

## BUILDING MULTICULTURAL-BASED ENTREPRENEURSHIP EDUCATION: A CURRICULUM REVIEW

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### ABSTRACT

Entrepreneurial skills have become a hot issue in the world of education. Revised: lately. It indicated that mastery of these skills could reduce education unemployment rate. In today's global era, entrepreneurial skills need to be supported by multicultural awareness. Thus, students are better prepared to face international competition in the future. This study aims to describe the process of developing a multicultural-based entrepreneurship curriculum in high schools. This study used a qualitative method with a multisite design. The results showed that the two research sites' entrepreneurship curriculum was designed to provide broad opportunities for students to develop entrepreneurial skills through direct experience according to their respective talents and interests. Various facilities are equipped to support the application of this curriculum model. Multicultural awareness is positioned as a hidden curriculum and is taught through school culture, spiritual honing, educator role models, and students' involvement in academic and non-academic activities. The entrepreneurial learning process emphasizes direct experience. Students are involved in entrepreneurial practices run by the school.

**Keywords:** *Entrepreneurship Education, Multicultural, Curriculum.*

### 1. INTRODUCTION

One of the impacts of the industrial revolution 4.0 is the emergence of the phenomenon of disruptive innovation. This phenomenon has spread in all areas of life. Starting from industry, economy, education, politics, trade, and so on. This phenomenon has also succeeded in shifting the lifestyle and mindset of the world community. Disruptive innovation can simply be interpreted as a phenomenon that disrupts old industry players (incumbent) by new industry players due to the convenience of information technology [1].

Unpreparedness to face this disruption will make it difficult for someone to compete in an increasingly tight and global competition. The increasing number of unemployment and poverty is one of the main indicators of this. In the Indonesian context, based on the Central Statistics Agency (BPS) report per quarter I of 2019, the workforce totaled 136.18 million people or 69.32%, an increase of 2.24 million compared to 2018. A total of 6.8 million or 5.01 % of them are unemployed. This amount is disaggregated by level of education; elementary school level 2.65%, junior high school 5.04%, high school 6.78%, vocational school 8.63%, diploma 6.89% and

bachelor degree 6.24%. If we look at these figures, the high school level accounts for the highest number [2].

So far, the focus on developing entrepreneurship skills has been focused on vocational schools such as Vocational High Schools (SMK) and course institutions such as BLK (Work Training Centers). Meanwhile, public (SMA) and religious (MA/N) schools have not received priority. In fact, mathematically, the number of high school graduates and MA/N far more than SMK. According to data from the Ministry of Education and Culture, the total number of SMKs reached 14,064. The total number of SMAs is 13,495. While the number of MA is 8,038 institutions. If calculated, the number of SMA and MA reaches 21,533 institutions.

Likewise with research on entrepreneurship education, so far it has focused on curriculum development in general and how to implement it. For example, the research by Raden Praja Aby Choiri Hasbi and Fitri Nur Mahmudah revealed the development of an entrepreneurship-based curriculum at SMA Negeri 1 Temon [3]. Similar research was conducted by Angga which revealed the urgency and relevance of curriculum development in schools and madrasas [4]. Another study was conducted by Stacy M. Vollmers and Janet M.

Ratliff which described stakeholder involvement in the development of an entrepreneurship curriculum at the university level [5].

A different approach was taken by Melanie Elizabeth Fedri in her dissertation research which attempted to uncover bottom-up entrepreneurship curriculum development. He describes and analyzes the process by which an engineering instructor uses entrepreneurial strategies and tools honed through his own efforts and the courses he teaches to develop an entrepreneurship curriculum [6].

While research on the development of a multicultural-based entrepreneurship curriculum has not been widely carried out. Whereas multicultural aspects in entrepreneurship education play an important role. Students in the future are in a situation where differences will not be an obstacle to living a normal life, but it will be a good opportunity to get a future together with everyone [7].

The results of this study are expected to be able to present a comprehensive picture of the development of a multicultural-based entrepreneurship curriculum, especially at the senior high school level. In addition, it is also able to show the urgency of developing an entrepreneurship curriculum to reduce the number of educated unemployed in this country [8]. Entrepreneurship education can contribute to encouraging more youth to start their own business and that general entrepreneurial skills are good for all students to be able to manage themselves in future life [9]-[10]-[11].

