

# ENTREPRENEUR IN HISTORY EDUCATION CURRICULUM

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## Abstract

Curriculum is a guide to implementation of education. The vibrant life of the community in various fields is a challenge to the curriculum. One such challenge is to provide space for students to develop an entrepreneurial spirit. Student need to be trained in analyzing and critical history events that have a meaning of entrepreneurship. From historical side, the Indonesian nation has been doing international trading activities since the time of Srivijaya Kingdom. Before that, the entrepreneurial spirit of Indonesia nation, had appeared in Pre-Literary period. Historical lesson material containing these entrepreneurial values, the key to success in the past can be reflection for immediate realization. In addition, it can also create entrepreneurs who have the awareness and ability to develop and preserve the values of local wisdom, through the creation of industry. Through the application of entrepreneurship in the curriculum of history education, students are also trained to change the mindset of students who think history is just a fairy tale of the past. Values and entrepreneurial spirit are appropriately studied, and interpreted through historical events.

## INTRODUCTION

In accordance with Undang-Undang No.12 of 2012 that Higher Education has autonomy in the preparation of curriculum. Furthermore, in the Act, it was also explained that the aim of Higher Education is to be a man of faith and fear of God Almighty and noble, healthy, active, competent, creative, independent, skilled, competent and cultured for the benefit of the nation. To realize this goal, all students must follow the General Education Course, one of which is Entrepreneurship [5]. Etymologically, Wiraswasta (in Indonesian)/entrepreneurship (in English) comes from Sanskrit which consists of three syllables, namely "wira = superior, exemplary, tough, brave, pioneering"; "Swa = alone" and "Sta = stand".

In the article (Entrepreneurship Education: Concept, Characteristic, and Implications for Teacher Education) written by Manish Kumar Gautam and Dr. Sunil Kumar Singh [2], the term entrepreneurship comes from France which means music or other entertainment. The term was used in the 16th century AD. There is also the explanation that the term entrepreneur was first introduced in the early 18th century by French economist, Richard Cantillon. According to him, "entrepreneur is an agent who buys means of producing at certain prices in order to combine them". Furthermore, according to Schumpeter, the concept of entrepreneurship is the person who changes the existing economic system by introducing new goods and services by creating new organizational forms or processing new materials. Meanwhile, according to the Presidential Instruction of the Republic of Indonesia (INPRES) No. 4 of 1995 concerning the National Movement to Promote and Cultivate, entrepreneurship is the spirit, behavior, attitudes and abilities of a person in handling businesses and / or activities that lead to finding, creating, implementing work methods, technology and new products by increasing efficiency to provide more services both and / or obtain large profits [5].

Based on research conducted by Esti Dwi Rinawiyanti and Linda Herawati Gunawan, namely "Study of Entrepreneurship Learning in Higher Education" (Results of research published in *Entrepreneur Journal and Entrepreneurship*, Vol. 4, No. 1 and 2, September 2015) obtained information that first, material in Entrepreneurship Learning namely entrepreneurial mentality, innovation, searching for ideas, dealing with risk and marketing. This is in line with the opinion of Johnson et.al (2006) that the material that must be taught in entrepreneurship courses is able to accommodate the needs of students from different disciplines including marketing and sales, financing, entrepreneurial management (employment rules, employee recruitment and business ethics), feasibility studies and identify strategies and opportunities. Second, activities that need to be done at Entrepreneurship Learning are visits to a business, expo, guest lectures, success stories and business camps. This is considered necessary because students must have direct experience of the business they are going to pursue.

The entrepreneurship education provides opportunities for youth to master the core entrepreneurial competencies of community recognition, idea generation, venture creation and critical thinking (Appalachian: 481). Through Entrepreneurship Learning, students are expected to understand the characters needed to develop the business to be pursued. According to David (1996), the character that must be possessed by an entrepreneur is high achievers, risk takers, problem solvers, status seekers, high energy levels, confidence, emotional bonds and personal satisfaction. Whereas according to Bygrace (1996) the characteristics of entrepreneurs are creative, motivated and innovative, aggressive, risk seekers, have integrity, confidence, competency and problem solvers. In addition, entrepreneurs must be able to communicate and have good interpersonal skills. According to Ilik (2011), communication is an important factor in running entrepreneurship because an entrepreneur is a leader who must be able to direct or guide employees to achieve goals. Interpersonal skill (leadership) is also needed, which is the process of motivating others to work to achieve the stated goals[3].

The Indonesian nation has an entrepreneurial spirit throughout its history. The Progress of the Sriwijaya Kingdom (7-11th century AD), one of which was influenced by Srivijaya having international trade relations with China and India. According to the history of China, Hsin-tang-shu or the History of the Sung Dynasty, Srivijaya has 14 trading cities or ports, one of which is Palembang which is the main port in the Kingdom Center. Some of Sriwijaya's export commodities include Cengkeh, pala, kapulaga, lada, pinang, kayu gaharu, rempah-rempah, penyu, emas dan perak. The export commodity was supported by the handling of customs duties for foreign ships that stopped at Sriwijaya's port. In addition, Sriwijaya can master trade in the Malacca Strait, because it has a strong fleet, with the ability of tough sailors[6].

