

ENTREPRENEUR

IN PHYSICAL EDUCATION



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**Entrepreneur in
Physical Education**

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FOREWORD

By saying thank God Alhamdulillah to Allah SWT. The author was finally able to complete this book. The author's intention is to help teachers, lecturers and students to fill their reading needs regarding Physical Education Entrepreneurship Education in Educational Learning. Hopefully with this book written in Indonesian, their needs will be met.

The Physical Education Entrepreneurship Education Book is designed to meet the basic needs of students. The material is arranged neatly and in stages. It is hoped that this book can be a reference for students to know and understand more deeply about Physical Education Entrepreneurship Education.

On this occasion, allow the author to express his deepest gratitude to all parties who have helped in the completion of this book, especially to the Indonesian Education University, Sumedang Campus, who have given the opportunity and trust to the author to compile this book.

There is no ivory without cracks, this article is not free from errors and oversights which are the full responsibility of the author, for which the author apologizes profusely. Hopefully there is still a chance to straighten it out and fix it.

May Allah SWT. Giving taufik and His guidance to all of us.

Bandung, June 2025

Writer

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SYNOPSIS

Entrepreneurship comes from the words wira and usaha. wira is a fighter, hero, noble, brave and noble character while usaha is a charitable deed, working and doing something. So an entrepreneur is a hero who does something and according to the Big Indonesian Dictionary an entrepreneur is a person who is good at recognizing new products, determining new production methods, arranging operations to procure new products and managing the capital of his operations and marketing them.

An entrepreneur is someone who is good at identifying new products, determining new production methods, organizing operations to produce new products and managing operational capital and marketing them. Entrepreneurship is seen as a function that includes the exploitation of opportunities that arise in the market. This exploitation is mostly related to the direction and combination of productive inputs. In the concept of education, entrepreneurship is identical to the efforts or abilities of entrepreneurs in their business world (business). However, in reality, entrepreneurship is not always identical to entrepreneurial character because entrepreneurial character may also be possessed by people who are not identical to entrepreneurs, entrepreneurs are included in all aspects of work, both private and government workers. The entrepreneurial stage begins with the starting stage, the stage of implementing the business, the stage of maintaining the business and the stage of developing the business.

CHAPTER 1

ENTREPRENEURSHIP EDUCATION CONCEPT

A. Definition of Entrepreneurship

Entrepreneurship comes from the words wira and usaha, wira is a fighter, hero, noble, brave and noble character while usaha is a charitable deed, working and doing something. So an entrepreneur is a hero who does something and according to the Big Indonesian Dictionary an entrepreneur is a person who is good at recognizing new products, determining new production methods, arranging operations to procure new products and managing the capital of his operations and marketing them.

In the appendix to the Decree of the Minister of Cooperatives and Small Business Development Number 961/KEP/M/XI/1995, it is stated that: (a) Entrepreneurs are people who have the spirit, attitude, behavior and ability of entrepreneurship; (b) Entrepreneurship is the spirit, attitude, behavior and ability of a person in handling a business or activity that leads to efforts to find, create and apply new working methods, technologies and products by increasing efficiency in order to provide better service and/or obtain greater profits. So entrepreneurship refers to people who do their own business or activities with the abilities they have.

B. Concept Definition of Entrepreneurship

Entrepreneurship, which is often known as entrepreneurship, comes from French, which literally translates as intermediary, interpreted as an independent attitude and behavior that is able to combine elements of creativity, feeling and will and work or is able to combine elements of creativity, challenge, hard work and satisfaction to achieve maximum performance.

Although some experts emphasize entrepreneurship more on the role of small businessmen, in fact, entrepreneurial character is also possessed by people who work outside of entrepreneurship. Entrepreneurial character is in everyone who loves change, renewal, progress and challenges, whatever their profession. Thus, there are six important essences of entrepreneurship, namely:

- 1) Entrepreneurship is a value that is manifested in behavior that is used as a resource, driving force, goal, strategy, tips, processes and business results (Ahmad Sanusi, 1994)
- 2) Entrepreneurship is a value that is needed to start a business and develop a business (Soeharto Prawiro, 1997)
- 3) Entrepreneurship is a process of doing something new (creative) and different (innovative) which is useful in providing added value.
- 4) Entrepreneurship is the ability to create something new and different (Drucker, 1959)
- 5) Entrepreneurship is a process of applying creativity and innovation in solving problems and finding opportunities to improve business life (Zimmerer, 1996)
- 6) Entrepreneurship is an effort to create added value by combining resources in new and different ways to win the competition.

Entrepreneurship is different from management. Paul H. Wilken explains that entrepreneurship involves initiating changes in production, while management involves coordinating ongoing production processes. Psychological factors in the mid-1980s Thomas Begley and David P. Boyd studied the psychological literature on entrepreneurship. They found 5 dimensions:

- 1) Need for achievement. Entrepreneurs have a high need for achievement: Need for achievement is very high.
- 2) Location of control: individuals control their own lives- not luck or fate.
- 3) Tolerance for risk: entrepreneurs who are willing to take risks achieve greater returns than those who are not willing to take risks.
- 4) Tolerance for doubt
- 5) Type A behavior: ambitious, energetic.

Entrepreneurship first appeared in the 18th century, starting with new inventions such as the steam engine, spinning machine, etc. Their main goal was the growth and expansion of the organization through innovation and creativity. Profit and wealth were not the main goals.

In simple terms, the meaning of an entrepreneur is a person who is brave enough to take risks to open a business in various opportunities. Being brave enough to take risks means being independent and brave enough to start a business, without being overcome by fear or anxiety even in uncertain conditions. (Kasmir, 2007: 18). The definition of entrepreneurship is relatively different between experts/reference sources with different points of attention or emphasis, including the creation of new organizations (Gartner, 1988), running new combinations (activities) (Schumpeter, 1934), exploring various opportunities (Kirzner, 1973), facing uncertainty (Knight, 1921), and jointly obtaining production factors (Say, 1803).

So from the above understanding it can be concluded that entrepreneurship is seen as a function that includes the exploitation of opportunities that arise in the market. This exploitation is mostly related to the direction and combination of productive inputs.

C. Entrepreneurship Theories

Entrepreneurship involves two main elements, namely the issue of opportunities and the issue of ability to achieve opportunities, this is stated in the theory:

1) Economic theory

Entrepreneurs will emerge and develop if there are economic opportunities such as uncertainty about what will happen in the future, namely opportunities in business with technological advances also opening up opportunities for business.

2) Sociological theory

Many sociologists have tried to explain why different social groups such as racial, ethnic, religious and class groups show different responses to business opportunities. Socio-cultural factors that explain differences in entrepreneurship between groups.

3) Psychological theory

According to the pioneer of psychological theory, David McClelland, there is a relationship between entrepreneurial behavior and the need to achieve, and it is formed in childhood and is determined by reading material in elementary school, but the motive for achieving can be increased with training in adults.

4) Behavioral theory

The success of a person in entrepreneurship depends on the choice of previous workplace and starting as an entrepreneur, the choice of business field, cooperation with others, expertise in practicing very appropriate management. According to Ducker, entrepreneurship as a behavior is not a personality trait, entrepreneurship itself is a work practice that is based on concepts and theories, not intuition because it is mastered systematically and very planned. Three elements support

success in entrepreneurial practice, namely with purposeful innovation, management in entrepreneurship and strategy in entrepreneurship. The basis of entrepreneurial knowledge itself is innovation, namely a new way to utilize resources to create wealth, to produce innovation systematically concerning sensitivity and skills that can be learned through practice. People who establish companies must know management and know how to practice it.

D. Concept of Entrepreneurship Education

Until now, the concept of entrepreneurship education continues to develop in this developed country. Entrepreneurship education is very important in everyday life because the more advanced the country, the more educated people are and the more people become unemployed, the more important the world of entrepreneurship. Development that will be successful if supported by entrepreneurs who can open up many jobs due to government limitations.

Education is a process where a person in learning knows the knowledge, skills and habits of a group in each generation to the next generation while entrepreneurship is a process of creating or doing something that is created creatively and the results of one's own work that provides benefits for everyone. Entrepreneurship is a mental attitude in a person who has creativity, is active, creates the power to make something very unique and interesting and can be useful for many people. Entrepreneurship also has a dynamic process to create something that is accompanied by time, capital, resources and also great risk.

A person who has an entrepreneurial character is always dissatisfied with what he has achieved. Entrepreneurs are people who are skilled at taking advantage of opportunities in developing their businesses with the

aim of improving their lives. Norman M. Scarborough and Thomas W. Zimmerer (1993:5), "An entrepreneur is one who creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying opportunities and assembling the necessary resources to capitalize on those opportunities". Entrepreneurs are people who have the ability to see and assess business opportunities; gather the resources needed to take appropriate action, take advantage and have the nature, character and willingness to realize innovative ideas into the real world creatively in order to achieve success/increase income. In essence, an entrepreneur is someone who has an entrepreneurial character and applies the essence of entrepreneurship in his life. In other words, entrepreneurs are people who have a high creative and innovative spirit in their lives.

In the concept of entrepreneurship education, it is identical to the efforts or abilities of entrepreneurs in their business world (business). However, in reality, entrepreneurship is not always identical to entrepreneurial character because entrepreneurial character may also be possessed by people who are not identical to entrepreneurs, entrepreneurs are included in all aspects of work, both private and government workers. Entrepreneurship will emerge if someone dares to develop their ideas because the process in entrepreneurship includes all functions, activities, and opportunities in obtaining opportunities and creation in their business organizations. The essence of entrepreneurship is creating jobs for many people who do not have permanent jobs and creating added value in the market to be different and able to compete with others.

According to Zimmerer (1996:51), this added value can be created in the following ways:

2. Developing new technology,

3. Discovery of new knowledge (discovering new knowledge).
4. Improvement of existing products (goods and services).
5. Finding different ways of providing more goods and services with fewer resources.

D. Entrepreneurship Process

Stages of Entrepreneurship

In general, the stages of entrepreneurship are:

- 1) The starting stage, the stage where someone who intends to do business prepares everything needed, starting by looking at new business opportunities that may be opening a new business, making an acquisition, or franchising. Also choosing the type of business to be done whether in agriculture, industry / manufacturing / production or services.
- 2) The stage of implementing a business or abbreviated as the "running" stage, at this stage an entrepreneur manages various aspects related to his business, including aspects: financing, human resources, ownership, organization, leadership which includes how to take risks and make decisions, marketing, and conducting evaluations.
- 3) Maintaining a business, the stage where entrepreneurs, based on the results achieved, analyze the developments achieved to be followed up according to the conditions faced.
- 4) Developing a business, the stage where if the results obtained are positive or experiencing development or can survive then expanding the business is one option that might be taken.

Summary

An entrepreneur is someone who is good at identifying new products, determining new production methods, organizing operations to produce new products and managing operational capital and marketing them. Entrepreneurship is seen as a function that includes the exploitation of opportunities that arise in the market. This exploitation is mostly related to the direction and combination of productive inputs. In the concept of education, entrepreneurship is identical to the efforts or abilities of entrepreneurs in their business world (business). However, in reality, entrepreneurship is not always identical to entrepreneurial character because entrepreneurial character may also be possessed by people who are not identical to entrepreneurs, entrepreneurs are included in all aspects of work, both private and government workers. The entrepreneurial stage begins with the starting stage, the stage of implementing the business, the stage of maintaining the business and the stage of developing the business.

ENTREPRENEURSHIP EDUCATION IN SCHOOLS

A. Entrepreneurship Education in Schools

Entrepreneurship education aims to form a complete human being as a person who has good character and understanding and skills as an entrepreneur. Entrepreneurship education can also be implemented in an integrated manner with activities in school education. The implementation of entrepreneurship in schools is carried out by the principal, teachers, education personnel, students, entrepreneurship education is applied to the curriculum by identifying the types of activities in schools that can realize students in entrepreneurship education and in everyday life.

B. Implementation of Entrepreneurship in Schools

In a limited time, you must be able to produce something in a short time and will accept losses, in the ability to think and the ability to work hard will be useful to produce something, as follows:

1. Commitment as consistency towards the goals to be achieved
2. Commitment as an agreement to do something
3. Commitment as someone who obeys or fulfills promises to advance a business until it is successful

An entrepreneur who has a very high commitment is someone who obeys or fulfills a promise to advance a business until it is successful, and uses resources more efficiently which will drive his company towards the following corporate behavior patterns:

1. Can apply behavior in a timely manner
2. Can apply behavior with appropriate promises

An entrepreneur who wants to become a successful entrepreneur can utilize and view time as:

- a) Applying time as an organization means that all activities are aimed at achieving ideals and success or failure in the struggle that the company will achieve in a relatively very short time.
- b) Timeliness as power means that time will determine future events.
- c) Timeliness as a monetary value means that the time given by an entrepreneur can produce something that can be valued in monetary terms.
- d) Punctuality as a measure means determining how long one has to work to produce something that will be achieved optimally, and implementing punctuality can be implemented in schools such as closing the school gate when learning activities are about to begin, children who arrive late can attend lessons by bringing a letter from the teacher on duty and the teacher on duty notes in the agenda for students who are often late and a report is made for each month, the benefits of free time with things that are useful and have short-term goals and not those that will come (long-term).

