classroom. After understanding the value of entrepreneurship well, then the teacher should try to feel and realize it. Then in the next stage, that is, as the application of the character or entrepreneurial values can be done spontaneously. To realize it all, the

teacher must have entrepreneurial competence as part of his professional accountability.

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