



The Role of Teachers Fostering Elementary School Students' Entrepreneurial Attitudes Through Scouting

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Abstract: Entrepreneurial education needs to be instilled in children from an early age so that they are ready to face the challenges of the times. This research aims to describe: 1) the role of teachers in fostering entrepreneurial attitudes through scouting. 2) obstacles and solutions in fostering entrepreneurial attitudes through scouting. This research used qualitative methods with a phenomenological approach. This research was conducted at one of the State Elementary Schools in Baturetno Wonogiri Regency, Central Java. The data collected is qualitative in the form of narratives about the role of teachers in fostering entrepreneurial attitudes through scouting. The data source used is the primary data source and the secondary data source. Data collection techniques in this study include observation techniques, interviews, and documentation. Data analysis techniques in this study use interactive techniques. The results of the research show that: 1) Scouting activities or scout excursions are carried out on Fridays when at the time of lessons because learning is still face-to-face limited, 2) The role of teachers in fostering student entrepreneurship attitudes by building entrepreneurship attitudes so learners like challenges, are creative and innovative, and are more courageous in making decisions. 3) In cultivating an entrepreneurial attitude, scouting teachers face several obstacles. Some obstacles come from teachers and students. The existing constraints must be overcome to achieve the desired goal.

Keywords: teacher role, entrepreneurial attitude, elementary school

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Introduction

Globalization brings many changes in human life as well as relations between countries of the world. Globalization has impacted various aspects of life in the economic, social, cultural, and educational fields. In facing the era of globalization, it is necessary to prepare students to face the times' challenges. Learners need to be equipped with skills leading them to compete and survive. For this reason, it is necessary to develop character or moral education. Moral education for children, in this case, is important to educate children with respect and responsibility. The environment around the child, such as school and family, has an important role in shaping the child's morality (Wahyudi & Suardiman, 2013). Thus, it is hoped that it can give birth to humans who have the freedom to determine their choice without coercion and are full of responsibility, which is that of free, dynamic, creative, innovative, and responsible human beings, both towards God, man, society, and himself (Aprilia, 2020).

Efforts to build character in line with the nation's culture are carried out in schools through a series of learning activities and through habituation of life, such as religion, honesty, discipline, tolerance, hard work, and peace-loving (Mislia et al., 2016). Character cultivation can be done through scouting activities. Scouting activities are a shaper of the nation's character, including patriotic spirit, nationalism, love for God, love for others, love for nature, teaching cooperation, discipline, independence, mutual help, respect, social and environmental concerns, and entrepreneurship. Scouting activities are full of character values, so many people who place great hopes in scouting can be a means of instilling character in students. Education that contains character values will bring out the spirit of Pancasila in every one of the Indonesian nations. Through the foundation of divine *firrah* in Indonesian



people that manifests in identity, character, and behaviour, we dare to look at Indonesia's future more optimistically (Wahyudi & Suardiman, 2013).

Scouting activities are carried out through non-formal education, which is carried out outside of school hours. Non-formal education that students can participate in is holding extra-curricular activities that the school has legally provided (Prianto, 2016a). Extra-curricular purposes to better relate the knowledge gained in curricular programs to the circumstances and needs of the school. Scouting activities are expected to educate students' character towards a more positive direction. Scout education is done to build character according to goals and expected outcomes, including students becoming more active in learning, more patient, more focused, more sensitive, more appreciative of friendships, and lifesaving (Tyas et al., 2021).

One of the character educations in question is entrepreneurial character education. Entrepreneurial character education is an education in the field of entrepreneurship that instils habits in students to form a whole (holistic) human being as a person who has character, understanding and skills as an entrepreneur (Isrososiawan, 2013). Entrepreneurship Education is a planned and applicable effort to improve learners' knowledge, intention or intention and competence to develop their potential by being embodied in creative, innovative behaviour and daring to take and manage risks. Entrepreneurship is a state of mind that is a process, a journey in which an individual lives with a passion for pursuing new knowledge, generating innovative ideas, addressing critical needs in society and solving problems (Acharya & Chandra, 2019).