The personality traits of a prospective entrepreneur who keeps promises are as follows:

- 1) Having high morals in keeping promises,
 - 2) Have a high mental attitude in keeping promises,
 - 3) Skilled in learning and trying.
3. Implementing Mental Care in the Form of Work Results

Appearance and other performance entrepreneurs must always pay attention to the quality of their work results, because it is closely related to consumer decision problems. Applying concern for quality in the form of work results can be applied to the

community, school and family environment in the form of an appearance.

C. Entrepreneurship Education in all subjects

Integrated entrepreneurship education in the learning process is the internalization of entrepreneurial values into learning so that the results are awareness of the importance of values, the formation of entrepreneurial character and the habituation of entrepreneurial values into the behavior of students every day through the learning process that takes place in the classroom and outside the classroom in all subjects. Basically, learning activities in addition to making students master the targeted material are also designed and carried out to make students care and internalize entrepreneurial values. This is done by integrating entrepreneurial values into learning in all subjects in school. Integration steps can be taken when delivering material through learning methods or through an assessment system.

In the integration of entrepreneurial values, there are many values that can be instilled in students. If all entrepreneurial values must be instilled with the same intensity in all subjects, then the instillation of these values becomes very difficult. Therefore, the instillation of entrepreneurial values is carried out in stages by selecting a number of core values as a starting point for the instillation of other values. Furthermore, these core values are integrated into all subjects. Thus, each subject focuses on instilling certain core values that are closest to the characteristics of the subject in question. The core values of entrepreneurship that are integrated into all subjects in the initial step are 6 (six) core values, namely: independent, creative, risk taker, leadership, orientation towards action and hard work.

Integration of entrepreneurship education in subjects is carried out starting from the planning, implementation, and evaluation stages of learning in all subjects. At the planning stage, the syllabus and lesson plans are designed so that the content and learning activities facilitate the integration of entrepreneurial values. The way to compile a syllabus that is integrated with entrepreneurial values is done by adapting the existing syllabus by adding one column in the syllabus to accommodate the entrepreneurial values to be integrated. Meanwhile, the way to compile a lesson plan that is integrated with entrepreneurial values is done by adapting the existing lesson plan by adding material points, learning steps or assessments with entrepreneurial values.

The learning principles used in the development of entrepreneurship education strive for students to recognize and accept entrepreneurial values as their own and be responsible for the decisions they make through the stages of recognizing choices, assessing choices, determining positions, and then making a value in accordance with self-confidence. With this principle, students learn through the process of thinking, behaving, and doing. These three processes are intended to develop students' abilities in carrying out activities related to entrepreneurial values.

Integration of entrepreneurial values into the syllabus and lesson plans can be done through the following steps:

1. Review SK and KD to determine whether entrepreneurial values are included in them.
2. Include the entrepreneurial values that are already stated in the SK and KD in the syllabus.

3. Developing active student learning steps that allow students to have the opportunity to integrate values and demonstrate them in their behavior.
4. Incorporate active learning steps that integrate entrepreneurial values into the lesson plan.

D. Entrepreneurship Education in extracurricular activities

Extracurricular activities or extracurricular are additional activities carried out outside of class hours carried out both at school and outside of school with the aim of gaining additional knowledge, skills and insight to help shape the character of students according to their respective interests and talents. The vision of extracurricular activities is the development of potential, talents and interests optimally, as well as the growth of independence and happiness of students that are useful for themselves, their families and the community. The mission of extracurricular activities is (1) to provide a number of activities that can be chosen by students according to their needs, potential, talents and interests; (2) to organize activities that provide opportunities for students to express themselves freely through independent and/or group activities.

E. Entrepreneurship Education Through Self-Development

Self-development is an educational activity outside of subjects as an integral part of the school/madrasah curriculum. Self-development activities are an effort to form character including entrepreneurial character and student personality which is carried out through counseling services related to personal and social life problems, learning activities, and career development, as well as extracurricular activities. Self-development is carried out in the form of competency development

activities and habits in the daily lives of students. Self-development aims to provide opportunities for students to develop and express themselves according to the needs, potential, talents, interests, conditions and development of students, by paying attention to the conditions of the school/madrasah.

Self-development specifically aims to support students' education in developing: talents, interests, creativity, competence, and habits in life, religious life skills, social skills, learning skills, career insight and planning, problem-solving skills, and independence. Self-development includes programmed and unprogrammed activities. Programmed activities are specifically planned and followed by students according to their personal needs and conditions. Unprogrammed activities are carried out directly by educators and education personnel at schools/madrasahs which are followed by all students. In the self-development program, planning and implementation of entrepreneurship education can be done through integration into daily school activities such as 'business day' activities (bazaars, student works, etc.).

F. Implementation of Entrepreneurship Learning from theory to practice

Entrepreneurship learning is directed at achieving three competencies which include instilling entrepreneurial character, understanding concepts and skills, with a greater weight on achieving spiritual and skill competencies compared to understanding concepts. In the structure of the high school curriculum, in the subject of economics there are several Basic Competencies that are directly related to the development of entrepreneurship education. These subjects are subjects that directly (explicitly) introduce entrepreneurial values, and to a certain extent make

students care about and internalize these values. One example of an entrepreneurship learning model that is able to foster entrepreneurial character and behavior can be done by establishing an honesty canteen.

G. Entrepreneurship Education Through School Culture

School culture is the atmosphere of school life where students interact with each other, teachers with teachers, counselors with each other, administrative staff with each other, and between members of the school community. The development of values in entrepreneurship education in school culture includes activities carried out by the principal, teachers, counselors, administrative staff when communicating with students and using school facilities, such as honesty, responsibility, discipline, commitment and entrepreneurial culture in the school environment (all school residents carry out entrepreneurial activities in the school environment).

H. Entrepreneurship Education Through Local Content

This subject provides opportunities for students to develop their abilities that are considered necessary by the relevant region. Therefore, local content subjects must contain local cultural characteristics, skills, noble values of local culture and raise social and environmental issues that are ultimately able to equip students with basic skills (life skills) as provisions in life so that they can create jobs. For example, children who are in the coastal environment must be able to capture local potential as an opportunity to manage into products that have added value, which are then expected to be able to sell in order to earn income.

The integration of entrepreneurship education in local content is almost the same as the integration of integrated entrepreneurship education

in subjects implemented starting from the planning, implementation, and evaluation stages of learning in all subjects. At this planning stage, the RPP is designed so that the content and learning activities of the MULOK facilitate the integration of entrepreneurial values. The way to compile the MULOK RPP integrated with entrepreneurial values is done by adapting the existing MULOK RPP by adding to the material, learning steps or assessments with entrepreneurial values. The learning principles used in the development of entrepreneurship education strive for students to recognize and accept entrepreneurial values as their own and be responsible for the decisions they make through the stages of recognizing choices, assessing choices, determining positions, and then making a value in accordance with self-confidence. With this principle, students learn through the process of thinking, behaving, and doing. These three processes are intended to develop students' abilities in carrying out activities related to entrepreneurial values.

I. Integration of Entrepreneurship Education into Textbooks

Textbooks as a component of learning that greatly influences what actually happens in the learning process at school. Teachers teach solely to follow the sequence of presentation and learning activities designed by the author of the textbook without making adaptations. Values in entrepreneurship can be implemented into teaching materials both in the presentation of materials, assignments and evaluations in learning.

J. Quality of Education

Quality is a description of the overall characteristics of goods and services that show their ability to satisfy customer needs. While quality in education includes input, process, output and outcome. Educational input is everything that must be available because it is needed for the process to take place in the form of resources and software and expectations as a guide for the sustainability of the process, resource input includes human resources and other resources, software input includes the school organizational structure, laws and regulations, job descriptions, plans, and programs. The high and low quality of input can be measured from the level of readiness in input, the higher the readiness of input, the higher the quality of input, then the quality of educational input will be declared quality if it is ready to process.

Output in education is school performance, school performance is school achievement resulting from the process during school. School performance can be measured from quality, effectiveness, productivity, efficiency, innovation, quality of work life, and work morale. Output will be declared quality if the academic and non-academic learning outcomes of students are high while outcome is declared quality if graduates are quickly absorbed in the workforce, salaries are reasonable, all parties recognize the greatness of graduates and feel satisfied.

So education is relative because not everyone has the exact same size. So quality education is education whose entire components have the requirements and conditions desired by customers and will create satisfaction, the quality of education will be declared good if education can provide services that are in accordance with the needs of its customers.

Summary

Entrepreneurship education aims to form a whole person as a person who has good character and understanding and skills as an entrepreneur. In a limited time must be able to produce something in a short time and will accept losses, in the ability to think and the ability to work hard will be useful to produce something, namely commitment as consistent with the goals to be achieved, commitment as an agreement to do something, commitment as someone who obeys or fulfills promises to advance business efforts until successful. Integration of entrepreneurship education in subjects is carried out starting from the planning, implementation, and evaluation stages of learning in all subjects. At the planning stage, the syllabus and lesson plans are designed so that the content and learning activities facilitate the integration of entrepreneurial values. In self-development programs, planning and implementation of entrepreneurship education can be done through integration into daily school activities such as 'business day' activities (bazaars, student work, etc.). Entrepreneurship learning is directed at achieving three competencies which include instilling entrepreneurial character, integration of entrepreneurship education in local content, almost the same as the integration of integrated entrepreneurship education in subjects is carried out starting from the planning, implementation, and evaluation stages of learning in all subjects.

CHAPTER 2

ENTREPRENEURSHIP LEARNING PROCESS

A. The Concept of Early Entrepreneurship Education

Entrepreneurship does not appear suddenly, but through a learning process. The need for entrepreneurship education for everyone includes the following:

1. Entrepreneurs have extraordinary abilities. Therefore, it is only natural to give every human being the opportunity to have an entrepreneurial personality. Entrepreneurial knowledge can be formed, trained, educated, developed and increased in number.
2. A person with an entrepreneurial spirit, is the person himself who makes a person with a superior personality and character, provides the ability to cleanse negative mental attitudes, and increases competitiveness and fighting spirit to achieve progress.
3. An entrepreneurial spirit is one of the provisions for someone in living life.
4. Entrepreneurship is a source of improving personality quality and business ability. Entrepreneurial exploration efforts are absolutely expected by everyone.

Entrepreneurship education is one form of application of the world of education's concern for the progress of its nation. In entrepreneurship education, several things about entrepreneurship will be shown, including values and forms of work to achieve success. In a broader sense, entrepreneurship education is an aid to teach Indonesian people so that they have dynamic and creative personal strengths in accordance with the personality of the Indonesian nation based on Pancasila.

B. Early Entrepreneurship Goals

Character in a child is built through what he sees, what he hears and what he feels himself. Sight and hearing in children are the entrance to lessons before entering the conscience, through all the senses that humans have, strong learning will emerge related to what is received by their senses. If a child is accustomed to the world of entrepreneurship from an early age, this character will emerge and become accustomed when the child is an adult.

Entrepreneurship is not only for the world of adults but can also be part of the world of children, but the difference is that entrepreneurship in children cannot be done alone and requires guidance and support from adults such as parents and teachers. Children who recognize the world of entrepreneurship from an early age will get greater benefits for the future. At an early age, children who learn to grow entrepreneurial learning will grow into children who have creative personalities. The entrepreneurial spirit that must actually be instilled by parents and schools when their children are at an early age because entrepreneurship emphasizes driving mental change. So there is no need to argue whether entrepreneurial ability is due to talent or the result of an educational process.

Entrepreneurship learning in children does not just happen but requires gradual practice starting from small things in children's daily activities. For example, diligently brushing teeth before going to bed, tidying up toys after playing, and making the bed every morning, this includes training in the form of discipline, responsibility and the beginning of teaching children about ownership. Then for the next training, teach children to be able to manage their pocket money well, the training taught is not only how to spend but teaches children to save, give alms and earn money.

The important thing in entrepreneurship in children is parental support for their children, not only financial support but also motivational support for children so that children are able and willing to think critically to come up with an idea. Forms of motivation for children such as saying "congratulations" when the plants cared for by the child can grow and can reap the results or encouragement to never give up. Support for parents will determine the development of interest and self-confidence in children, schools as a place for children to get and apply their knowledge to develop entrepreneurial learning in children. While parents are only motivators for children in realizing everything. Schools and parents are the keys to the success of entrepreneurship programs in early childhood.

