

Apprenticeship or Ownership?

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Abstract: Entrepreneurship education is one of the important things in Commerce and Business education. The question is how it takes? Entrepreneurship is not given in the class but earn, some researcher said it is inherited. The aim of this article are to provide the entrepreneurship education options which give more benefit and bring out the entrepreneur attitudes student should have, and measure the student's entrepreneur knowledge. Qualitative method is used to describe the entrepreneurship education students perceived. Questioned respondents are 30 persons who already take the apprenticeship course and had submitted their business proposal as final task in Strategic Management class. The result shows that apprenticeship is the most appropriate method that students need to experience; it shows that students perceive more knowledge by experiencing the real business life.

1 INTRODUCTION

Commerce and business education aims to provide students with education and skills in the field of entrepreneurship. Birch (in Aronson, 2004) argues that if educators improve entrepreneurship, then an apprenticeship is the answer. An internship will provide an experience that can be of benefit to the entrepreneur. Entrepreneurship itself is defined as a matter of one's courage to do business and non-business independently (Swasono, 1978).

The purpose of entrepreneurship education are 1) Realizing the ability and stability of entrepreneurs to produce progress and prosperity of society, 2) To cultivate enthusiasm, attitude, behavior and entrepreneurship among the society among the capable, reliable and superior community, and 3) Growing a strong and strong entrepreneurial awareness.

A university should serve as a way for students to prepare for their careers, both intellectual preparation and business preparation, by giving consideration to the general principles of knowledge (theory) and its implementation. In entrepreneurship learning in schools, the role and liveliness of teachers in teaching should be interesting, in addition to the student's active role is also required. Keep in mind that the success of education is the success of students not the success of teachers. There is still a debate for educators and academies about how we can actually

teach students to become entrepreneurs (Fayolle, 2008). Some argue that entrepreneurship is a matter of personality and psychological characteristics, and it can't be taught. These challenges make the field of entrepreneurship education very difficult to deal with for educators and teachers.

His article aims to provide entrepreneurial education options, a learning option that benefits and strives to instill an attitude of entrepreneurship. In some ways back to the question every educator should ask: What? For who? Why? How? For what result?

1.1 Entrepreneurship

What kind of person becomes an entrepreneur? What traits should be had to become an entrepreneur? Is this entrepreneur talent from birth or can be learned? The following are important traits according to entrepreneurs to become successful entrepreneurs (Daryanto and Cahyono, 2013).

- The ability to make clear goals,
- Resilience in achieving a goal,
- Flexible but goal-oriented,
- An entrepreneur must understand the basic principles of how a business can survive and succeed,
- The desire to be independent,
- Willingness to keep learning, and
- Have good communication abilities.

From these characteristics, an educator should make it the basis for entrepreneurial learning (business). This learning explicitly makes it possible to consider students' point of view (De Clercq, etc. 2013). An educator should be able to identify the actual conditions and factors that enable success and failure in the execution of their program. Therefore entrepreneurial educators should be able to create the right conditions for entrepreneurial learning that is more effective and efficient. Because of time constraints in the material context of the learning process.

1.2 Apprenticeship

For many students, skills, and knowledge taught today are still abstract. Material learning is still limited to the students' imagination, the students imagine being in a condition where they are required to be able to solve the problems that have been given and make them difficult to apply them in the real world. Students need to gain experience to know their skills and skills not only taught in the classroom but on the implementation.

An internship is an old concept that is believed to provide students with experience, with more experienced people helping, providing structure and examples to support the achievement of goals (Dennen, 2008). But learning through apprenticeship is not for skill training but rather a social interaction learning lesson, which is by preparing students to gain information, experience, and knowledge directly from the community.

Essentially, the apprentices should learn overall about the task and profession by completing some light work at work. So that when they are faced with a bigger problem, they can solve it based on their previous experience. Their understanding of completing this work as a whole will affect their performance.

1.3 Strategic Management

In learning entrepreneurial and business activities, students are usually given a problem in concept and are required to solve the problem. Basically in problem-solving required the concept of strategic management. There are five concepts that must be owned by students in solving business problems that are 1) decision-making ability; 2) analytical ability; 3) strategic thinking ability; 4) The ability to process decisions; And 5) Ability to implement policies. All these concepts must be owned by a businessman.

Students are required to be able to analyze deficiencies and strengths as well as challenges and opportunities that can strengthen the business. Analyze and choose the right strategy for the company. Some other things related to entrepreneurship. The best strategy in the world will be useless if it is not implemented. Finally, they should be able to always look for opportunities in organizing and using their owned resources and turn these opportunities into economic or social activities.

2 METHODS

Qualitative method is used to describe the entrepreneurship education students perceived. Questioned respondents are 30 persons who already take the apprenticeship course and had submitted their business proposal as final task in Strategic Management class. Using questionnaires from De Clercq, etc. (2013), with dichotomous answer choices, i.e. "Yes" and "No" answers to know student's Entrepreneurial Intention, Perceived Abilities, Perceived attractiveness, Learning orientation, and Passion for work, which had given before and after their apprentice program.

3 RESULTS

Entrepreneurship education in business is important. To start a business they need entrepreneurial attitude which is independent, able to set the objectives, dare to take risks but still remain flexible in the implementation to achieve goals. The entrepreneur, who always wants to learn, makes him willing to accept criticism from others, learn from his mistakes and his own successes and other successful entrepreneurs. Always look for opportunities to achieve goals by using all of the resources they have. The ingrained entrepreneurial behavior is a success in entrepreneurship education. Dare to implement their decisions and able to take risks is the success of business education.

