

Effect of Character Education Values on Sociopreneurship on Alumni Faculty of Economy University PGRI Adi Buana Surabaya

Yuli Kurnia F¹, Bisma Ariyanto¹

¹Lecturer of Faculty of Economics, University of PGRI Adi Buana Surabaya

Abstract

Social entrepreneurship is an idea of social change based on an entrepreneurial approach. The phenomenon of social entrepreneurship has grown rapidly in line with efforts to resolve various social problems, such as economic improvement and poverty alleviation. This study aims to develop a model of character education education in social entrepreneurship learning through the implementation of the character values according to the slogan of PGRI Adi Buana University Surabaya "Spirit of PAGI" that is Caring, trustworthy, Persistent and Innovative. Research method uses a classroom action research approach based on project based learning. The subject of this research is students of Faculty of Economics UNIPA Surabaya who take entrepreneurship subject as many as 50 people. The results showed that the character education value (X) had a positive influence on Sociopreneurship (Y), with regression coefficient (R) of 0.469 which means that the value of character education to Sociopreneurship was 46.9%, said to have a moderate relationship. Influence that is positive and significant because the value of sig 0.001 < (α) 0.05. If the value of character education increasingly lead to Sociopreneurship will increase, and vice versa if the value of character education decreases then the Sociopreneurship will decrease.

Keywords: Character Education, Project Based Learning, Social Entrepreneurship

1. Introduction

The slowdown in the Indonesian economy has resulted in an increase in the number of domestic unemployed. Central Bureau of Statistics (BPS) noted, February 2016 the number of open unemployment in Indonesia amounted to 5.5 percent, bringing the total reached 7.02 million people. The cause of increasing unemployment due to the economic slowdown of Indonesia. An unemployment rate that is too high can lead to political, security and social disruptions that interfere with the development process.

On 11 May 2010 the President of Indonesia has launched a national movement that is "Cultural Education and Nation Character". Of course this is not a mere slogan aimlessly but is a manifestation of government concern for the development and dynamics of society that developed lately. The young generation is expected to bring the nation of Indonesia into a strong, strong and independent nation that counts in the world of international life. The readiness of students as young generation in solving the problems of this nation must be supported by the existing learning system. During this education implementation more emphasis on the mastery of the material and train intellectual intelligence that tends to be intellectualistic. Our

education has not been able to establish a paradigmatic interaction between the aspect of servanthood and the Caliphate. As a result our education is less meaningful for human life intact and basic. Such education tends to pay less attention to character education.

PGRI University Adi Buana Surabaya as one of private universities through its vision to produce cadres of the nation Character Caring, Amanah, Perseverance, and Innovative. In the context of character education, PGRI University Adi Buana Surabaya has taken the right steps by establishing its vision, the character of Spirit of PAGI (Caring, Amanah, Perseverance and Innovative) That is, the graduate of PGRI Adi Buana University sued not only intellectually intelligent but also has character good. Therefore, it is necessary to continuously develop educational and training programs not only intellectual and hard skill, but it is important that soft skill development is planned, synergistic, systematic, and sustainable. The learning program is made in a unique model that integrates both in the form of the character education course itself and in the courses in each course. In this opportunity developed a model of character education education in entrepreneurship courses, especially on social entrepreneurship.

Identification of problems

Learning in entrepreneurship courses generally still use the old method of classical / conventional lectures so that students lack the responsiveness (response) to the problems that exist in the real business world, especially those related to social entrepreneurship (sociopreneurship). Social entrepreneurship is entrepreneurship devoted to the interests of the community rather than simply prioritizing personal gain. Social entrepreneurship is commonly called 'community development' or 'social purpose organization' (Tan, 2005: 1). Here is very strong with the content of social care, social responsibility, honesty and discipline that all of that enter the character education. Therefore, to produce quality graduates who are sociopreneuer spirited and character requires an innovative method of learning between the planting of moral values that concern both good and bad combined with the understanding of social entrepreneurship. (Cited from the development of learning method of character education through social entrepreneurship (sociopreneurship).