The growth of entrepreneurial learning needs to be developed early on, not only in the cognitive formation field by telling children about the definition of entrepreneurship, its benefits and how to do it. But entrepreneurship can be integrated into learning themes through existing curricula. This can be done by teachers creatively when providing learning materials that are done while playing.

Instilling an entrepreneurial spirit in children from an early age will produce individuals who have several skills, including:

1. Managerial skills,
2. Formulating objectives (conceptual skills),
3. Skills to understand, comprehend, communicate (human skills),
4. Problem-formulating and decision-making skills (decision making skills).
5. Skills in managing and using time (time managerial skills).

If children at an early age are taught about entrepreneurship, then the children will have skills, then the children will have a strong personality for the future.

In Presidential Instruction No. 1 and 6 of 2010 there are 17 entrepreneurial values, which are also used as the basic foundation and goal in introducing and instilling an entrepreneurial spirit in early childhood, namely:

<i>Mark</i>	<i>Description</i>
1. Independent	Attitude and behavior that does not easily depend on others in completing tasks
2. Creative	Thinking and doing something to produce a different way or result from existing products or services
3. Dare to take risks	A person's ability to like challenging work, be brave and be able to take work risks
4. Action oriented	Taking the initiative to act, rather than waiting before an undesirable event occurs
5. Leadership	The attitude and behavior of a person who is always open to suggestions and criticism, easy to get along with, cooperates with and directs others.
6. Hard work	Behavior that shows genuine effort in completing tasks and overcoming obstacles.
7. Be honest	Behavior that is based on efforts to make oneself a person who can always be trusted in words and actions.
8 Disciplines	Actions that demonstrate orderly behavior and compliance with various provisions and regulations

9. Innovative	The ability to apply creativity in order to solve problems and opportunities to improve and enrich life.
10. Responsibility	The attitude and behavior of a person who is willing and able to carry out his duties and obligations
11. Cooperation	Behavior that is based on efforts to make oneself capable of establishing relationships with other people in carrying out actions and work.
12. Never give up (persistent)	The attitude and behavior of a person who does not give up easily to achieve a goal with various alternatives
13. Commitment	An agreement regarding something that is made by someone, either towards himself or another person.
14. Realistic	The ability to use facts or reality as a basis for rational thinking in every decision or action or deed
15. Curiosity	Attitudes and actions that always strive to know the depth and breadth of what is learned, seen and heard
16. Communicative	Actions that show a sense of enjoyment in talking, socializing, and working with others.
17. Strong motivation to succeed	Attitude and action always seek the best solution

Summary

Entrepreneurship education is one form of application of the world of education's concern for the progress of its nation. In entrepreneurship education, several things about entrepreneurship will be shown, including values and forms of work to achieve success. Entrepreneurship learning in

children does not just happen but requires gradual training starting from small things in children's daily activities. The important thing in entrepreneurship in children is parental support for their children, not only financial support but also motivational support for children so that children are able and willing to think critically to come up with an idea.

THE ROLE OF ENTREPRENEURSHIP EDUCATION

A. Entrepreneurship Education in Building Children's Interests

Interest as a person's sense of attraction to an activity without anyone telling him. interest is basically the acceptance of a relationship between oneself and something outside of oneself. If someone carries out with sincerity on an object then interest will demand. Someone to pay attention and have a desire to have an object, interest as one of the psychological aspects of humans that encourages to obtain something to achieve a goal, so that interest contains an element of desire to know and learn from something that is desired as a need.

Therefore, what is seen will certainly arouse his interest as far as what is seen is related to his own interests. Interest is a desire that tends to settle in a person to direct to a certain choice as his need, to realize in real action with attention to the desired object to seek information as insight for himself.

Students will have a strong drive to become entrepreneurs if they have a great interest in entrepreneurial activities, with the existence of an interest will encourage someone to do an activity because in interest there are elements of encouragement and motivation that cause someone to do activities according to their goals. The strength of the drive for a person can change at any time. This change occurs because of the satisfaction of needs, namely someone has achieved satisfaction of their needs. Thus, a strong drive to do activities is related to the fulfillment of needs. If needs are met, then satisfaction will arise, while satisfaction itself is pleasant. This means that the drive to relate more actively to this interesting object is accompanied by feelings of pleasure.

There are several factors that can influence students' interest in entrepreneurship, including:

1. Will

Will is an activity that causes someone to be able to take action in achieving a certain goal. With the will of someone to try entrepreneurship, this is a good thing.

2. Interest

Interest is a feeling of pleasure, fascination, interest in something. When there is interest from a person, then there is a fighting spirit to achieve what is desired. In this case, it is an interest in wanting to be an entrepreneur, then the student has an interest in being an entrepreneur.

3. Family Environment

In relation to the family environment, the role of the family is very important in fostering children's interests. Parents are the first educators and as the mainstay of loving guidance. So parents are the ones who give a lot of influence and personality color to a child. Thus, considering the importance of education in the family environment, the influence in the family environment on children can affect what the child is interested in.

4. School Environment

Education in schools is the responsibility of teachers. So basically what influences student development is the educational process in schools as a provision to be applied in life in the community. A teacher in the educational process can also provide motivation and encouragement to students in growing their interests. As educators in formal educational institutions, teachers play a role in educating the nation's life, especially since what people need is basically towards the development of useful human resource quality.

B. Entrepreneurship Education in Building Children's Motivation

Motivation is the process of arousing, directing and stabilizing behavior towards a goal. Motivation is the background of an individual acting to achieve a certain goal. Motivation is the willingness of an individual to make various efforts to meet their needs. Motivation can be observed from the tension experienced by an individual, the greater the tension, the higher the level of effort shown by the individual in achieving their goals.

In entrepreneurship, the role of motivation, especially motivation to succeed, is very important. Because in motivation there are a number of motives that will be the driving force (drive or stimulus) to achieve success. Moreover, in entrepreneurial motivation, it requires a fighting spirit to succeed, a willingness to learn to see the success of others, and a strong drive to overcome all obstacles in entrepreneurship. Therefore, to understand motivation, it is necessary to understand the various types of needs. This is in line with Abraham Maslow's hierarchy of needs theory, which consists of: physiological needs, the need for security, social needs, the need for self-esteem, the need for actualization.

The definition of motivation as stated above refers to the emergence of encouragement. While entrepreneurship is one of the objects of work in addition to other jobs, namely civil servants or private employees. Thus, entrepreneurial motivation is interpreted as the driving force that causes students to carry out entrepreneurial activities. Thus, there is a feeling of pleasure that accompanies the emergence of entrepreneurial motivation. Stimuli from entrepreneurial objects will be able to foster motivation, and the motivation that has grown will become a drive and motor to achieve the goal of fulfilling needs.

This need creates a drive or motive to do something. After the action is done, a state of balance is achieved within the student. Needs that have been achieved with good results will provide satisfaction and the emergence of a sense of satisfaction in the student will be followed by a feeling of happiness. However, this balance does not last forever because a new imbalance will arise which causes the motivation process above to be repeated. The success of a business in the field of entrepreneurship lies in the extent to which the motivation to achieve in entrepreneurship inspires its efforts. The higher the motivation to achieve in entrepreneurship, the more it will support the success of the business achieved. Because with high entrepreneurial motivation will be able to overcome the difficulties faced and will be able to create a way out of difficulties. In addition, it will always be driven by optimistic thinking, work spirit, tenacity and using programs in achieving goals in the field of business, where the activities are carried out regularly and responsibly.

Students who have high entrepreneurial motivation, means they have the will to succeed in entrepreneurship. Considering that students have not been actively involved in entrepreneurial activities so that it is impossible to measure their behavior in entrepreneurship and assuming that entrepreneurial attitudes are very close to behavior in the field of entrepreneurship, then based on the theory and research results that have been described above, it can be concluded that entrepreneurial motivation influences entrepreneurial attitudes.

C. Entrepreneurship Grows Financial Intelligence

According to child psychologist, Dr. Seto Mulyadi, if a child has the initiative to learn to do business at an early age, parents need to appreciate the idea. This initiative shows that the child has begun to have financial

intelligence. Financial intelligence is the intelligence to manage money. Increasing income with such a business is not a negative thing. In fact, it is highly recommended to be introduced to children from an early age. Teaching children about saving and increasing income is an effective way to foster an entrepreneurial spirit in your little one.

Financial intelligence and entrepreneurial spirit can be introduced by parents to their children from an early age. What needs to be emphasized is how to educate children in a pleasant atmosphere, and not force their will on children. The way to do this is to take children to the bank once in a while. Once at the bank, parents can explain to them that money can actually be saved. Also explain to them that in order to buy something they want, money must be saved first. You can also take children to the supermarket. Parents can explain the terms price, profit, expensive, and cheap. Give children an understanding that if there is an item sold for Rp10,000, parents can explain to the child that the price of the item is actually cheaper, for example Rp9,000. The price is more expensive because the supermarket needs to make a profit. Parents can explain that the difference or profit is used by the supermarket to pay employees, electricity, building rent, and other needs. Things like this need to be introduced from an early age in an easy and fun way.

When the child has started to have the initiative to do business, the parents only need to make some kind of signs that of course the child must understand. One thing that needs to be instilled is honesty. Parents can explain that in business, you should not lie. Parents also need to explain that the child's activities are just extracurricular activities. That way, the main task is to keep studying. Doing business or selling small things at school is just an additional activity. The initiative for a small business must come from the child. Parents should never force them. Parents cannot force

their children to do small businesses. However, they can stimulate them so that their entrepreneurial spirit and financial intelligence grow.

According to business consultant, Ir. Sri Bramantoro Abdinagoro, instilling an entrepreneurial spirit in children from an early age can be done in a cheerful and pleasant atmosphere. But it all goes back to the child, so parents teach their children based on their wishes, parents should not force or direct, so that children do not feel burdened, and want to do it happily and voluntarily. What parents do is facilitate their children.

Both child psychologist Dr. Seto Mulyadi and business consultant Ir. Sri Bramantoro Abdinagoro, have their say on the benefits of learning to do business and manage money from an early age. According to Dr. Seto Mulyadi, currently there are many people who have master's and doctoral degrees, but their ability to manage money is very low. That's because they don't have financial intelligence. In addition, children who are taught how to manage money from an early age can also grow into creative and independent individuals. Not only that, they can also have an entrepreneurial spirit.

D. Example of Activity Programs for Early Childhood

Since 2009, the government has been compiling an entrepreneurship-based curriculum that should be integrated into learning. The goal is, among others, how to prepare a competitive young generation that can open up new business worlds, including being able to provide jobs for others.

Creating entrepreneurs is certainly not as easy as turning the palm of your hand. It requires a good system, implemented consistently, controlled, and instilled early on in every Indonesian. The curriculum implemented must be integrated with entrepreneurial character. So that

students can be introduced to entrepreneurship early on (kindergarten/elementary school level education units).

Entrepreneurship learning activities are specifically planned and followed by students. In an entrepreneurship learning program, planning and implementation of entrepreneurship education can be done through integration into daily activities carried out at home or school. At the elementary education level, instilling concepts related to entrepreneurship activities in students can be given to them regarding matters related to entrepreneurship activities, even if only a minimalist introduction.

Entrepreneurship learning in early childhood environments can be carried out through various learning activities through play according to their needs, potential, talents, and interests through activities that are specifically organized by educators and/or education personnel who are capable and authorized at school, so that they can provide opportunities for students to be able to express themselves freely through independent and/or group activities.

Cultivating entrepreneurial traits in children requires gradual training. This entrepreneurial training is not something complicated. Children's activities in PAUD with teachers and peers can be maximized in instilling a mindset to become an entrepreneur, as well as providing positive habits for children related to positive values contained in the soul of an entrepreneur. Things that teachers can do include: providing facilities, creative teaching methods, linking what is taught with thinking like an entrepreneur. So that later when they are adults, children will be accustomed to entrepreneurial activities and most importantly, children will not be afraid to take risks. School activities related to entrepreneurship are a balance for children to apply what they have learned from the lessons

taught by the teacher, for example when there is a plant theme, teachers can teach how to plant plants, care for them and how to use plants.

Based on various activities carried out by pre-primary school children (PAUD), there have been several activities carried out to instill an entrepreneurial attitude from an early age, both taught by parents at home and by teachers at school. Among them are the following:

1. Cultivating an entrepreneurial spirit through storytelling methods

According to child psychologist, Dr. Seto Mulyadi, an easy way for parents to do this is by telling stories. For example, parents can tell stories about childhood friends who have been able to earn money by running small businesses. In addition, parents can also tell stories about the success and childhood of famous entrepreneurs. After telling the story, convince the child that he or she can also be successful like that. So, the child will be challenged to follow the success story.

2. Entrepreneurship education is integrated into subjects, local content, extracurricular activities, self-development, school culture or rules made by the school.