Entrepreneurship materials can be integrated through the materials contained in the General Proficiency Requirements (SKU) and the Special Proficiency Requirements (SKK). Special Proficiency Requirements 10 criteria must be mastered by scout members, namely First Aid in Accidents (P3K), house organizers, observers, cooks, campers, savers, tailors, gardeners, village security and road movements.

Several studies on the cultivation of entrepreneurial attitudes have been widely encountered. However, in general, it focuses on cultivating entrepreneurial attitudes through learning cultural arts, social studies learning, skills learning, and economic activities in the form of "Market Day". These studies have not integrated the cultivation of entrepreneurial attitudes into scouting activities. This study aims to optimise teachers' role in fostering entrepreneurial attitudes through scouting activities in elementary school students.

To foster the entrepreneurial attitude of learners through scouting, the role of the scout coaching teacher is decisive. The teacher is the main determinant of the success or failure of the learning process. In carrying out their roles and functions, the qualifications of a teacher are expected to have four competencies: pedagogical, personal, social, and professional. Pedagogic competence is the teacher's ability to understand the characteristics of learning theory, evaluation, information technology and communication. Personality competence includes behaviour that does not deviate from norms and customs, has a high morale, and upholds the teacher's code of ethics. Social competence, namely the ability of the teacher to be in harmony with the environment in which to teach and related professional competencies, namely the understanding of the concept of skill in developing the material (Rasidi & Setiawati, 2015).

A teacher must have a role that can build an atmosphere of entrepreneurship so that students are more creative, like challenges, innovative, and dare to take and manage risks. The teacher's role includes inspiration, motivator, facilitator, supervisor, mediator, supervisor, and evaluator (Sciences, 2016). In fostering the entrepreneurial attitude of students through scouting teachers, it is carried out by carrying out the teacher's duties, namely teaching, guiding, educating and training. The role of teachers in fostering an entrepreneurial attitude is not only a theory in the teaching and learning process but also practice outside the classroom. The role of the teacher in the teaching and learning process will affect the response of students to the material being taught. Suppose teachers in the teaching and learning process can be kind, for example preparing material well, being able to create competitive competition in the classroom, being able to motivate always to learn, and encouraging their students to excel and be able to play a role in global competition, then as a teacher. In that case, it is necessary to continue developing and improving the quality of their human resources (Wangid et al., 2014).

The research on the role of teachers in fostering an entrepreneurial spirit has been carried out by several researchers, including (Rochiyanti & Mawardi, 2021). The Role of Elementary School Teachers in Fostering children's entrepreneurial spirit during the Covid-19 Pandemic their research said

that SD Negeri 1 Purwojati applies an entrepreneurial spirit in schools by instilling entrepreneurial values in learning as stated in the applicable curriculum. The entrepreneurial values applied include innovation, hard work, leadership, tenacity, daring to cover risks, commitment, reality, and communication (Wahyuni & Hidayati, 2017). The Role of Schools in Shaping Tawhid-Based Entrepreneurial Skills at SD Entrepreneur Muslim Alif-A Piyungan Bantul Yogyakarta, in their research, said that in the formation of entrepreneurial character, schools have six basic principles in their formation, educational, effective, strategic, empirical, leadership, and productive through three learning zones, namely spiritual zones, learning zones and entrepreneur zones which are carried out based on the character of each program (Khairani et al., 2020). In his research, Entrepreneurship Education through local content in Elementary Schools said that Entrepreneurship Education Integrated into Arts and Skills Subjects in Elementary Schools is the process of internalizing entrepreneurial values in skills activities. Entrepreneurship-based skills can improve the entrepreneurial spirit of students in elementary school. Hidayat et al., (2016) Entrepreneurship Education Strategies at Muhammadiyah Banjarbaru Nature Elementary School. In his research, SD Alam Muhammadiyah Banjarbaru held a "Market Day" activity to foster students' entrepreneurial spirit. (Mukhyar et al. (2020)) Fostering Entrepreneurial Literacy in Elementary Schools, in his research shows that entrepreneurship literacy needs to be developed in elementary schools with the intention of: (1) creating an entrepreneurship generation must begin with elementary school-age children; (2) fostering the attitude and character of entrepreneurship in elementary school-age children can be done through entrepreneurship literacy; and (3) Entrepreneurship literacy is an effort that is carried out to instil the concept of entrepreneurship while practising it so that from elementary school-age children have had the basic values of entrepreneurship.