Scope of problem

Based on the identification of the above problems not all problems will be examined in this study. Researchers only limit the problem of the influence of the value of character education to sociopreneurship on the faculty students of the University of PGRI Adi Buana Surabaya.

Formulation of the problem

Based on the identification and limitation of the above problems can be formulated the following problems:

Does the value of character education affect Sociopreneurship on alumni of Faculty of Economics, University of PGRI Adi Buana Surabaya?

Research purposes

Objectives to be achieved in this study as follows:

To know the influence of character education value to social entrepreneurship / sociopreneurship at PGRI Adi Buana University graduate of Surabaya.

2. Library Review

1. Understanding the value of character education

Physical character education includes the moral dimensions of reasoning, the moral of the Faculty of Economics, and the moral behavior (Lickona, 1991). Practically, character education is a system of behavioral values (character) values to the citizens of the school or campus which includes the components of knowledge, awareness or willingness and action to implement those values, whether against God Almighty, self, Environment, and nationality to become a complete man (insan kamil).

Character formation must be accompanied by habituation. Such refraction can be done on campus in various ways and involves many things such as time discipline, dress ethics, social ethics, student treatment to employees, faculty, and faculty leaders, and vice versa. For the character formation is also needed a healthy and conducive environment. UNIPA Surabaya shows the spirit of UNIPA to build word class university, therefore need to be internalized the values of "PAGI spirit" into the soul of UNIPA Surabaya citizen in order not to become decoration, but become a joint determination to realize the vision and mission of UNIPA Surabaya. Insan UNIPA Surabaya must be "MORNING" that is Caring; Ability to manage taste, Amanah; The ability to manage the heart, persistent; Physical / physical, and innovative; The ability to manage the mind. All of that is obtained by unifying the 3 potentials of human intelligence, IQ, EQ, and SQ. (Ginanjari, 2015).

Project Based Learning

Project based Learning is a learning method that uses problems as a first step in collecting and integrating new knowledge based on experience in real activity. PBL is designed to be used on complex issues that students need to investigate and understand. Here is the understanding of PBL according to some experts.

A. PBL is a systematic teaching method that involves students in complex knowledge and skills learning, authentic questions and product design and assignments (University of Nottingham, 2003).

B. PBL is a constructive way of learning approach to the deepening of learning with a research-based approach to issues and questions that are weighty, real and relevant to their lives [Barron, B. 1998, Wikipedia].

C. PBL is a comprehensive approach to teaching and learning designed to enable students to research real problems. [Blumenfeld et al. 1991].

D. PBL is a constructive way of learning to use problems as a stimulus and focuses on student activities. [Boud & Felletti, 1991].

The learning model of the project is the learning steps to achieve a specific learning objective, which is done through a project within a certain period of time through the following steps: (1) preparation / planning; (2) implementation; (3) reporting; And (4) communicating the results of activities and evaluation. The project helps students to engage the whole mental and physical, nervous, sensory including social skills by doing many things at once. The learning of this project is one of Contextual Teaching and Learning / CTL approaches. Contextual in this project is linking the theories with the reality of the field and can practice things related to the theory of social entrepreneurship in everyday life, so that students not only know the theory of social entrepreneurship but also look closely at how the business is run with The social principle.

Understanding Sociopreneurship Motivation

1. Social Entrepreneurship

Social entrepreneurship is entrepreneurship devoted to the interests of society rather than simply maximizing personal gain. Social entrepreneurship is commonly called 'community development' or 'social purpose organization' (Tan, 2005: 1). Some definitions proposed by J. Gregory Dees, Social Entrepreneurship Professor at Duke University who say that social entrepreneurs are actors of reform or sector revolution Social (education, health, economic development, environment, art and so on). They are trying to overcome the root of the problem, not just to solve the problem in a systemic and sustainable way in the form of non profit, hybrid (a combination of profit and non profit), community banks, work-training centers. Innovation created is to address the root of the problem, while the social mission developed is education, health, economic development and art environment. Appropriate business models include social purpose businesses, folk banks, hybrid organizations and work-training centers. The impacts of these social entrepreneurs are creating social / environmental values, acting locally to address global problems, expandable scale, systemic change, and sustainable development. Appropriate organizational forms are non-profit organizations, social-aim businesses and hybrid organizations.