Entrepreneurial activities can be used as a competition event for students, for example, art competitions, cooking and packaging competitions so that products have a selling value, handicraft competitions, and so on. Then the students' work is marketed and sold. Furthermore, each individual or group of participants in the competition is given a score according to the assessment indicators that have been determined and given awards for the success that the students have achieved.

3. Inviting students to carry out basic entrepreneurial activities, for example economic activities in class, business habits, namely class stalls

The class stall can be used as a basis for instilling an entrepreneurial spirit. Because in this activity, everything is from students, for students and by students. This class stall belongs to students so that each child has the same responsibility and obligation in efforts to improve and smooth the sale of existing snacks. After the snacks run out, several people take turns to shop for food and snacks for the next sales period. At this time, children can find out whether their class stall is making a profit or not. And, the profit value can be added to shopping while increasing the number of merchandise.

In this way, awareness grows in the souls of students that they can do business activities. This awareness is believed to be able to trigger the spirit of entrepreneurship in children. In this context, what is most needed is teacher guidance so that this activity does not interfere with the child's education process. This means that the class stall is only opened before the start of learning time and during break time. Outside of these two hours, the teacher strictly prohibits any buying and selling transactions.

4. Making cakes and soft drinks and selling them at certain events

In order to instill an entrepreneurial spirit in children, teachers can provide learning activities that can involve parents and children. Such as the Cooking Classes And Food Bazaar event, where this event is a cooking event together between children and parents, guided by teachers or educators whose food menu can be adjusted to the children's preferences. After that, the foods that are made are sold at the Food Bazaar event on the same day, with the sellers being the children themselves and the parents of the students as the buyers or can also involve the outside community around the child's school environment.



5. Making crafts and selling them at the "Market Day" event

One example of an integrated educational application on entrepreneurship is the "Market Day" activity involving all students in the production, distribution, and consumption processes. The production activity is to give responsibility to students based on class in turns to make products that have a selling value and are useful for the entire school academic community. Then students are asked to sell their products (distribution), while other students including teachers are responsible as consumers (buyers). The "Market Day" activity can be done independently (producing goods individually) or classically (producing goods in groups) according to student interests and the products to be produced.

For kindergarten and elementary school education units, the above activities are not entirely the responsibility of students. The role of parents and teachers is also needed and must be included. Students in "Market Day" are only distributors. While production activities can involve parents and teachers. One more thing that needs to be added is the control function when distribution activities take place, here the role of teachers is needed, because "Market Day" is usually held in the

school area. The control function aims to teach students how to buy and sell properly, teach students who are not yet able to transact in the form of money and goods. While the consumers are all students and teachers.

The "Market Day" activity not only teaches students how to transact. But there are many moral values that can be instilled in students, such as independence, discipline, honesty, responsibility, interpersonal communication, helping students understand lessons related to the "Market Day" activity, and instilling the correct Islamic sharia values in buying and selling activities to students that are closely related to Islamic Religious Education.



6. "Family Day" Activities

In creating the "Family Day" program, where fathers and mothers are involved in school activities including performing, children's work and various foods that children have tried in the cooking program. In this program, parents are expected to ask about the process of making it so that the focus of this activity is how children can explain to adults the work they have made, and also teach

entrepreneurship learning that what they have made can produce work and money. In this "Family Day" program, parents are also asked to participate in the entrepreneurship activities that children do, namely by buying children's work, and all sales proceeds are saved as class funds.

During "Family Day" the inviter is the child, not the school. The children make an invitation letter and sign the parents' willingness to attend. During this event, parents also help smooth the school program in the ability to communicate with children and explain to adults about the process of making a work. When parents buy some food sold by the children, an economic transaction occurs. After all the merchandise is sold out, each group calculates the results of their efforts, the money is saved in the class cash and can be used in joint activities later.



7. Children can be invited to go on field trips or visit shopping places.

First, the children are provided by their parents, including enough money and a list of what the child will buy. The role of parents in this activity is no more than as a supervisor and motivator, we leave the matter of buying to the children. Because by shopping by themselves, children will later understand the meaning of shopping and spending. They will learn to count, pay, and receive change. In

addition, in this activity, children can also be trained about what needs should be prioritized to be purchased and what needs can be postponed. So indirectly, children will be able to understand the meaning of primary and secondary needs.

8. Taking children to visit a cake manufacturer during school holidays

Nowadays, many cake manufacturers are starting to make trip programs in their production kitchens specifically for children, as Pizza Hut often does. Children are invited to the production kitchen, so that children will learn about the cake-making process, from cake processing to cake packaging. They will learn directly about the cake-making process. This is a new experience for them, so that children will be interested and impressed. This sense of interest and impression will be carried over to the child's subconscious, so that later the child will feel familiar with the production process, and can even foster children's interest and motivation in opening a new job or business when the child is an adult. Visits like this are expected to foster an entrepreneurial spirit in children.

9. Encourage (stimulate) children to think creatively and dare to take risks

For example, parents take their children for a walk, to a shop or sticker seller. Parents can ask their children whether they are interested in buying stickers, then selling them again at school, at a higher price. Also explain to the child that if they can sell them, the profits can be saved as savings for the child's personal needs later. Deliver the offer with full familiarity. However, one thing to note, in this activity parents should not burden the child.

10. Doing business by providing services to other people who need them

Offering a service can also make money. For example: sweeping the yard, washing bicycles, looking after younger siblings, taking care of neighbors' pets, wrapping gifts and so on. In this case, children not only learn about how to be an entrepreneur who can make money just by using services, but children can also learn about honesty, responsibility, mutual respect, and helping each other. So that children will get more value from what they have done.

11. Helping parents' business during holidays or weekends

Instilling an entrepreneurial spirit in children is not only done in the school environment, but can also be done at home with the help and support of parents. Especially if parents have their own business. In this case, for example, parents can ask their children to be able to serve buyers well and friendly, give children the opportunity to help in taking care of the administration of the business, or can also give children the opportunity to take care of the packaging or business setting. So that through this activity, children can learn about how to be good entrepreneurs, so that the business they create can grow rapidly, of course with the arrangement of administration and business settings that are attractive to consumers. This activity can also train and develop honesty, perseverance, and discipline in children in running a business or in their social life later.

12. Make picture story books or small notebooks and sell them to playmates or school friends.

Instilling an entrepreneurial spirit in children can also be done from the smallest and simplest things that are close to the child's life. By relying on the child's hobbies, creativity, imagination and perseverance, the child can make a picture book or small notebook with simple materials, which are then sold to their playmates. This

activity certainly requires support and guidance from parents, so that the child can be more focused in creating something that can be useful for others and profitable for themselves. The money from selling comic books or small notebooks is then saved to buy the child's own personal needs later.

Summary

Interest as a person's sense of interest in an activity without being told, interest is basically the acceptance of a relationship between oneself and something outside of oneself. Students who have high entrepreneurial motivation, means they have the will to succeed in entrepreneurship. Considering that students have not been actively involved in entrepreneurial activities so that it is impossible to measure their behavior in entrepreneurship and assuming that entrepreneurial attitudes are very close to behavior in the field of entrepreneurship. Entrepreneurship learning in early childhood environments can be carried out with various learning activities through play according to their needs, potential, talents, and interests through activities that are specifically organized by educators and/or education personnel who are capable and authorized in schools, so that they can provide opportunities for students to be able to express themselves freely through independent and/or group activities. motivation as stated above refers to the emergence of encouragement. While entrepreneurship is one of the objects of work in addition to other jobs, namely civil servants or private employees. Cultivating entrepreneurial traits in children requires gradual training. This entrepreneurial training is not something complicated. Children's activities in PAUD with teachers and peers can be maximized in instilling a mindset to become an entrepreneur, as well as providing positive habits to children related to positive values contained in the soul of an entrepreneur. Things that teachers

can do include: providing facilities, creative teaching methods, linking what is taught with thinking like an entrepreneur.

CHAPTER 3

BASIC CONCEPTS OF ENTREPRENEURIAL MANAGEMENT

A. Basic Concepts of Entrepreneurial Management

Management is coordinating all resources through the process of planning, organizing, motivating and controlling to achieve goals objectively. The definition of management according to experts is as follows:

- 1) According to Robert Kresther, management is the process of working through other people to achieve goals.
- 2) George Terry stated that the ability to get other people to work in order to achieve goals.
- 3) According to James AF Stonner, management is the process of planning, organizing, leading, and controlling all organizational resources to achieve established goals.
- 4) Sondang Sangian stated that management is a person's ability or skill to obtain results in order to achieve goals through the activities of other people.
- 5) According to Ricard M. Hodgetts and Steven Ultman, management is a person's ability or skill to obtain results in order to achieve goals through the activities of other people.
- 6) According to Donnelly, management is the process of coordinating efforts towards group goals.
- 7) According to JL Massie, management is the process of a cooperative group mobilizing action for common goals.

The definition above contains the following elements:

- 1) Ability to influence

- 2) People, subordinates
- 3) Doing work
- 4) Organizational goals
- 5) Collaboration between subordinates and leaders
- 6) Limited resources

So what is meant by management is a process that involves the process of directing, supervising, and mobilizing the ability to carry out an activity in an organization. While management is carried out, it is none other than so that the implementation of a planned effort is systematic and can be evaluated correctly and completely so as to achieve goals that are productive, quality, effective, and efficient.

Entrepreneurs are people who have an entrepreneurial spirit and can apply it to the essence of entrepreneurship in their lives. People who have high creativity and innovation in their lives. There are several general characteristics found in entrepreneurs, namely having the ability to change something for the better or by creating something completely new by having a creative and innovative soul. Creative and innovative characteristics as traits found in entrepreneurs. An entrepreneur is a person who has the ability to create something new and different from others or is also able to create something very different from what others have created before.

So entrepreneurship is an attitude, soul and ability to create something new that has value and is useful for oneself and others. Entrepreneurship is also a mental attitude and soul that is always humble and strives in order to increase income in its business activities.

An entrepreneur can not only plan, speak but also act, realize the plans in his mind into an action that is oriented towards his success. So creativity

is needed as a mindset about something new, and innovation as an action in doing something new. According to Soepa, but also act, realize the plans in his mind into an action that is oriented towards his success. So creativity is needed as a mindset about something new, and innovation as an action in doing something new. According to Soepa, but also act, realize the plans in his mind into an action that is oriented towards his success. So creativity is needed as a mindset about something new, and innovation as an action in doing something new. According to Soepa, but also act, realize the plans in his mind into an action that is oriented towards his success. So creativity is needed as a mindset about something new, and innovation as an action in doing something new. According to Soeparman Soemahamidjaja in the book Muh Yunus argues that entrepreneurial traits are also possessed by someone who is not an entrepreneur. Entrepreneurship covers all aspects of work, both private and government employees. Strengthened by Prawirokusumo, entrepreneurs are those who make creative and innovative efforts by developing ideas, and combining resources to find opportunities and improve life. Entrepreneurship is identical to things related to business or enterprise.

So entrepreneurial management is the utilization of economic potential creatively and innovatively and with the courage to face risks to gain profits that are useful for the success of programs in educational organizations so that entrepreneurship can also be said to be an element in education to facilitate the educational process, not as a medium for gaining excessive profits.

B. Entrepreneurial Management Functions

The functions contained in entrepreneurial management are as follows:

1. Planning

Planning is the process of determining the direction to be taken and the activities needed to achieve the goals that have been set. In this process it is determined about what to do and when to do it or start, how to do it, in what way it is done, and who will do the work. That process is what will ultimately produce a plan.

2. Organizing

Organizing is the process of grouping various activities or jobs into units whose purpose is to clearly organize tasks, authorities, and responsibilities as well as working relationships as well as possible in their respective fields. The result of this organization is the formation of an organizational structure in accordance with the plan that has been prepared.

3. Implementation

Carrying out or motivating is the process of carrying out activities or work in an organization. In running an organization, leaders or managers must motivate their subordinates (employees) to carry out the work that has been determined by leading, giving orders, giving instructions and motivating in carrying out the work carried out by referring to the plan that has been prepared.

4. Supervision

Supervision is a process to measure and assess the implementation of tasks whether they are in accordance with the plan. If there is a deviation in the process, it will be immediately controlled in accordance with the plan that has been prepared. With the existence of control, it is expected that the objectives can be achieved in accordance with the targets that have been set. In this activity, supporting and inhibiting factors are also reported so that it can facilitate efforts in improvement. So in this supervision, it is seen from

the aspect of input, process, output that has been in accordance with the objectives set or has not been in accordance with the objectives that have been set.

5. Evaluation

Evaluation is a continuation function of supervision. Evaluation means assessing activities for indicators that cause success or failure in achieving goals so that they can be used as material for further study. In reviewing a problem faced, formulate alternative solutions that can improve existing weaknesses and improve the quality of success in the future. Evaluation as a management function is an activity to examine and find out the implementation that will be carried out in the overall process of the organization to achieve results in accordance with the plans or programs that have been set in order to achieve goals. By knowing the mistakes or shortcomings, improvements and finding the right solutions can be found easily.