From previous research, it can be analyzed that fostering entrepreneurial attitudes, it can be done by integrating learning materials, local content or activities that are packaged more attractively, such as the "Market Day" activity in the previous research with what was done was to carry out activities to foster the entrepreneurial attitude of students. The difference between the previous research and the research that researchers did was to foster an entrepreneurial attitude through scouting activities.

Based on the above presentation, researchers will dig deeper into the implementation of scouting activities in fostering an entrepreneurial attitude in one of the state elementary schools in Baturetno District, Wonogiri Regency. The formulation of the problem in this study is how the role of teachers in fostering entrepreneurial attitudes through scouting as well as how the obstacles and solutions faced in fostering entrepreneurial attitudes to elementary school students. The purpose of this study is 1) to describe the role of teachers in fostering students' entrepreneurial attitudes through scouting, and 2) describe the obstacles and solutions in cultivating an entrepreneurial attitude through scouting.

Methods

This study used qualitative methods with a phenomenological approach. Qualitative research emphasizes holistic descriptions, i.e., detailed depictions of aspects that occur in a particular activity and not on the comparison of the influence of special handling. Phenomenological approaches go to the field by observing nature (Sutama, 2019). This type of research is carried out to explore in depth the role of teachers in fostering entrepreneurial attitudes through scouting. In this study, researchers visited subjects in the field and then collected data to make notes accompanied by photos of activities.

This research was conducted at one of the public elementary schools in Baturetno District, Wonogiri Regency, Central Java. This research location was chosen because the elementary school instils an entrepreneurial attitude through scouting activities, so it needs to be explored through research. The research was conducted in semester 2 of the 2021/2022 Academic Year.

The data collected is qualitative in the form of narratives about the role of teachers in fostering entrepreneurial attitudes in students through scouting. The data sources used are primary data sources and secondary data sources. A primary data source is a data source that directly provides data to the data collector. In comparison, secondary data is a source that does not directly provide data to data collectors (Sugiyono, 2017). Primary data sources were obtained from interviews with principals, classroom teachers, and scout coaching teachers. Secondary data was obtained from documents on the implementation of scouting activities.

Data collection techniques in this study include observation techniques, interviews and documentation. Observations are carried out freely and structured. The tools used in observation use

observation sheets, checklists, and event records (Sutama, 2019). The observation made is a direct observation of the object under study. In this case, the teacher's role is to foster an entrepreneurial attitude in students at one of the State Elementary Schools in Baturetno District, Wonogiri Regency. The observed object is implementing scouting activities to cultivate an entrepreneurial attitude. Interviews are conducted to prove information or information obtained previously. Semistructured interview data collection techniques were conducted on 37 elementary school students. Interviews were conducted to gather information by asking many questions orally and answering orally as well (Sutama, 2019). In this case, interviews are conducted to interview respondents or speakers, namely the principal, class teacher, and scout coach teacher. Interviews are conducted not only once or twice but over and over again. The documentation in this study is in the form of notes on the results of observations and interviews.

The data analysis technique in this study uses interactive techniques. Data analysis includes data reduction, summarizing, researching the main things, focusing on important things, and looking for themes and patterns. The reduced data is then disseminated or presented in text, tables and images. The findings obtained from the presented data will subsequently be concluded. The conclusion in qualitative research is that it is a new finding that has never existed. Findings can be in the form of a description or description of an object that was previously still unclear so that after research, it becomes clear. It can be a causal or interactive relationship.

This study used data validity checks with source triangulation and method triangulation. Source triangulation is done by matching data from research sources, namely the principal, class teacher and scout guidance teacher. Triangulation of methods is carried out by collecting data from the results of observations and documentation related to the implementation of scouting activities in fostering entrepreneurial attitudes.