## 2. METHOD

This study uses a qualitative approach with a multi-site study design. The two sites used as research locations were the Entrepreneur High School located in Sumberpucung District, Malang Regency and Good Morning High School Indonesia which is located in Batu City. Sources of data in this study are divided into two; primary and secondary data sources. Primary data sources consist of school principals, foundation heads, and teachers. The secondary data sources are documents and school facilities.

Data collection techniques using interviews, observation and document study. Interviews were conducted with the principal as a key informant and then with the head of the foundation and the teacher as a supporting informant. Interviews were conducted by

visiting informants directly at their respective institutions. The data from the interviews were then compared with the results of observations of the environment and school facilities as well as learning documents that were relevant to the issues raised in the research, namely the process of developing a multicultural-based entrepreneurship curriculum.

Researchers used Miles and Huberman's interactive analysis techniques to analyze the collected data. This analysis consists of two stages, namely single-site analysis and cross-site analysis. Single site analysis was carried out to find out the results or findings at each site. There are four steps in single site analysis, namely data collection, data reduction, data presentation, and drawing conclusions. These conclusions are then compared and evaluated in the cross-site analysis stage until they reach a saturation point.

To check the validity of the data, the researcher used a technique of triangulation of methods, sources and extension of observations. This research was conducted for eight months, starting from February to September 2020. The presence of the researcher played the role of research designer, data processor, and research report.

## 3. RESULT AND DISCUSSIONS

The curriculum plays an important role in the administration of education. It becomes instructional guidance where educational products or graduates are directed. Therefore, changing the curriculum in the context of improvement and adaptation to the demands of the times is a must [12]. Education in the era of the industrial revolution 4.0 is now required to produce graduates that are compatible with industrial needs. Even though this aspect is not everything, if it is ignored and not accommodated by educational institutions, then the implementation of education will be uprooted [1]-[13].

Graduates of education in the era of the industrial revolution 4.0 are required to have entrepreneurial spirit and skills in a multicultural global world. It is at this point that the development of a multicultural-based entrepreneurship curriculum finds its relevance. Entrepreneurship education derives its importance from three main themes; demands for entrepreneurship education; educational access to "Make-a-Job" options, and economic growth through job creation [14]. The Indonesian government, since 2009 has launched the National Entrepreneurship Movement (GKN) to respond to the urgency of this entrepreneurial culture [15]. The

two research sites, SMA Islam Integratif (SMA Entrepreneur) and SMA Selamat Pagi Indonesia (SMA SPI) are examples of educational institutions that pay great attention to the development of entrepreneurial skills.

### ***3.1. Multicultural-Based Entrepreneurship Curriculum Development in SMA***

Entrepreneur High School is a school under the auspices of the Al-Amin People's Islamic Boarding School. The establishment of this school was motivated by concerns about the condition of national education. According to him, national education is currently facing low quality, disorientation, industrialization, and limited public insight.

As a new school, Entrepreneur High School is not yet administratively independent. The curriculum currently used is the curriculum document for the main school, namely Gondanglegi State High School, Malang Regency. In addition to the curriculum, Basic Education Data (Dapodik) and the Entrepreneur High School Learning Implementation Plan also still attend the main school.

Curriculum documents obtained from the main school are not immediately implemented. However, first go through an internal review process attended by the foundation's management and the entire teacher council (curriculum development team). This is done in order to adapt the contents of the curriculum document to the school's vision and mission as well as the expected graduate profile. However, a need assessment has not been carried out to obtain valid school SWOT (Strength, Weakness, Opportunity, Threat) data.

The Entrepreneur High School entrepreneurship curriculum is developed based on the principles of humanist education, flexibility, adaptability, adapting to science and technology developments, based on community needs, and synergy with all lines. Thanks to this principle, Entrepreneur High School does not experience shortages and difficulties in providing learning resource laboratories for its students. Entrepreneur High School collaborates with various potentials around the Entrepreneur High School who can support the learning process. Including Micro, Small and Medium Enterprises (MSMEs) owned by local residents. Thus, the learning process experienced by students does not stop at theory, but is directly applicable and experience-based.