In 1602, Dutch traders in Indonesia joined the VOC (Vereenigde Oost Indische Compagnie) which ran a monopoly on spice trade. Under the Octroi Rights, the VOC has the privilege of making contracts with kings or local rulers, building military power and printing money. In the time of Colonia, precisely in 1830 the Culturstelsel was born, namely the Cultivation System through state plantations by mobilizing agricultural land and livestock and labor for free. Cultivation of Kopi, teh, tembakau, tebu is promoted. Forced cultivation ended in 1870 and began a new age of colonial capitalism. State gardens are taken over by the private sector with a land agreement of up to 75 years. Historical material can provide learning about the character of entrepreneurship. That the

Indonesian nation has the potential to develop trade relations to an international scale. In addition, limitations in the colonial period became the spirit to get out of the shackles of colonialism. The material is obtained in depth through History Education. According to Hasan[4] History Education is able to develop the potential of students to recognize the nation's values that continue to survive, change and become the property of the nation today. According to Subadi in his article entitled: "Pembangunan Kurikulum Berbasis Kewirausahaan di Perguruan Tinggi Keislaman Swasta (PTKIS)", the implementation of Entrepreneurship Learning is divided into seven stages:

- Entrepreneurial results are determined by entrepreneurs
- Able to determine your own time that is taken into account in working hours to reach the goal
- Hope can be realized sooner or later, according to the hard work done
- Entrepreneurial practices are not only carried out in public spaces but also in classrooms.
- Businessmen are not award-oriented but on achievement or work.
- Entrepreneurs always think forward and sustainably, which has programmed activities with clear and structured time details
- Entrepreneurs work as learning resources.

## METHODOLOGY

The method is the way. The method used in this study is qualitative descriptive, which is research that uses literature review or literature as the main source then describes it in paragraph form so that it becomes a unified and meaningful unity.

## RESULT AND DISCUSSION

Entrepreneurial learning began with Shigeru Fiji in 1938 at Kobe-Japan University. Then in 1947, Myles Mace introduced entrepreneurship at Harvard Business School-United States [2]. The importance of entrepreneurship in History Education is an entrepreneurial characteristic in line with Historical Education which focuses on values appreciation (Character Education). Through entrepreneurship, the spirit of nationalism can be proven through the results of creativity and innovation in the results of local culture so as to preserve the values of local wisdom. The application of the entrepreneurial spirit in History Education is carried out through its application in the learning process, that are:

Table 1

Komponen	Keterangan
Learnng	Understanding local entrepreneurial potential
Outcomes	
Final Capabilities	Students are able to analyze entrepreneurial potential in Palembang
	Students are able to carry out the business process of goods or services
Material Study	The Potential of Entrepreneurs in Palembang Business Practices of Goods service
Learning	Inquiri dan Problem Solving

Methods																			
Learning Experience	Students actively seek or discover entrepreneurial potential in Palembang																		
	Students do practical work or find solutions to problems in the marketing process																		
Assesment Criteria	Performance:																		
	<table border="1"> <thead> <tr> <th>Aspek</th> <th>Nilai</th> </tr> </thead> <tbody> <tr> <td>Kreatif</td> <td></td> </tr> <tr> <td>Inovatif</td> <td></td> </tr> <tr> <td>Agresif</td> <td></td> </tr> <tr> <td>Risk Seeker</td> <td></td> </tr> <tr> <td>Confidence</td> <td></td> </tr> <tr> <td>Good communication</td> <td></td> </tr> <tr> <td>Interpersonal skill</td> <td></td> </tr> <tr> <td>Marketing</td> <td></td> </tr> </tbody> </table>	Aspek	Nilai	Kreatif		Inovatif		Agresif		Risk Seeker		Confidence		Good communication		Interpersonal skill		Marketing	
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Entrepreneurship in the History Education Curriculum is a place for students to raise the theme of Local History as an idea of goods or services to be offered to consumers. Local history can be interpreted as a local identity that is characteristic of a region. The city of Palembang has a long history. According to historical records, this city was the center of the Srivijaya Kingdom in the 7th century AD. Various relics of the Srivijaya period include Karang Anyar (Archaeological Park of the Kingdom of Srivijaya), Kambang Unglen, Ladang Sirap, Kambang Purun, Padang Kapas, Kedukan Bukit and Bukit Siguntang [7].

Furthermore, Palembang entered the period of the Palembang Sultanate, where the influence of Islam became very dominant. The remains of the Palembang Sultanate are Kuto Besak Fortress, Sultan Mahmud Badaruddin II Museum, Palembang Great Mosque, Tengkuerep Crater, Ki Gede Ing Suro Cemetery Complex, Songket and others. Entering the colonial period (Netherlands and Japan), several relics at that time included the Ampera Bridge, the Soldier's Office, the Ledeng Office (now the Palembang Mayor's Office), the Dutch Housing in the Semut Talang and others.

The legacy of Local History in Palembang is an entrepreneurial potential in Palembang, by packing it into Historical Tours. But for students, maybe this type of entrepreneurship also requires large capital so that it becomes a problem. However, these challenges can be of more value if they can meet the entrepreneurial criteria that have been explained. Another potential offered is Palembang songket. The value contained in Palembang Songket is not only a matter of Rupiah but also related to its historical journey or historical values contained in the cloth. Songket is a typical Palembang cloth which in its time (Palembang Sultanate) was only used by the Sultan. The fabric is made of gold with a special style. However, at this time, Songket can be enjoyed by everyone. Students can see this potential and collaborate with songket craftsmen by marketing through social media, engaging in exhibitions or offering them directly.

## **CONCLUSION**

The spirit of entrepreneurial characteristics can be applied in History Education through the curriculum. Basically this spirit or characteristic (if reviewed from the historical side) has been carried out throughout the journey of the Indonesian Nation. As for the spirit / characteristics that need to be adopted as part of Character Education in History Education is creative, innovative, aggressive, risk seeker, confident, able to solve problems, able to communicate, and have a leader's spirit.

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