6. Motivation

Motivation is a person's ability to provide activities, understanding so that others are willing to support and work willingly to achieve organizational goals in accordance with the tasks assigned to him. Motivation can be interpreted as a state of mind and mental attitude of humans that provides energy, encourages activities and channels behavior towards achieving needs that provide satisfaction or reduce imbalance.

Motivation is a complex and vital problem in an organization. The function of motivation is related to human behavior in the organization, namely how humans are willing to support and work for a particular idea. Human behavior depends on emotions, stamina and enthusiasm as well as customs that underlie the human being. In other

words, motivation is an activity that causes, channels and maintains human behavior so that it remains in balance with efforts to lead to organizational goals. Knowledge of motivation patterns helps managers understand the work attitudes of their respective employees. Managers can motivate their employees in different ways according to their most prominent patterns. Subordinates need to be motivated because there are subordinates who only want to work after being motivated by their superiors. The motivation that will arise from outside is extrinsic motivation, on the other hand there are also subordinates who work on their own motivation. Motivation that arises from within oneself is called intrinsic motivation, this motivation is usually more lasting and effective than extrinsic motivation.

7. Updates

Update or innovation is a systematic process in applying knowledge, means, resources needed to influence change in people who will be affected by the process. Innovation is a special type of change different from "change" which means making something different. Effective innovative management is not only needed for development, this is because the update in the organization is a shift towards a better direction in order to maintain the existence of the organization against the demands of changing times.

a. Entrepreneurship Management In Education

Entrepreneurship in education means combining personality, opportunities, finances and resources in the surrounding environment to take advantage of what can be used to achieve educational goals. This personality includes knowledge, skills, attitudes and behaviors. Entrepreneurial spirit for educational personnel such as heads or managers,

expert staff, teachers, employees and other jobs by running a business using capital and manpower. developing this entrepreneurial spirit contains risks.

In entrepreneurship, capital is not always identical to tangible capital such as money and goods, but there is also intangible capital such as intellectual capital, social capital, moral capital and mental capital.

One of the low quality in education is the low entrepreneurial spirit of the head of education, with various heads of education not responding to the demands of the dynamics that are taking place by the way not by design with very concerning planning characteristics. The low entrepreneurial spirit of the leadership of the head of education does not have a sense of responsibility because the failure of a program is considered not his responsibility but the failure of the program is placed on the management process which is merely routine.

This concept of entrepreneurial management is basically not only related to financial management issues but also related to the curriculum and entrepreneurship materials. Thus, Islamic boarding schools will produce better quality education that is able to produce prospective experts in the field of Islamic religion and will not be constrained by financial problems in their program budgets, thus if you want to successfully develop entrepreneurship programs in the world of education, then the head of education, education personnel, both teachers and non-teachers and students must be accustomed to thinking entrepreneurially. Therefore, *stakeholders* Education must be guided to understand and develop entrepreneurial attitudes according to each task.

b. Strategy in entrepreneurship

This entrepreneurial management concerns the internal environment so it will concern internal capabilities so it will concern internal and external capabilities in order to compete using strategic decisions. 4 strategies that are often used by an entrepreneur are as follows:

- 1) Being the first to enter the market with a new product or creating a new trend and market is usually a monopoly or absolute.
- 2) Creating new products in underserved markets.
- 3) Focus on products in small but sustainable market segments.
- 4) Changing products and markets or industries.

For the first strategy, it is often used but has many risks. If successful, then it only remains to maintain its market leadership. The second strategy of creativity is used to be able to capture existing opportunities, usually many people make imitation products that only improve existing products to have more value. Third, this strategy is usually used in companies that are based on innovation that will be carried out by the company, namely changing existing products.

Summary

Management is a process that involves the process of directing, supervising, and mobilizing the ability to carry out an activity in an organization. Entrepreneurship is an attitude, soul and ability to create something new that has value and is useful for oneself and others. So entrepreneurial management is the utilization of economic potential creatively and innovatively and with the courage to face risks to gain profits that are useful for the success of programs in educational organizations so that in entrepreneurship it can also be said as an element in education to facilitate the educational process not as a medium to gain excessive profits. The function of

entrepreneurial management consists of planning, organizing, implementing, supervising, evaluating, motivating and updating.

RELATIONSHIP BETWEEN ENTREPRENEURSHIP AND MANAGEMENT

A. ENTREPRENEURSHIP WITH MANAGEMENT

An entrepreneur has an initiative way, which has responsibility or authority and is forward-looking. Entrepreneurship is someone who has creative actions that build value from something that was not previously visible. Not many opinions say that there is a close relationship between the management capacity possessed by a person and his entrepreneurship. These two things have different characteristics in running a company, in both activities they do not have different roles but have different motivations and even they have different types of personalities.

Capacity in management is related to a person's ability to carry out management functions such as planning, budgeting, implementing and controlling company activities. Management activities are more formal, scientific and therefore general in nature. While management is more of a tool and technique based on rational considerations and trials aimed at ways of solving problems that are truly similar in various situations in business.

Meanwhile, entrepreneurship is a person's activity that is more flexible, more informal, and places more emphasis on intuition than scientific study in making decisions. Successful entrepreneurs are usually independent, smart and competitive. In making a business agenda often do not consider other actors so that when the company becomes large and complex, an entrepreneur finds it difficult to control his business activities without touching on its management aspects. In a full management capacity is strongly supported by strong and very

adequate personal aspects, the process of a person's decision-making concerning aspects of planning, implementation and control will be greatly determined by a person's biographical background, ability in business skills and strong desires and motivations. Factors are very much determined by the physical environment and institutional environment where a person lives and is raised, these factors shape a person's entrepreneurship.

B. STRATEGIC MANAGEMENT CONCEPT

Strategic management is winning in a competition because in strategic management trying to win in the competition then inevitably the company must always analyze itself and improve itself in order to perform better than competing companies. Strategic management is a set of decisions and actions used to formulate and implement highly competitive strategies and appropriate for the company and its environment to achieve goals in the organization.

C. STRATEGIC MANAGEMENT OBJECTIVES

The purpose of strategic management is to implement and evaluate the chosen strategy effectively and efficiently. Evaluate performance and review and re-examine and make various adjustments and corrections if there are deviations in the implementation of the strategy. By updating the formulated strategy to suit the development of its external environment by reviewing the strengths, weaknesses, opportunities and threats of existing businesses and innovating products to always suit consumer tastes.

D. BENEFITS OF STRATEGIC MANAGEMENT

Strategy activities will enhance the company's ability to solve problems faced by the company, the process in strategy management will provide the best decision results because group interactions collect a greater variety of strategies. Employee involvement in strategy formulation will be able to improve their understanding of a productivity award in every strategy planning and by enhancing their work motivation. The application of this strategy management makes company management more sensitive to threats coming from outside the company, and in an organization that uses the concept of strategy management will be more profitable and more successful than those that do not apply it.

1) Grand strategy

Grand strategy is a general plan in the form of major company actions to achieve long-term goals. Grand strategies are divided into three, namely: growth can be done internally including the development of new products, stability or a quiet strategy, namely that an organization wants to remain at its slowly growing size in a way that is still manageable, and retrenchment is when the organization is forced to go through a period of decline with the shrinkage of its existing business.

2) Global strategy

In today's international arena, companies are facing a strategic dilemma between global integration and national responsibility. There are three categories of global strategies, namely: globalization strategy is the standardization of product design and advertising strategies worldwide, multidomestic strategy is the modification of product design and advertising strategies to accommodate the specific needs of each country, namely

multinational companies are in a number of countries but in advertising and product design are adjusted to the specific needs of each country, transnational strategy is a strategy that combines global coordination to achieve efficiency with flexibility in meeting the needs of various countries.

3) Strategy level

In this entrepreneurial management, there are 2 levels of strategy in the organization, namely: business level strategy, which is formulated by business level managers through offers with corporate managers to focus on how to compete in the existing business world and must be obtained and supported by corporate strategy, while functional level strategy is determined by the highest level of management in the organization. organization and leads to what business will be done and how resources are allocated between businesses and has a narrower scope than corporate strategy and business strategy. Functional strategy must lead to business strategy and the most important concept is depending on the results of the answer how to implement it.

4) Strategy management process

In this strategy management process there are four stages, namely: determining the direction and mission of the organization in each organization has a vision, mission and goals that will determine the direction of the organization, understanding the internal and external environment to be able to understand and comprehend the organizational environment so that in management it will be able to react appropriately to every change so that management has the ability to respond to various critical issues regarding the environment that have a strong enough

influence on the company. SWOT analysis (strengths, weaknesses, opportunities and threats) balancing the internal strengths and weaknesses of the organization with the opportunities and threats of the organizational environment, implementing strategies to set annual company goals by thinking about policies and motivating employees to allocate resources so that the strategies that have been formulated can be implemented, evaluating and monitoring strategies is the final stage in the strategy process with basically evaluating strategies reviewing internal and external factors as the basis for ongoing strategies by measuring the performance that has been carried out and taking action for improvement this is very important. necessary for the success of a mature company is not a guarantee of the company's future success.

5) Corporate strategy

This corporate strategy is formulated by top management and is designed in such a way as to achieve the goals of an organization by formulating corporate strategies in large companies will be very difficult because of the many business level strategies that are very different and require coordination to achieve the overall goals of the organization.

6) Strategy in business

In this business strategy involves decision making at the business unit level and a useful approach to formulate business strategies based on competitive analysis. Competitive pressures include: the threat of new entrants and wanting to get a good market and profit depending on the obstacles that surround it, the bargaining power of suppliers is a threat in an industry because suppliers can raise the price of products sold or reduce product

quality, the bargaining power of buyers will always try to get products with good quality and at a low price, the bargaining power of substitute products functionally has similar benefits to the original but has lower product quality and price, competition between competitors always tries as hard as possible to capture the market share of other companies to be able to attract consumers, so various methods are used starting from providing special facilities or low prices (discounts).

Summary

Capacity in management is related to a person's ability to carry out management functions such as planning, budgeting, implementing and controlling company activities. Management activities are more formal, scientific and therefore general. While management is more of a tool and technique based on rational considerations and trials aimed at solving problems that are truly similar in various situations in business. Strategic management is a set of decisions and actions used to formulate and implement highly competitive strategies that are appropriate for the company and its environment to achieve goals in the organization. Evaluate performance and review and review and make various adjustments and corrections if there are deviations in the implementation of the strategy. Strategy activities will enhance the company's ability to solve problems faced by the company, the process in strategic management will provide the best decision results because group interactions collect various larger strategies.

CHAPTER 4

ENTREPRENEURSHIP EDUCATION IN HIGHER EDUCATION

A. The Concept of Entrepreneurship Education in Higher Education

Entrepreneurship education in universities should prepare students to be brave and independent, not just focused on finding work. Moreover, data on educated unemployment in Indonesia shows that the higher a person's education, the lower their independence and entrepreneurial spirit. Entrepreneurship education in universities should ideally be implemented in the long term through a gradual and continuous learning process.

Entrepreneurship education in higher education has been facilitated by Dikti since 1997 with the existence of an entrepreneurship development program in higher education that offers various activities, namely Entrepreneurship Lectures (KWU), Entrepreneurship Internships (MKU), Business Work Lectures (KKU), Business Consultation and Job Placement (KBPK), and New Entrepreneur Incubator (INWUB). In its development, Dikti offers a program packaged as a student creativity program (PKM) which facilitates students to be creative in various fields including research, community service, technology application, scientific articles, written ideas, creative ideas, and entrepreneurship. Furthermore, since 2009 Dikti has provided a scheme for students who are interested in being job creators through the student entrepreneur program (PMW).

Entrepreneurship education generally contains materials and activities related to building an entrepreneurial mental attitude to train communication skills by building networks and preparing profit-oriented business plans.

Higher education aims to (1) form people who (a) believe in and are devoted to God Almighty, have noble morals, and have noble personalities; (b) are healthy, knowledgeable, and capable; (c) are critical, creative, innovative, independent, self-confident and have an entrepreneurial spirit; and (d) are tolerant, socially and environmentally sensitive, democratic, and responsible and (2) produce products of science, technology, art, or sport that provide benefits for society, the nation, the state, humanity, and the environment (Government Regulation No. 17/2010: 61-62).

Entrepreneurship is defined as the spirit, behavior, and ability of a person in handling a business and or activity that leads to efforts to find, create, apply new ways of working, technology and products by increasing efficiency in order to provide better service and or obtain greater profits (Presidential Instruction No. 4 of 1995). Because entrepreneurship is the spirit, behavior and ability of a person, entrepreneurship involves entrepreneurial behavior, namely: taking the initiative; organizing and reorganizing social and economic mechanisms to change resources and situations to be more useful and profitable; and taking risks and failures. Entrepreneurship as a behavior that can be demonstrated through dynamic responses, containing risk, creative and growth-oriented in an innovation process.