For example, Kirby (2007) identifies goals in entrepreneurship education. Some people relate to the increased awareness of entrepreneurship by teaching students about entrepreneurs in particular about: their role and function in the economy and society. Some argue to develop successful attributes of successful entrepreneurs to their students (Kirby, 2007). Universities should be more concerned with education through companies and use them in the

process of creating new businesses to help students gain a variety of business understanding and transferable skills or competencies.

Respondents are students who have taken strategic management courses, this class of strategic management in the implementation, in the middle of the students will be given the option to choose to do apprenticeship activities. In this class there are 30 people who are performing at micro, small and medium enterprises for 60 hours work in 3 weeks. After that the student will give the apprenticeship report. At the end of the semester students will be given the task of a business. Imagine opening a new business and making a proposal according to the theories that have been given and the experience of the internship they have.

Before and after the apprenticeship activities, they had to answer the questionnaire. And do some interview. From the questionnaire we can calculate the answer scores, which 18 it's the maximum. The mean for the first phase, before apprenticeship (BA) is 11.10 and the second phase, after apprenticeship (AA) the mean is 17.03. From this data we can say that apprenticeship give positive impacts for student, AA makes them more responsible. Their entrepreneurial intention, learning orientation and their passion for work are increased.

Table 1: Paired t-test

N	Std. Dv	t	df	Sig. (2-tailed)
30	1.89251	-17.172	29	.000

Based on the data from table 1 it can be concluded that there is a difference between the students entrepreneurial intention, perceived attractiveness, learning orientation, and their passion for work before and after the internship. As indicated by Sig. (2-tailed) is < 0.05 which mean there is difference between the before and after data.

Table 2: Entrepreneurial Intention

Questions	Answer	
	BA	AA
I have been preparing to start my own business	14	27
I am likely to start my own business soon	9	28

AA makes all the students have been preparing to start their own business. For this answer we need some confirmation from the interview. Students who answer "No" in BA been interviewed, the conclusion is in the BA students doesn't know how and where to start a business, they mentioned if they got "abstract

path" in BA, refer to their limited knowledge and experience but it become vivid in AA.

Table 3: Perceived Ability

Questions	Answer	
	BA	AA
It is highly feasible that I could start my own business.	17	29
I feel certain that I would be able to start my own business if I wished to do so	17	28

In the BA it seem they doesn't have self-confidence or in psychology it called self-efficacy that they could start a business, but in AA they seem gained confidence of their own capability to start a business. The interview conclusion is students in AA got more knowledge and experiences about what business are. They are more confidence in making decision what kind of business they want to do and how to start it.

Table 4: Perceived Attractiveness

Questions	Answer	
	BA	AA
I have a strong desire to start my own business.	15	25
I feel a strong urge to become self-employed	18	30
My overall wish is to have my own business	19	28

Table 4 describe that almost all of the student have a strong desire to start their own business but it was not their overall wish to have their own business, but AA makes them wishing to do. In the interview they mentioned "fun" to running their own business, all of them had dreamed having their own business. After apprenticeship, 8 of them had already starts their own business there are food, snacks, and service business and make more money from it.

Table 5: Learning Orientation

Questions	Answer	
	BA	AA
I often read materials to improve my abilities.	22	30
I like to take on a challenging task...	18	29
I often look for opportunities	20	29
I enjoy challenging task...	21	25
Developing my abilities is important...	20	29
I prefer to work in situations that require a high level of ability and talent.	21	29

From table 5, it give a picture that in the BA student doesn't like to do challenging task and most of them said that they not enjoy for doing so. AA gave them realized to developing their abilities. From the

interview it can be concluded that student have realize that bay doing some challenging task they can developing their abilities, they can manage their own power to do some multitask.

Table 6: Passion for work

Questions	Answer	
	BA	AA
I derive most of my life satisfaction from working hard	21	30
I love to work hard.	23	28
I look forward to returning to work when I am away from it.	20	28
I accomplish a lot because I love to work hard.	19	30
Sometimes I wish that I could be working harder when I am not.	18	29

Student stated in BA that they are a hard worker, and doesn't want to have more works. In the AA they still stated that they are a hard worker and wishing to be more efficient at work, they willing to do some multitask so they can finish their works earlier and have leisure time. This is a contrary, because in the BA they doesn't want to do extra works, but in the AA they realized that they can do more.

Fayolle and Gailly (2008) argues that to obtain the social benefits of entrepreneurship education, which is the goal of economic learning needs a process. The purpose of this lesson is related to the development of students' talent and creativity. To start a business is not easy, many are deadlocked, but with experience-based learning process, failure can be a learning process.

4 CONCLUSIONS

In this case, entrepreneurship education should aim to develop entrepreneurial attitudes in the widest sense and provide stimulation or a new creation spirit as well as entrepreneurial values. Improving students' awareness of entrepreneurship can be done in a different way, namely by emphasizing the role of entrepreneurship for a country's economy. Motivation, values and attitudes of entrepreneur can also be presented in the discussion, can be through the testimony of entrepreneurial success in public lectures or case studies in the classroom. In addition, entrepreneurship education can help students see new business opportunities to create career choices they want to work with, develop positive and favorable attitudes toward the trends situation of being civil servants. Therefore, entrepreneurship education also

requires a career perspective for one's professional life.

In the end an entrepreneur should always look for opportunities to organize and use the right resources to turn these opportunities into economic activity. Therefore, entrepreneurship education can be an important tool in developing an entrepreneurial culture.

Based on the results of questionnaires and interviews, quantitatively it can be concluded that business and entrepreneurship learning can be through the process of learning in the classroom, but in the development of attitude would be better if entrepreneurship learning equipped with internship activities. In general, apprenticeship learning aims to provide experience, in this context, the internship gives students the confidence to own their own business.

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