Results and Discussion

Based on the results of observations on the implementation of scouting activities, it is carried out every Friday. The classification of scouts in elementary schools is divided into 2, namely the standby and fundraising groups. The standby group is for the age of 7 – 10 years or grades 3 and 4, while the fundraising group is for ages 11 – 14 or the 5th and 6th graders. Scouting education is a progressive independent learning process for the younger generation to develop themselves,

covering spiritual, emotional, social, intellectual, and physical aspects, both as individuals and as members of society. Scouting education is used as a process of coaching and developing the potential of the younger generation to become qualified citizens who can positively contribute to well-being and tranquillity (Saadaherliani, 2017).



Figure 1. Scout coach explains entrepreneurship material



Figure 2. Students discuss planning Entrepreneurial activity



Figure 3. Entrepreneurial activities on Scout activities

The implementation of scouting activities that should be carried out outside of class hours is currently carried out during class hours because learning is still face-to-face limited, meaning that it is limited in-class hours and limited in the number of students in one class. Scout education has a role as a complement to formal education. The scout movement's purpose in Indonesia was based on the National Decree of the Scout Movement Number 203 of 2009. The decision relates to the Articles of Association and Bylaws, which state that "the realization of Indonesia's young generation who are prepared to become (a) a human being who is moral, personal, has a noble character, is intelligent, skilled, and physically healthy; (b) citizens who have the spirit of Pancasila as the basis of state law,

loyal and obedient to the Unitary State of the Republic of Indonesia, good and useful members of society who can build themselves independently including jointly responsible for the development of the nation and state, they have concern for fellow life and the natural environment at the local, national, and international levels" (Bakar & Mardiyah, 2020).

Based on the results of interviews with the principal, scouting activities are still carried out in limited face-to-face learning because scouting activities are very effective in instilling character in students. Character values contained in scouting activities include other events, discipline, social care, and care for the environment. As stated by Ayunina (2019), Character education aims to improve the quality of educational processes and outcomes that lead to the formation of character and noble character of students as a whole, integrated, balanced, and standards in line with graduate standards in each academic unit Scouting extra-curricular education aims to make students have a strong moral and social character, a strong Indonesian nationality and statehood, and strong self-skills so that students can live amid society. In addition, currently, mandatory extra-curricular scouting is being implemented to improve the formation of student character. The basic competencies and core competencies mentioned in the 2013 Program will be achieved by merging extra-curricular, co-curricular and extra-curricular activities. Through extra-curricular experiences, students can explore and develop their potential and have a great social advantage by improving their capacity to interact and collaborate with others (Hamidah et al., 2021).

The Role of Teachers in Fostering Student Entrepreneurship Attitudes

Scout activities are also expected to foster an entrepreneurial attitude in students. Of course, this is inseparable from the role of teachers, both class teachers and scout guidance teachers. In fostering the entrepreneurial attitude of students through the role of the teacher, it is carried out by carrying out the role of the teacher, namely, teaching, guiding, educating and training (Sciences, 2016b). According to Suci Fitria in Sciences (2016c), the teacher's role in learning will affect students' responses to the lessons taught. Suppose teachers in entrepreneurship learning can play a good role, for example, always preparing the material to be given, creating healthy competition in the classroom, monitoring the work and tasks given to students, and motivating students to excel. In that case, it can foster students' enthusiasm for learning.

Table 1. The five attitudes and each indicator

No	Indicator	Attitude
1	Confident	a. Argue/do activities without hesitation b. Able to make decisions quickly c. Not easily discouraged d. Not awkward in acting e. Dare to be guided
2	Task-oriented and results-oriented	a. The need for achievement b. Perseverance and grit c. Puzzle hard work d. Energy and initiative
3	Dare to take risks	a. Ability to take risks b. Likes challenges to conquer c. Unyielding d. Full of calculations in making decisions e. Dare to face and bear it if something unwanted happens
4	Spirited Leader	a. Able to lead yourself b. Be a good listener c. Innovative d. Sensitive to problems
5	Future-Oriented	a. The emergence of relevant new knowledge b. Exploring knowledge c. Define goals

Based on questionnaires sent to students, the five criteria above are not all met by scout participant students of the 37 students who meet the entrepreneurial attitude as wide as Table 2.