In the innovation process, many new opportunities can be generated where these opportunities are created using unusual combinations, which are not common so as to produce good products, which are unique, different from others and in accordance with the needs of product users. Entrepreneurship is defined as the spirit, behavior, and ability of a person in handling a business and/or activity that leads to efforts to find, create, apply new ways of working, technology and products by increasing efficiency in order to provide better service and/or obtain greater profits

(Presidential Instruction No. 4 of 1995). Because entrepreneurship is the spirit, behavior and ability of a person, entrepreneurship involves entrepreneurial behavior, namely: taking the initiative; organizing and reorganizing social and economic mechanisms to change resources and situations to be more useful and profitable; and taking risks and failures.

Therefore, entrepreneurs can be found in various fields or professions, so someone who has entrepreneurial behavior can be in a company founded and managed by themselves as an entrepreneur or in other companies or organizations as an entrepreneur. Entrepreneurship education can be implemented in universities and applied to all students regardless of the field of science that can be studied, because entrepreneurship education is not business education.

B. Strategy in Higher Education

Education as something that has an important priority today, good education can be used as capital for investment for the future. Good and quality education can determine a person's career in the world of work, the large number of universities causes tight competition in getting prospective students with various potentials and advantages that will be deployed as much as possible to face the competition. The strategy in universities is:

1. Developing the Curriculum

In formulating a system or method of learning and training entrepreneurship, universities must seriously design entrepreneurship materials for students, starting with the creation of syllabus, teaching program units (SAP), presentation slides, theory modules, practical modules, making guide books and

others. The formulation should be done by a team that is truly expert and experienced in various scientific fields. What is less considered by universities in formulating this curriculum is the lack of or lack of involvement of non-economic academics and practitioners or business actors and entrepreneurship motivators in the drafting team, so that the courses or materials provided are not or less qualified. This is important to do considering that collaboration between academics, practitioners and motivators will produce entrepreneurial concepts and ideas that are appropriate and suitable for students from various scientific disciplines. Compiling an entrepreneurship curriculum does not necessarily make entrepreneurship a separate course, but this entrepreneurship content can be included in some/all courses.

2. Improving Lecturer Human Resources

Universities must prepare Lecturer Human Resources who are capable of the following "5M": (1) able to provide a new paradigm about the importance of entrepreneurship, (2) able to change or direct the mindset of students to become someone with an entrepreneurial spirit, (3) able to inspire and motivate students to become independent human resources, (4) able to provide examples of real entrepreneurial work (goods/services) and present success stories, (5) able to produce student or alumni human resources who become intrapreneurs or successful entrepreneurs. This Lecturer Human Resources development program can be done in various ways, including through the following "5P" (1). Short course entrepreneurship program (entrepreneurship training program for lecturers), (2) Entrepreneurship

seminar/workshop/workshop program. (3) Lecturer internship program in the business world, (4) discussion program with business partners/business world (5) new lecturer coaching/mentoring program.

3. Cooperation with the Business World

This is important for universities to do in order to achieve three goals, namely: (1) improving the quality of human resources for lecturers and students, (2) opening up internship opportunities for lecturers and students, (3) opening up opportunities for business cooperation, especially for students/alumni. With this cooperation program, it is hoped that students in particular can analyze and observe real business forms so that they have an idea when they become entrepreneurs in the future.

4. Forming a Business Unit

One of the seriousness of universities in realizing their students to become entrepreneurs is the need to form several business units managed by students, whatever type of business must be in accordance with the agreement between students and campus institutions. These formed business units can be used as one of the valuable experiences for students before starting a business independently.

5. Cooperation with Banking or Non-Banking

To realize its students/alumni as entrepreneurs, universities are obliged to provide convenience for their students in starting a business, one of which is by becoming a facilitator and mediator

between students and the financial world (banking/non-banking) in terms of easy business credit for students. This collaboration can be a trigger for students to become young entrepreneurs. Not a few students want to become entrepreneurs but are constrained by capital (funds). This collaboration is what universities must do.

a. The Most Important Aspects of Entrepreneurship Education

The implementation of entrepreneurship education in higher education cannot be seen as a very simple matter, but entrepreneurship education that is implemented only by including entrepreneurship courses in the curriculum with a maximum weight of 2-4 credits is far from adequate. On the contrary, entrepreneurship education must be designed in a complete and comprehensive learning system that meets various important aspects that support each other and influence learning outcomes. Important aspects that the author considers to be very decisive and influential on the effectiveness of entrepreneurship learning in higher education include curriculum design, learning methods, teaching staff, and the creation of an entrepreneurial atmosphere.

Summary

Entrepreneurship education in higher education is ideally implemented over the long term through a gradual and continuous learning process. Entrepreneurship education generally contains materials and activities related to building an entrepreneurial mental attitude to train communication skills by building networks and preparing profit-oriented business plans. The implementation of entrepreneurship education in universities cannot be seen as a very simple matter, but entrepreneurship education that is implemented

only by trying to include entrepreneurship courses in the curriculum with a maximum weight of 2-4 credits is far from adequate.

STAGE-LENGTH ENTREPRENEURSHIP LEARNING PROCESS

A. Entrepreneurship Learning Methods

Effective entrepreneurship learning in college can no longer use a teacher/lecturer-centered learning approach, in this approach it is less to encourage students to be actively involved in building knowledge, attitudes and behavior according to (Afiatin, 2007), because it is difficult to meet students' soft skill competencies. Therefore, to develop an entrepreneurial culture in college using a student-centered entrepreneurship learning approach. Students are in a position to play an active role in gaining the knowledge, skills and experience they need in accordance with the entrepreneurial values they must have. Changes in the entrepreneurship learning approach from TCL to SCL have begun to be widely implemented in colleges in Indonesia, but often many questions arise, namely "have the lecturers teaching entrepreneurship courses used the right method according to the SCL approach?"

The SCL learning approach has a very diverse learning method. In these methods, namely: (1) various information can be done by brainstorming, cooperative, collaborative, group discussions, panel discussions and symposiums. (2) learning from experience that can be done by simulation, role playing, games, and group meetings. (3) problem solving that can be done by case studies, tutorials, and workshops. From the various methods and learning methods that can be used in entrepreneurship learning, but must be adjusted to the values in entrepreneurship that are needed by students one day if they become entrepreneurs, entrepreneurship learning has used the SCL approach with

several diverse methods such as lectures, group discussions, film screenings and simulations.

Learning Methods(SCL)*	Form of Learning Activities**	Values Obtained by Students
1) Information sharing a. Brainstorming b. Cooperative c. Collaborative d. Group Discussion e. Seminar	a. Pouring Out Business Ideas b. Business Opportunity Identification Exercise c. Recognizing Business/Product Innovation d. Entrepreneurship article review discussion e. Business idea presentation	a. Courage to express opinions b. Teamwork c. Think creatively d. Communication e. Learn to argue
2) Learning From Experience (experience based) a. Simulation b. Game c. Real experience outside campus d. Learn from other people's experiences (role models) e. Hands-on practice f. Group Meeting	a. <i>Business Games</i> b. Business Environment Exploration Task c. Industrial/SME Visits d. Guest Lecturer Lecture (Entrepreneurs and Business Professionals) e. Business Practice Assignment f. Alumni Testimonials g. Video Screening Success Stories	a. Teamwork b. Recognizing and analyzing business opportunities c. Hard work in business d. Leadership e. Optimistic attitude in business f. Dare to take risks

		g. Dare to take business decisions
3) Problem solving (problem solving based) a. Case Study Analysis b. Workshop	a. Business Case Analysis b. Entrepreneurship Training/Workshop	a. Communication b. Business analysis capabilities

B. Entrepreneurial Atmosphere

The atmosphere in entrepreneurship is another important aspect needed in organizing entrepreneurship education in higher education, the atmosphere of entrepreneurship as an effort to create an environment that strongly supports the stimulation of entrepreneurial behavior for each member, organizational structure and institutions within a higher education institution. The concrete atmosphere of entrepreneurship is an entrepreneurial atmosphere that is deliberately created by higher education institutions so that proper entrepreneurship education can be organized. Important things that must be present by higher education institutions to always support the process of organizing very effective entrepreneurship education are:

1. Establishing an Entrepreneurial Institution or Organization

Establishing an institution in entrepreneurship within a college that organizes entrepreneurship education is very important because it can function as a forum for various activities related to the development of campus entrepreneurship. The form of the institution can be an entrepreneurship center and business incubator at the college level, as well as the existence of UKM (student activity units) for student entrepreneurship at the student level. The institution must have a clear and sustainable work program so that the entrepreneurial atmosphere is very supportive in achieving the goals of entrepreneurship education.

2. Cooperation with the Business World

Entrepreneurship education providers cannot be separated from the support of parties in the business world outside the campus, because good relations with the business world and companies are very helpful in overcoming the limitations faced by universities in the learning process, for example, the limitations of teaching lecturers and business information. Activities that may be carried out are in the form of student visits to business locations or companies that are invited as guest lecturers.

3. Cooperation with Banking

Cooperation with financial institutions, both banks and non-banks, can be done to meet the needs of their business, because this is very important. What students face when starting their business is the problem of capital.

4. Forming a Student Cooperative

With its development, the university will position itself as an entrepreneurial university that has a business unit, the business unit functions as a center for business learning for students as a center of income for a university. The business unit can be in the form of a company or a cooperative of students and lecturers that is managed professionally by lecturers and students. However, on the other hand, there are not many universities that already have a business unit.

5. Conducting Competition

To create a very conducive atmosphere in entrepreneurship in universities that can carry out various competition activities in the field of entrepreneurship for students. With the aim of fostering interest and enthusiasm in students in the field of entrepreneurship. This competition can be a competition initiated and implemented by internal parties in universities or by parties from outside the campus. In internal competitions, for example, business plan competitions, business idea competitions, external competitions can be carried out by involving students in the implementation by various parties such as Bank Mandiri and the Student Entrepreneurship Program, Bank Indonesia. Students are encouraged and guided to be able to participate in various competitions both internal and external.

6. Conducting Various Seminars and Training

Conducting or participating in various seminars and other training activities plays an important role in efforts to create an atmosphere of

entrepreneurship in higher education, namely organizing seminars and entrepreneurship training activities. Seminars and training can be carried out either independently or in collaboration with others such as banks, companies and others. Another way that can be done is to send students routinely to attend seminars, training, or public lectures held outside the campus so that students will have insight and knowledge in the entrepreneurial business that will continue to develop. It is better if routine seminars and entrepreneurship training activities are carried out every semester either by institutions or in collaboration with parties outside the campus. And routinely every semester send students and lecturers to attend seminars or training either by invitation or initiative.

Summary

Developing an entrepreneurial culture in higher education using a student-centered entrepreneurship learning approach. Students are in a position to play an active role in gaining the knowledge, skills and experience they need in accordance with the entrepreneurial values they must have. A concrete entrepreneurial atmosphere is an entrepreneurial atmosphere that is deliberately created by higher education so that proper entrepreneurship education can be implemented. Establishing an institution in entrepreneurship within a higher education institution that organizes entrepreneurship education is very important. Entrepreneurship education providers cannot be separated from the support of parties in the business world outside the campus. Carrying out or participating in various seminars and other training activities plays an important role in efforts to create an atmosphere of entrepreneurship within higher education institutions, namely organizing seminars and entrepreneurship training activities. Seminars and training can be carried out either independently or in collaboration with others such as banks, companies and others.

CHAPTER 5

STUDENT ENTREPRENEURSHIP LEARNING PROCESS

a. Entrepreneurship Learning Process

In the creation of new entrepreneurs from colleges depends on the entrepreneurship education process carried out, so far entrepreneurship education has a weight of 2-3 credits in one or two semesters. To foster an entrepreneurial spirit in students to become entrepreneurs must be done gradually and continuously because in designing an effective entrepreneurship education process, important aspects are needed and those that have been described. The design in the curriculum as a very important aspect that must be in line with the education process itself, the curriculum in the form of courses should be spread over several semesters. Implementation in the curriculum needs to be supported by the creation of an entrepreneurial atmosphere, or atmosphere that is integrated with courses so that in the process of entrepreneurship education it becomes complete, focused, and sustainable starting from fostering an entrepreneurial spirit, fostering in business, until when students are able to run their businesses independently without the help of courses. The entrepreneurship learning process is as follows:

1. Soft Skill Development in Students

At this stage, it begins with the introduction of the importance of soft skills to new students during the new student orientation period in stages from semesters three to four. Student activities and advanced training and outbound training, leadership training, business management training and entrepreneurship training in semester four, LP MBA PKM (Student Week), reasoning competition, short film workshop, and student entrepreneurship in semester five, seminars, product exhibitions, and publication of works in semester six.