B. Bill Drayton, CEO and Chair of Ashoka

Social entrepreneurs are individuals who have innovative solutions to overcome social problems by changing systems, providing solutions and influencing people to make changes.

C. Mohammed Yunus, Founder of Grameen Bank

Social entrepreneurship is an innovative (economic or non-economic, purposive profit or non-profit) initiative to help the community. Social business can be one form of social entrepreneurship but not all social entrepreneurs are in the form of social businesses.

2. Forms of Social Entrepreneurship

There are several forms of social entrepreneurship (Tan, 2005)

A. Community-based organizations

Such organizations are usually created to address certain issues within the community (community groups), such as providing educational facilities for poor children, social home for abandoned children etc. Usually financial support is obtained from alms, charity jariah, donations donations. To run the organization, volunteers (pro-academic economics, youth, the general public) are recruited to provide services. Sometimes religious organizations do this kind of social entrepreneurship. This organization is highly dependent on local community support. Examples: Orphanage Sayap Ibu (Yogyakarta), Kartini Emergency School (Jakarta) and so on.

B. Socially responsible enterprises

This social entrepreneur is in the form of a company conducting a commercial business to support / finance its social enterprise. Entrepreneurs set up two organizations at once. One organization has a profit while the other is a non-profit character. Some of the profits earned from profit organizations are intended to support / finance their social enterprises. Example: Kedai Kebun and Kedai Kebun Forum (Yogyakarta), Banyan Tree Holiday Resorts and Banyan Tree Gallery (Singapore).

C. Socio-economic or dualistic enterprises.

This social entrepreneur is in the form of a commercial company that runs its business on the basis of social principles. For example, companies that do household waste recycling, organizations that employ disabled people, micro credit for rural communities. Example: Lunar Media Kreasi (Yogyakarta), Grameen Bank (Bangladesh).

3. Differences of social entrepreneurship and business entrepreneurship.

So far the term entrepreneurship is identified with business entrepreneurs whose goal is to

innovate for individual wealth. It is therefore necessary to distinguish business entrepreneurship from social entrepreneurs (Boschee and McClurg, 2003): Usually business entrepreneurs also engage in social responsibility actions such as: donating money to non-profit organizations, refusing to engage in certain types of business; Using environmentally friendly materials and practices; They treat their employees well and worthy. Social entrepreneurs work more than that, trying to address the roots of social problems, earning them from carrying out their missions such as: employing physically or mentally handicapped people, poor or persons with particular social problems (prostitutes, street children, homeless people); Selling products or services to address social problems (producing aids for the disabled, poor banks, social institutions, work-training centers, marginalized groups).

4. The Nature of Social Entrepreneurship (Dees, 2001)

- A. Serves as an agent of social change:
 - Adopt a mission to create and retain social value (not just personal value).
 - Recognize and pursue new opportunities to realize the mission.
 - Perform a process of continuous innovation, adaptation, and learning
 - Act courageously without being limited by resources owned and
 - increase accountability in the constituents served and the work.

B. Creative and innovative

Creativity refers to the formation of new ideas, while innovation is an attempt to generate problem-solving by using these new ideas. Thus, creativity is the starting point of every innovation. Innovation is hard work that follows the formation of ideas and usually involves the efforts of many people with varying but complementary skills.

C. Discipline and Hard Work

An entrepreneur performs his activities with great care. His sense of responsibility is high and does not want to give up, even though he is faced with impossible obstacles to overcome. Running a social organization is not an easy thing. There are many obstacles to be faced such as identifying the roots of social problems, obtaining capital, funding, managing programs, generating community participation, communicating ideas / ideas to others etc. The whole problem can only be overcome with mental discipline and hard work.

D. Altruist

A moral attitude that holds the principle that every individual has an obligation to help, serve and help others in need. The purpose of his actions is the

welfare of society in general. The social entrepreneur must have this altruistic nature because all his actions are driven by the desire to overcome social problems. Of course because of work, he gets material rewards but this reward is not the main driver.