Graduate Competency Standards (SKL) include producing graduates with entrepreneurial skills. In order to realize this target, the curriculum developed by the Entrepreneur High School is focused on developing entrepreneurial skills in accordance with the talents and interests of students. One of the steps taken is to design various curricular activities in the curriculum that can accommodate students' talents and interests in entrepreneurship.

The multicultural aspect of the Entrepreneur High School entrepreneurship curriculum is developed based on the concept of morality in Islam. Installing commendable morals in students is a priority learning goal at Entrepreneur High School in addition to entrepreneurship skills. The multicultural aspect in the Entrepreneur High School curriculum thus occupies a position as a hidden curriculum. From this, one can see the distinction between Entrepreneur High School and Gondanglegi High School as the main school.

Meanwhile, SMA SPI in terms of curriculum follows the curriculum from the Ministry of Education and Culture. But what distinguishes the learning system. The learning process is carried out in a unique class, which is a class that presents unique colorful designs so that students are comfortable in learning.

Learning at SMA SPI focuses on developing students' life skills. The orientation is for students to have the ability to be independent, not just academic independence. SMA SPI established a Life Skills & Entrepreneurship laboratory to support the implementation of the entrepreneurship curriculum. In this laboratory there are divisions that teach life skills and entrepreneurship. Thus SMA SPI students can find out their skills through these divisions. This laboratory is also called the Transformer Center. Through this Transformer Center, all the talents of SPI High School students are developed. They also learn several new skills for their future life.

MIC has a meaning, Modified, means modifying what other people have done in business and providing added value from existing ideas. Ideas create creativity. To build an idea can be done by; (1) look and observe around, and find valuable things that people have forgotten, (2) see what other people are having trouble with, and (3) look and find things that make other people feel more comfortable.

When viewed from the design of the development of a multicultural-based entrepreneurship curriculum at SPI

High School, the curriculum model developed is in accordance with developing educational streams. There are four curriculum models currently developing [16] namely: 1) Academic Subject Curriculum. The entrepreneurship curriculum at SPI High School has been developed in accordance with the school's function as a custodian of values and aims to equip students from underprivileged families and multicultural backgrounds with knowledge as a provision when living in society. 2) Humanistic Curriculum. The entrepreneurship curriculum at SPI High School has been developed in accordance with the school's function to optimize the potential of students as a whole, especially with regard to aspects of their entrepreneurial spirit; 3) Social Reconstruction Curriculum. The entrepreneurship curriculum at SPI High School has been developed based on concerns about social problems that occur in society, especially the large number of dropout children from poor families; and 4) Technological Curriculum. The SPI SMA entrepreneurship curriculum has been oriented towards mastering competencies so as not to be left behind by technological developments that continue to develop.

The curriculum development model carried out by SMAII and SMA SPI is relevant to the entrepreneurship program guidelines issued by the Directorate of High School Development where an entrepreneurial ecosystem has been formed.

The ecosystem has ABCGM components which include Academy (school), Business (business institution, business organization), Community (community), Government (government), and Media (digital/online media).

In addition, as Kilis stated, that in order to develop an entrepreneurship curriculum, there are seven stages that must be carried out, (1) situation analysis (potential students and community needs); (2) prerequisites (guaranteeing the general recognition of graduate qualifications); (3) didactic analysis (selection of learning substance); (4) learning and educational process targets; (5) learning process organization; (6) learning practice; (7) evaluation [17].

On the other hand, the multicultural aspects of the curriculum in the two research sites are placed in a position as a hidden curriculum. That is, multicultural insight is taught to students through non-curricular activities such as school culture, student involvement, and role models from educators. SMA Entrepreneur uses the teachings of morality, *uswatun hasanah*, and *Kitab*

*kuning* to instill multicultural awareness. In line with the SMA Entrepreneur base that departed from the world of Islamic boarding schools.