2. Entrepreneurship Lecture

At this stage, students are required to take entrepreneurship courses with a weight of 2 credits. The material provided includes theoretical understanding, entrepreneurial motivation, inviting entrepreneurship experts to be speakers.

entrepreneurship, guest lectures from speakers and studies into small businesses.

3. Career Guidance In Entrepreneurship

At this stage, students are given the opportunity to voluntarily participate in career guidance which is a co-curricular activity held in semesters II, III and IV over several days related to the type of guidance they need.

4. Entrepreneurship Internship

At this stage, students take part in an entrepreneurial internship which is a co-curricular activity and is therefore voluntary. This activity is carried out for a short period of time or a maximum of three months.

5. PKM Entrepreneurship Guidance

This activity is a voluntary extra-curricular activity that is carried out within two months. With this activity, students will receive training in compiling and guiding proposals in the field of entrepreneurship that will be sent to the center.

b. Stages in Entrepreneurship Learning

7. Entrepreneurial Spirit Development Stage

In the early stages of the learning process, it is aimed at developing the spirit, interest, and motivation of entrepreneurship in students. At this stage, students are required to take entrepreneurship courses, in the basics of entrepreneurship the activities carried out are entrepreneurship lectures carried out in the classroom or room while in the business environment the activities carried out include general lectures (guest lecturers), industry visits, and testimonials from alumni and students who have run their businesses. The targets in learning include changing the mindset, fostering an entrepreneurial spirit, fostering and training creativity and innovation, and fostering confidence and interest in entrepreneurship.

8. Experience in Business

At this stage, students in groups are given the task of choosing an idea in business, preparing a business plan and directly implementing it in the form of a real business. Students are required to start with a very simple type of business (becoming a retailer) until in the end they must be able to create creative and innovative products or services that can be sold in the market. In addition to attending lectures and practices, students are also given the opportunity to attend various seminars, training and competitions in the field of entrepreneurship and business, both those held by the campus and those held outside the campus.

9. Stages In Starting A Business

At this stage, students who have interests and talents as well as the desire to become entrepreneurs will be given the widest possible opportunity with their own awareness to choose the entrepreneurial management interest. At this stage, the longest is three semesters, and students have started to prepare or start their businesses that have been pioneered when running practices in their businesses. Students who are just about to prepare their businesses or have started their businesses will be guided by lecturers through business incubator institutions and students will be included in various competitions, seminars and training in the field of entrepreneurship both on and off campus.

10. Stages In Developing A Business

At this stage is as a final assignment that is aligned with the business development stage in students, where students who already have a business can use this as a medium to develop their business. Students will intensively utilize the existing business incubator so that one day they will graduate their business with being truly ready to be run independently. If there are students who have graduated in the eighth semester and their status will become alumni, they have the opportunity to utilize the business incubator in the form of business monitoring and evaluation for three years from the time of graduation.

Summary

What must be considered in this entrepreneurship education is first to build a commitment for all members to position their universities, this will be

a prerequisite if you want to organize entrepreneurship education that comes from campus. Second, so that entrepreneurship education can be organized effectively and must be met by several important aspects such as a clear, directed and integrated curriculum design with various supporting activities. This is very much needed in designing a gradual and sustainable learning process. A well-designed curriculum will not be of much use if it is not supported by the right learning method, so the use of a student-centered learning method is highly recommended. Then in the selection of teaching staff or lecturers who have commitment and competence in the field of entrepreneurship, it is absolute which can be done by combining entrepreneur lecturers and professional practitioners. Third, the success of organizing entrepreneurship education in higher education is determined by the ability to design the learning process. Therefore, the process of entrepreneurship education cannot only be done in the short term, so it is necessary to design a gradual and sustainable entrepreneurship learning process.

ENTREPRENEURSHIP LEARNING

A. Characteristics of Entrepreneurship

Stephen Robbins (2000) states "...Entrepreneurship is a process by which individuals pursue opportunities, fulfilling needs and wants through innovation, without regard to the resources they currently control".

Emphasizes the use of opportunities without having to rely on the resources it has. This means that an entrepreneur does not have to have money or facilities first to start his business. Not starting with capital or facilities, but will end with wealth and success, an entrepreneur is used to describe the behavior of a work unit and an organization.

B. Dimensions of Entrepreneurship

Entrepreneurship will move and the basic human need to achieve (Stoner, 1998). So it will be said that an entrepreneur can be recognized because they have a high need to achieve, have an internal locus of control, control their own lives, are tolerant of risk, tolerant of doubt and have the drive to do more in a short time. David Burnett stated that in general an entrepreneur is a risk taker, coordinator and organizer, connector, leader and innovator and creative.

Innovative will refer to creativity or solving new ways to problems or needs. In taking risks related to the willingness to agree that sometimes we have to lose or fail, this entrepreneurship can be caused in a person through education or training. Education or training as a process of learning concepts and skills to recognize opportunities that others are unable to see to have the knowledge to act while others are only hesitant.

Learning to recognize opportunities is associated with the use of resources to face risks and initiate new businesses.

C. Entrepreneurship and Learning Development

If in learning a lot about yourself if you intend to achieve a goal that is in accordance with what is most desired in this life. Strength comes from one's own actions and not from the actions of others. The risk of failure is always there, so take risks by accepting responsibility for your own actions, failure must be accepted as a learning experience. Some entrepreneurs succeed after experiencing many failures and learning from past experiences will help in channeling activities to achieve better, more positive results and success as a fruit and result that does not know tiredness. Learning and various experiences that change from time to time. Always be aware of new ways to increase productivity, one of the main keys is for involvement in continuous personal growth.

In education or learning there are three domains, namely knowledge, skills, and attitudes. For the three domains in education and the levels that must be achieved, certain learning methods or models are needed, such as lectures, tutorials, group discussions, seminars, and practicums. Especially in the domain of attitudes, in addition to learning methods, exemplary behavior and attitudes of teaching staff are also needed. To teach and develop an entrepreneurial culture, the three domains are dominated by the affective domain with a minimum level of ability achieved and even become part of themselves. In the concept of entrepreneurship, a behavior and attitude that will be developed into a character is not a discipline or a subject and a branch of science, so it is necessary to choose a learning process in such a way that in the implementation it can develop an entrepreneurial spirit through its

dimensions, namely an innovative, creative, pro-active, flexible mindset, oriented towards development and a willingness to take risks.

D. Learning innovation

In learning, there is one innovation strategy in learning that is most widely applied in medical education called Spices. This strategy is most appropriate to be applied to entrepreneurship, namely as follows:

1) Student Centered(SC)

Teachers or lecturers are no longer in the middle of the teaching and learning stage, knowing everything and students know nothing and moving to the edge as facilitators. On the other hand, students change positions and students (passive) become students (active) and their position is in the center of the teaching and learning process. Students no longer act as objects but as subjects, which become objects, namely the knowledge offered in the curriculum with students having to actively seek knowledge, no longer passively receiving information and lecturers, the lecturers concerned as facilitators.

2) Problem Based (PB)

This approach is learning that cannot be separated from the SC approach in this approach students learn science based on existing problems. The provisions for studying the problems presented are those that have been obtained in the past. The problems presented can come from simple daily events or from larger units.

3) Integrated teaching (IT)

The learning process is no longer compartmentalized according to disciplines, students study a subject in an integrated manner both horizontally and vertically. In each problem, students are able to study various branches of science as well as their relevance.

4) Community oriented (CO)

CO-based learning is very relevant to the nature or spirit of entrepreneurship, there are opportunities and targets that can be developed in the learning process.

5) Early Clinic Exposure

If we adhere to the medical understanding, then the clinic can be interpreted as the main field of daily life with each field of science having its own specific clinic. Students are introduced to the main fields and problems early on, and in this approach it will provide a sense of stability for students and they are expected to immediately merge with the science they are studying.

6) Self-directed learning

An independent learning activity by knowing what will be needed, how to get the materials needed and all driven by a pro-active attitude and with high anticipation. The facilitator plays an important role in creating a learning atmosphere.

Summary

In general, university graduates are still directed to work in government or private institutions. The number of graduates will increasingly be unbalanced when compared to the available vacancies. One effort to reduce the decline in unemployment, which is based on the increasing number of graduates. Becoming a graduate of a university that is increasing and limited job opportunities is to prepare students to have an entrepreneurial spirit. Innovation in learning requires a strategy that is in accordance with the material that is arranged based on dimensions with high cognitive level achievements and as a character or culture of life.

CHAPTER 6

ENTREPRENEURSHIP OF PHYSICAL EDUCATION STUDENTS

A. Concept of Physical Education Entrepreneurship

Physical education students who have a very big opportunity in entrepreneurship through physical education, entrepreneurial opportunities can be started since students until becoming a teacher. The benefits of entrepreneurship can be used as an additional profession while being a student or after becoming a teacher to increase income. Students can start a business while still in college because the results of entrepreneurship can be used for additional tuition fees and prepare themselves after graduating as a bachelor already have an entrepreneur in the field of physical education. Students who have graduated as bachelors have no difficulty in finding work or becoming additional income besides becoming a physical education teacher.

New graduates do not only think about becoming a civil servant, because becoming a civil servant has few opportunities and formations and uncertain times every year, the opportunities that can be utilized for entrepreneurship through physical education are very large, for example swimming teachers, basketball teachers, volleyball teachers, soccer teachers, futsal teachers, gymnastics teachers and others. Physical education students and graduates can become teachers of various sports without a license because they not only train in clubs but can also teach extracurricular activities at school. Students and graduates must be smart in reading business opportunities in the field of physical education that can be utilized for entrepreneurship.

B. Role and Function of Physical Education Students

As a student you get various nicknames such as:

- 1) *Direct change*, Students play a role in making changes because they are human resources.
- 2) *Agent of change*, Students as agents of change means as human resources to make changes.
- 3) *Iron stock*, The resources of students will never run out.
- 4) *Moral force*, Students are a group of people who have good morals.
- 5) *Social control*, Students as controllers of social life such as controlling the social life carried out by society.

In general, there are three roles and functions that are very important for students, namely:

- a. The role of morals in the campus world is a world where every student can freely choose the life they want. A moral responsibility is demanded towards themselves as individuals to be able to live a responsible life and in accordance with the morals that live in society.
- b. Social role, in addition to individual responsibility as a student also has a social role that his existence and all his actions are not only beneficial for himself but must also bring benefits to the surrounding environment.
- c. The role of intellectuals, students as people who are called intellectuals must be able to realize this status in the realm of real life. Realizing that the basic function of students is to struggle with science and provide better changes with the intellectuality they have during education.

C. Physical education student entrepreneurship

Entrepreneurship is one way for someone to find income or revenue to meet their daily needs. Entrepreneurship is a creative and innovative ability that is used as a basis and resource to find opportunities for success, students who have creative ideas to meet the needs of society must be able to be entrepreneurs for additional income as a profession.

How to start a business is not just when you are in a pinch because there is no other job or because you are following other people. A business that is created because you are good at reading opportunities, intentions, hard work, your own thoughts and according to your own abilities will survive but a business that is run carelessly will fail. Students and graduates who have the desire and hard work in creating a business will make it a success. How to start a personal business with the following:

- a. Hobbies, in entrepreneurship hobbies are very enjoyable because in addition to being able to channel hobbies, they can even earn income. For example, you can focus on swimming, which can be used as a business opportunity to open a private swimming business or an extracurricular swimming teacher.
- b. Education, in entrepreneurship according to the education that has been taken is more enjoyable, experiencing more inner satisfaction because it feels that education is not in vain and applying the knowledge gained while being a student or college student. For example, aerobics teachers, during college get rhythmic gymnastics courses and can create their own gymnastics movements and apply them to the community who need gymnastics teaching services.

- c. Opportunity, in entrepreneurship based on opportunity must be able to see the opportunities that exist at that time. For example in the field of sports becoming a swimming teacher and therapist is a trend at this time with the background of the many benefits of swimming for the human body someone who suffers from certain diseases will be advised by a doctor for swimming therapy.
- d. Caring, in entrepreneurship caring for others is not initially aimed at making a profit but because the business is well received by the community, it eventually makes the business grow big and profitable. For example, volleyball and soccer teachers in villages participate in inter-village matches and can then become a business opportunity to establish a volleyball school or soccer school.
- e. Work, can be started with what was the previous job. What is the current job is done seriously, master the ins and outs well then build the same business. For example, someone who used to be just a badminton branch assistant will leave his job to establish his own badminton school.

So students and graduates of physical education must be able to create business ideas that are desired and in accordance with their abilities. Business opportunities will succeed if ideas and market demand can meet.