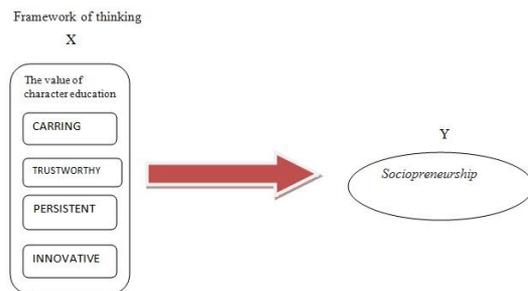
Previous Research

Several previous studies have found that some of the determinants of intentional entrepreneurship include:

Table 2.1
 Previous research on character education of sociopreneurship

No.	Research Title	Research result
1.	pengembangan metode pembelajaran pendidikan karakter melalui kewirausahaan sosial (sociopreneurship).	Hasil penelitian menunjukkan bahwa nilai – nilai pendidikan karakter masih perlu ditingkatkan serta metode pembelajaran yang dilakukan adalah metode berbasis proyek yang memang membutuhkan kerjasama dari semua anggota kelompok.
2.	pengantasan kemiskinan melalui pendekatan kewirausahaan sosial.	Kewirausahaan sosial telah disadari memberikan dampak sosial yang besar, terutama dalam mengentaskan kemiskinan.

Source: Literature



From the above frame of mind can be explained that the students with Caring attitude, trustworthy, persistent, and innovative and knowledgeable entrepreneurship and entrepreneurship motivation can generate interest in entrepreneurship to the student. In order to realize the creation of entrepreneurship spirit of the students to the potential area of Surabaya City. With the realization of new entrepreneurs, is expected to create new jobs and the increase of income. Therefore, if the Regional Potential (service sector) of entrepreneurial knowledge of the development of entrepreneurship interest area of independent attitude of entrepreneurship motivation, the number of entrepreneurs in surabaya city increases then impact to the development of the region that is the development of welfare or economic progress slowly characterized by the increase of income society, Infrastructure development and declining unemployment.

Hypothesis

Allegedly the value of character education influence on sociopreneurship on alumni faculty of economics PGRI Adibuana University Surabaya.

3. Methods and Materials

Research on the method of learning character education through social entrepreneurship is designed in the form of Classroom Action Research by adapting the Kemmis & Taggart model.

The learning model used as a classroom action research material is a project based learning model (Project Based Learning). Students are given the task of observing some socially-oriented businesses around them and comparing them with profit-oriented businesses. After going through classroom learning to provide an understanding of social entrepreneurship, students who are divided into task / project groups are invited to undertake field studies to look closely at social entrepreneurship. After the field visit the group was given time to make a report and present it in front of the class of field visits and associated with the theory they had acquired.

This research was conducted in the semester of 2015/2016 academic year. The subjects of the study are the third semester students of Accounting and Management Studies Program which take the regular (subsidized) class Entrepreneurship subject which is 100 students. Data analysis is done by using quantitative method that is multiple linear regression analysis, which is based on result of data processing.

1. Definition of Operational variables

The research was conducted at the campus of PGRI Adi Buana University, Surabaya, at the Faculty of Economics.

2. Data Analysis

The first research instrument will be analyzed the validity and reliability. Validity test using product moment correlation and reliability test by using Alpha Cronbach. The research hypothesis will be tested by using multiple linear regression analysis. Multiple linear regression analysis is used to predict how the state (up and down) of the dependent variable (criterion), when two or more independent variables as predictor factors are manipulated (up and down) Sugiyono (2009).

The regression equation for the three predictors in this study can be formulated as follows:

$$Y' = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Where:

Y' = Dependent variable (interest in entrepreneurship)

A = Constants

B₁, b₂, b₃ = Tilt (Slope)

X₁, X₂, X₃ = Independent variable (personal attitude, subjective norms, perceived

Behavioral control)

E = Error term.

This research was conducted by survey method by using questionnaire (questionnaire) as the main instrument in collecting primary data. The questionnaire consists of open-ended questions, in which respondents are asked to answer questions without options and closed questions, ie respondents can only choose from the available answer options. The data was collected at PGRI Adi Buana University Surabaya. The unit of analysis is performed on an individual level. This research was conducted by distributing questionnaires to the respondents, ie students who have followed the entrepreneurial learning for three semesters. From these requirements, 100 respondents were obtained, three third semester students, amounting to 50 people.