While SMA SPI uses school culture, vision and mission, and the example of educators to instill multicultural awareness. This can be seen from the involvement of students who come from different ethnic, religious, racial and cultural backgrounds in one academic or non-academic activity. SMA SPI also facilitates the development of the spirituality of its students by providing a Spiritual Garden, which is a place of worship for each religion that students adhere to (Islam, Christianity, Buddhism, Hinduism and Catholicism) [18].

Banks stated that schools that have a commitment to developing diversity must appear in: (1) cultivating respect for school activities towards ethnic diversity, (2) developing cohesiveness based on the joint participation of several cultural groups, (3) providing maximum opportunities for all individuals and group; and (4) facilitating constructive changes that can increase the dignity of democracy [7]. These four components have appeared in the entrepreneurship curricula of the two research sites.

Multicultural awareness is closely related to communication skills, which is one of the key skills for entrepreneurs. Hisrich and Peters (1995) say that the higher the level of communication to various parties, suppliers, customers and human resources themselves, the higher the possibility of increasing entrepreneurial performance [19].

### ***3.2. Implementation of Multicultural-Based Entrepreneurship Curriculum in SMA***

SMA II or also often called SMA Entrepreneurs in developing a multicultural-based entrepreneurship curriculum has not formulated standard operating procedures (SOPs). As stated by a key informant, as an educational institution that is still at the pilot stage, the SMA II curriculum still uses the main school curriculum. However, adjustments are still being made with reference to the vision, mission, goals, and characteristics of the institution.

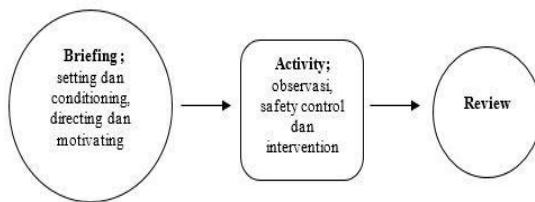
Adjustment of the contents of the majority curriculum is emphasized on instilling an entrepreneurial spirit through various curricular and non-curricular activities. These activities aim to provide direct experience to students so that the learning obtained is more

meaningful. Students not only memorize theory, but more than that, they also master entrepreneurship skills and have an entrepreneurial attitude. This concept has relevance to Experiential Learning Theory (ELT) where experience is the basis and key to learning

The implementation of the entrepreneurship curriculum at SPI High School uses active learning. Where students go directly to explore experience and hone their skills accompanied by teachers in this high school. The learning method used is a method based on Experiential Learning and Edutainment. These two methods have a difference in learning in SMA SPI with other schools.

*Experiential Learning* is a teaching method that activates students to build knowledge and skills, values as well as attitudes through direct student experience [20]. With this method students will have a central role in the process of acculturating the entrepreneurship curriculum, so that they get the "meaning" of entrepreneurship curriculum development directly. Through this method students gain a complete understanding of the importance of skills and skills in later life [21].

The Experiential Learning framework implemented by SMA SPI in the process of developing the implementation of the existing entrepreneurship curriculum can be described as follows:



**Figure 1. SPI SMA Experiential Learning Flowchart**

*Edutainment* This is a learning method used by SMA SPI based on active and efficient competencies designed through the principle of an entertaining game. The purpose of implementing edutainment is to provide opportunities for students to be directly involved and enjoy the implementation of the entrepreneurship curriculum in a relaxed, enjoyable and free from pressure, both physical and non-physical (psychological).

#### 4. CONCLUSION

The development of a multicultural-based entrepreneurship curriculum at the two research sites has similarities. The similarity lies in the main orientation of the curriculum, which is to produce graduates who have entrepreneurial spirit and skills. Another similarity is the placement of multicultural aspects as a hidden curriculum, so they are not taught as subjects. Multicultural awareness is taught through school culture, the role model of educators, developing spirituality, and involving students in school activities. The principles of developing the entrepreneurship curriculum in both places are also relatively the same, namely humanist, synergistic, flexible, adaptive, and student-oriented. In implementation, both sites emphasize the importance of direct experience for students. They are directly involved in the entrepreneurial unit developed by the school.

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