D. Entrepreneurial Strategy in Physical Education

Ideas in a business have two types, namely creating a new business that has not existed before and seeing an existing business and then

perfecting it. In business ideas will not just come but must be good at reading market opportunities. Strategies in starting a business as follows:

- a. Making a deadline, someone must have a deadline for what business will be done, when the business will be done. If you only have an idea and are afraid or delay its implementation, the idea will not be realized. What must be prepared is a marketing strategy, financial planning, and an effective work system.
- b. Don't be a perfectionist, this trait is actually good in business but will be an obstacle to the next step.
- c. Having a hard-working and self-confident attitude, great self-confidence will lead to success in entrepreneurship, a shy attitude will hinder a business.
- d. Promotion strategy, is as a notification to the public about the business being run. This promotion strategy determines the target in income, doing word of mouth promotion to family or close friends.
- e. Make continuous improvements, entrepreneurs must think about how to make their business more optimal and perfect, ask for criticism and suggestions from customers to improve quality and service.
- f. Measure the performance achieved, this is very important because it is related to whether our business experiences profit or loss.

How to deal with customers is satisfactory service and trust in both goods and services. If you get a complaint from a customer, you should not blame the customer, smile, take the time to listen, say thank you, apologize immediately and find the best solution by being professional. Entrepreneurship from sports or physical education fosters creativity and innovation in its field, which is beneficial to society and meets the needs of society. Businesses created from physical education can be in the form

of sports schools, tourism, health rehabilitation, sports management, education and other fields.

Summary

Entrepreneurship is one way for someone to find income or revenue to meet their daily needs. Entrepreneurship is a creative and innovative ability that is used as a basis and resource to find opportunities for success, students who have creative ideas to meet the needs of society must be able to become entrepreneurs for additional income as a profession. Ideas in a business have two types, namely creating a new business that has not existed before and seeing an existing business and then perfecting it. In business ideas will not just come but must be good at reading market opportunities. Entrepreneurship from sports or physical education fosters creativity and innovation in its field, which is beneficial to society and meets the needs of society.

RELATIONSHIP BETWEEN SPORTS AND ENTREPRENEURSHIP

A. Sports Performance in Entrepreneurship

The appearance of sports in entrepreneurship can be seen from the sports industry, some figures have given related definitions of the sports industry. According to Dahwan in Lutan (2004) that the sports industry is an industry that creates added value by producing and providing sports related to producing and providing sports related to equipment and also as sports equipment or equipment such as sports competitions, training and sports participants. According to Miller et al. in Harsuki (2005) that the industry in sports is all products, goods, services, places, people and thoughts offered to customers related to sports.

So from the two definitions it can be concluded that it can be used as a reference to change the perception that says that the sports industry is limited to sports equipment only. The sports industry is a business activity that produces or sells services to the general public, so the scope of the sports industry includes goods and services. These products can be sports equipment, sports equipment, and others. While in the service sector includes sports buildings.

According to Parks et al. in Harsuki (2005), the sports production segment is divided into three parts, namely:

- 1) The sports performance segment includes a wide range of products such as sponsored school sports, fitness clubs, sports camps, professional sports, and urban sports parks.
- 2) This sports production segment can be given examples such as basketballs, volleyballs, tennis balls, sports shoes, swimming pools and other sports equipment.
- 3) Sports promotion segments include merchandise such as t-shirts or clothes with logos, electronic print media, sports marketing agencies, and sports event organizers.

In the sports industry is inseparable from the sports business, talking about business in simple terms can be said how profit is obtained from a product that will be sold. To make and sell a good product, the role of management is very important. The sports industry is closely related to the sports business and management in sports.

In establishing a sports industry, it is necessary to pay attention to the marketing mix of goods, namely: product, price, place, and promotion, while in service marketing it is: product, price, place, promotion, physical evidence, process, and people participants. In marketing quality goods and services, it is necessary to pay attention to factors that include: tangibility, reliability, responsiveness, assurance, and empathy. The marketing strategy in the sports industry business can be done by:

- 1) Overall cost advantage

2) Distinction

3) Focus

B. Sports Industry Structure

Industry is one of the largest markets in the world and provides a major contribution that has a positive impact on the economy, sports are designed as a modern industry on a global scale. In building the character of the nation, sports have become an industrial identity that has a significant added value per share. The sports industry is an industry that creates new value per share articles that produce and produce goods that have a higher value than their raw materials. The industry is divided into 4, namely:

- 1) Genetic (native) industries, for example forestry, plantations, agriculture.
- 2) Extractive industries, for example mining, stone quarrying, gold.
- 3) Construction industry, for example the construction of sports buildings, stadiums, sports fields, bridges.
- 4) Manufacturing industry, for example sports equipment, machinery, sportswear, sports shoes.

In the construction and manufacturing industry, a sports business can be developed so that in the current development, a sports industry can be opened which includes goods and services. The sports industry is a business activity in the field

of sports in the form of goods and services, in the sports industry it can be in the form of facilities and infrastructure that are produced, traded, and rented to the community. Communities that carry out the goods and services industry in sports must pay attention to the welfare of sports actors and the progress of sports.

The development and coaching of the sports industry is carried out through mutually beneficial partnerships in order to realize independent and professional sports activities. The regional government in developing the sports industry to provide convenience in the formation of sports coaching and development centers, opportunities in the industry that can be developed in the goods industry, for example, are as follows:

- 1) Martial arts sports include body protectors, gloves, genital protectors, head protectors, gum shields, martial arts clothing, shin guards, leg protectors, etc.
- 2) The game branches include balls, gloves, shoes, shuttlecocks, rackets, badminton, training suits, nets, masks, sticks, hats and others.
- 3) Athletics, including spike shoes, bags, socks, clothing, stop watches, shin guards and others.
- 4) Gymnastics branch, including gymnastics clothing, accessories and others.

Some examples of sporting goods industries from Yogyakarta that have met the standards and have been exported

abroad are golf gloves, pencak silat clothing, shuttlecocks, and soccer balls. While examples of sports industries in the form of sales services for sports activities that can be developed professionally are national championships and international championships.

In the exhibition activities, sports canagn is a form of sports activity that is a spectacle, exhibition, and demonstration, while what is meant by a festival is a form of sports activity that is a competition and entertainment. The sports industry business can be implemented with government cooperation by facilitating the realization of partnerships between sports industry players and the mass media and other media.

C. Development of the Sports Industry

Our country is actively developing to achieve a state where there is justice and social, economic, political, cultural and defense welfare that can be enjoyed by all levels of society both physically and mentally from its condition it is hoped that the difference between the rich and the poor will be smaller. To achieve an ideal goal, a continuous struggle is needed and sometimes we are often faced with relatively heavy and big problems because they concern the lives of many people. These problems are unemployment, poverty, low education or skills, and very low productivity. So the Indonesian nation must spur national development to achieve the targets set. To create jobs

can be done through economic growth and growth of the sports industry. The growth of the sports industry can be done through the development of innovation or new discoveries, increasing competitiveness in the world market and cooperation between small and medium-scale sports industries with large sports industries. This cooperation is expected to become a policy in creating jobs and economic competitiveness.

The development of industry in sports needs serious attention in order to be able to create an advanced and more transformative society, namely an advanced society both structurally and culturally. In the structural dimension, it is reflected in the efforts to change a society that was once agrarian into an industrial society supported by two main strengths, namely a strong industry supported by strong agriculture, including mastery of technology and having strong competitiveness in entering the global market. While in the cultural dimension, it is reflected in new values that are developing and are very useful in supporting the formation of a sports industry society, namely concerning attitudes, rational behavior of society, health conscious and competitive.

Developing countries, namely that industrialization is needed so that the country can grow and develop rapidly. Because in the industrialization process it will usually be accompanied by accelerated progress in technology, the process of training human resources and then increasing

productivity compared to only relying on the agricultural sector.

With the development of the sports industry sector, it is expected that there will be forward and backward links because the sports industry sector is more stable and easy to control, and has a higher multiplier. In Indonesia, the sports industry is still quite concerning, but globalization opens up the widest market opportunities with a free market. The existence of a free market also raises concerns because of the problems that arise, namely whether companies engaged in the sports industry in Indonesia are able to compete fully with products produced by various companies from various countries with all their strengths. Small and medium-sized sports industry businesses have the flexibility and speed to adjust to the development of ideas and market demands in reducing production costs and maximizing efficiency.

The increase in industrial pace, production value continues to show an increase. This increase in production value is made possible by the increase in the competitiveness of sports industry products, especially in penetrating the international market. To penetrate the market, new breakthroughs are needed and to stimulate tourists in self-development, and to face the era of free trade, the local government is highly expected as a motivator to provide various facilities. The government can

provide administrative facilities and policies that can directly support the development of sports.

D. Sports Industry Profile

The sports industry is a fairly large base in supporting the structure of the transformation industry, from an agrarian society to an industrial society. The sports industry has a very strong role, the role of the sports industry, among others, can encourage rural restructuring towards a more developed direction, through the absorption of labor, increasing community income and the spread of industry.

To foster a new sense of entrepreneurship in developing the sports industry, there needs to be coaching through industrial centers in sports. The goal of creating wider employment opportunities with sports industry coaching aims to increase income and spread the industry evenly. To improve the sports industry in terms of organizing sports tournaments, by selling sports facilities for domestic needs and exports. The business profile of the sports industry in Indonesia in its operations faces the following main problems:

1) Capital problems

(Small) sports industry entrepreneurs find it difficult to obtain credit from private banks, as a result sports industry entrepreneurs tend to benefit from financing entrepreneurs from their own capital or other sources such as family,

relatives. Another weakness is in obtaining capital, namely the sports industry is weak in compiling feasibility studies that are accepted by capital providers.

- 2) Weak in obtaining market opportunities and increasing market share

The sports industry business obtains the market in passive ways. Only relying on the power of personal promotion, namely interpersonal communication. This promotion is chosen by the small sports industry because the industry does not have the budget to hold other promotions such as through television, radio or newspapers.

- 3) Limitations in the use and mastery of technology

Due to the weakness of human resources in absorbing science and technology. The weakness of human resources is also caused by the level of education of the workforce in general is still low, so the sports industry has many limitations in utilizing technology.

- 4) Strategy problems in marketing

Products are one of the major obstacles for small sports industries to enter the free market. Marketing in the small sports industry must go through a chain, relatively long marketing and the determination of product selling prices is beyond the constraints. With these conditions, sports industry entrepreneurs only get a relatively thin profit

margin, difficulties in the marketing field can also come from a very sharp level of competition.

- 5) Weak in business networks and cooperation in business
Small sports industries carry out their own business activities and this will be further weakened by competition between the small sports industries themselves.

- 6) Weaknesses in business and entrepreneurial mentality
In general, the small sports industry has very little creativity and innovation, independence and enthusiasm to progress. The small sports industry runs its business, many of which only rely on their daily routines without any touch of thought and development to always continue to progress and improve. To improve the profile of the Indonesian sports industry with its various problems and weaknesses, a process of empowering the sports industry business is needed, this empowerment must directly touch on the six weaknesses.

E. Free Market Opportunities

In a free market industry, sports industry players should understand market demand. There are three categories, namely existing demand, latent demand and emerging demand. Existing market demand is a market whose customer needs are served by existing suppliers. If the sports industry can measure the size of the market, it means that the sports industry can

identify the level of purchase or consumption of its products. The sports industry offers a product to meet emerging demand before the trend has an impact. After the trend has a chance to be revealed, emerging demand becomes latent demand.

The company must first estimate the size of the market and then assess the overall competitiveness of the sports industry. The company compares itself to its competitors by measuring the attractiveness of the product, price, distribution, advertising and the coverage and effectiveness of the promotion that the sports industry can do.

F. The Relationship between Sports and Entrepreneurship

Entrepreneurship includes the activities required to create or operate a company when all markets have not yet been formed or clearly identified, or the components of the production function are not fully known.

While sports are a form of planned and structured physical activity that involves repeated body movements and is intended to improve physical fitness. Sports health as a health effort that utilizes sports to improve health. The development of the world of sports today has entered the realm of the industrial world, this is because it can be seen and proven by us with the increasing number of sports goods products such as shoes, sportswear, fitness equipment, or in the form of services in the field of sports. With the development of the business world in

sports like this, it will be an advantage for the community in satisfying their thirst for sports needs.

Summary

The appearance of sports in entrepreneurship can be seen from the sports industry, several figures have given related definitions of the sports industry. The industry is one of the largest markets in the world and makes a major contribution that has a positive impact on the economy, sports are designed as a modern industry on a global scale. In building national character, sports have become an industrial identity that has a significant added value per share. In order for sports industry products to be able to compete with products from various countries, sports industry empowerment is carried out. Coaching in the sports industry can deliver and understand the current market environment, except that the sports industry is able to analyze and make decisions in determining the best and most appropriate actions for the development of its own business.

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