Table 2. Students who meet the criteria for an entrepreneurial attitude

No	Entrepreneurship Attitude	The number of students who meet the criteria
1	Confident	30
2	Task-oriented and results-oriented	15
3	Dare to take risks	10
4	Spirited leader	25
5	Future-oriented	2

Based on table 2, 35 out of 37 students have self-confidence. Future-oriented, there are 15 out of 37 that meet the criteria. Dare to take the risk of 37 shivas, ten students meet the criteria. With a leadership spirit, out of 37 students, there are 55 students meet the criteria. Future-oriented, out of 37 students, only two meet the criteria. Prianto (2016b) revealed this and said that the average entrepreneurial value is below 4 (high): confident, resilient, caring for others, caring for social problems, and working in a team. While the indicators of purity, love of the homeland, manners, respect for elders and others, obedience to the rules, diligent, skilled, and cheerful, thrifty, care, and humble, disciplined, responsible, cooperation, and trustworthiness have an average score greater than or equal to 4 (high).

Several researches are related to teachers' role in establishing entrepreneurial attitudes. The first one is Kusuma's research (2017) about teaching strategies for fostering entrepreneurial attitudes by conducting market week activities in schools, holding field trip activities to traditional markets and modern markets, procurement of entrepreneurship extra-curricular, procurement of entrepreneurship laboratories, and giving awards to students who excel in the field of entrepreneurship. Furthermore, Maknuni (2021) states that the results of school role research are major in the formation of entrepreneurial skills of learners. Moreover, Kamilah & Trihantoyo (2019) in his research stated that the class guardian has an important role in the implementation of the business day program at Al-Hikmah Elementary School Surabaya because the class guardian is the designer of this activity every year. Next, Munawaroh & Nia (2021), in their research, revealed that teachers are expected to be able to coordinate activities carried out by entrepreneurs and provide explanations of the importance of entrepreneurship based on concrete examples in everyday life.

From several previous studies, the role of teachers in growing entrepreneurial attitudes determines the success rate of success. Many roles can be played, such as moving students through the market week, business day program programs, and other activities that support fostering entrepreneurial attitudes in learners.

Obstacles and solutions in fostering entrepreneurial attitudes through scouting

In achieving a desired goal, not everything goes according to plan. Some obstacles and obstacles always arise. These obstacles or obstacles will make valuable experience in taking decisive steps to move forward. Based on the results of interviews with scout coaches and class teachers, it was stated that fostering an entrepreneurial attitude in students at one of the State Elementary Schools in Baturetno experienced several obstacles. Obstacles are made, among others: 1) Teachers or scout coaches have a limited mastery of materials about entrepreneurship. The limited entrepreneurial ability for scout builder teachers is natural because, so far, what is involved in scouting is how to instil discipline in learners. Knowledge of entrepreneurship needs to be studied more deeply; 2) Students' level of creativity is different. Doing business requires high intentions, puzzles and willpower and not afraid to take risks and experience because an entrepreneur will definitely feel failure and loss when starting his business. These things need to be instilled in and educated so that if later become an entrepreneur already know; 3) Limited time., considering that currently, in Wonogiri Regency, there is still a limited implementation of face-to-face learning, fostering an entrepreneurial attitude in elementary school, one of the elementary schools in Baturetno cannot be carried out optimally.

Previous research on obstacles and solutions to cultivating entrepreneurial spirit in students was carried out by Firmansyah et al. (2020). His research said that in the development of decoration making in the face, pesantren faced obstacles, namely regarding the marketing of wall decoration production

results. However, this is not an obstacle in implementing entrepreneurial education for Al Lathifiyyah 2 students.

Conclusion

To conclude, scouting activities or scouting curricula in one of the countries in Baturetno Elementary School is held on Fridays at the time of lessons because learning is still face-to-face limited, in the sense of limited lesson hours and the number of students in each class.

Based on the above exposure can be taken the following conclusions. In carrying out scouting activities or scouting curricula at SD Negeri 2 Baturetno held on Fridays at the time of lessons because learning is still face-to-face limited, in the sense of limited lesson hours and the number of students in each class. Scouting activities are carried out to give character to students.

Furthermore, in cultivating an entrepreneurial attitude, there are several that must be faced by scouting teachers. The obstacles faced come from teachers and students. To achieve the goal of fostering an entrepreneurial attitude through scouting can be achieved, it is necessary to find solutions in the face of existing obstacles.

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