4. Results and Discussion

Classroom Action Research is conducted in Entrepreneurship courses by taking the topic of Social Entrepreneurship. The values of the characters developed are Caring, Amanah, Perseverance and Innovative. Implementation is done in two cycles that cycle I held in two meetings that include material understanding of entrepreneurship and social entrepreneurship and 10 division of task groups in the form of social entrepreneurship project activities. Cycle II was held in three meetings covering theoretical studies and field studies by visiting a business that undertakes the principle of social entrepreneurship (sociopreneurship). Efforts Characterization of character values observed is during field visits and group presentations in the classroom. The learning method in this topic of social entrepreneurship uses a project based learning approach / method in which each group creates a project developed based on the social needs of the community.

Subjects who were the respondents in this study were students of the third semester Accounting and Management Studies Program that took the course of Entrepreneurship regular class (subsidized) with the sample used as many as 50 people. Characteristics of respondents in this study include: age, gender, last education, position and length of work. In this study distributed questionnaires of 50 copies. All the questionnaires distributed by the researcher returned 100%. For more details can be seen in the following table.

Sample and Return Rate

Number of Questionnaire	Questionnaire Distributed	Questionnaire Back	Questionnaire not filled	Questionnaire Processed
50	50	50	0	5

Source: processed researchers

The following is the result of descriptive analysis to describe the demographics of 50 respondents including age, gender, last education and length of work can be explained as follows:

1. Sex

Based on Table it can be seen that the number of students in the third semester of Accounting and Management Studies Program Universitas PGRI Adi Buana Surabaya is the most female with the number of respondents 27 people with a percentage of 54.0%. The respondents male sex as many as 23 people with a percentage of 54.0%.

2. Validity Test

Validity test is used to measure the validity or validity of a questionnaire. In this case, the correlation coefficient whose value is less than 5% (level of significance) indicates that the statements are valid as indicators.

A. Character Education Value

Indicator variable Character education value has sig value $< \alpha$ (0,05) so it can be said that the entire indicator variable Character education value is valid to be used as an instrument in research or questions asked research can be used to measure the variables studied.

B. Sociopreneurship

Based on Table can be seen that the whole indicator variable Sociopreneurship has sig $< \alpha$ (0.05) so it can be said that the overall indicator variable Sociopreneurship is valid to be used as an instrument in research or questions asked research can be used to measure the variables studied.

Test Reliability

Reliability Test Results

Variable	Cronbach alpha	Description
Character Education Value	0.844	reliable
Sociopreneurship	0.770	reliable

Source: SPSS output

It is known that the value of Cronbach Alpha of all variables tested niainya already above 0.60, it can be concluded that all the variables in this study passed in the reliability test and declared reliable.

Linear Regression Analysis

Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.600	6.322		.095	.925
	Nilai pendidikan	.110	.030	.469	3.678	.001

a. Dependent Variable: Sociopreneurship

Based on the Table above, the financial statements can be entered into a simple linear regression equation as follows:

$$Y = 0.600 + 0.110X$$

From the simple linear regression function of the independent variable the character education value is positive, which means the independent variables used in the research have a direct relationship with the dependent variable. If the value of the independent variable value of the character education is better then it will encourage the better the presented sociopreneurship and vice versa.

Effect of Character Education Value on Sociopreneurship

Based on the results of simple linear regression analysis, it can be explained that the value of character education (X) has a positive influence on Sociopreneurship (Y), with regression coefficient (R) of 0.469 which means that the value of character education to Sociopreneurship of 46.9% Have a moderate relationship. Influence that is positive and significant because the value of sig 0.001 $< (\alpha)$ 0.05. If the value of character education increasingly lead to Sociopreneurship will increase, and vice versa if the value of character education decreases then the Sociopreneurship will decrease.

5. References

- [1] Ahmed, Ishfaq et al. 2010, "Determinants of Students' Entrepreneurial Career Intentions Evidence from Business Graduates", European Journal of Social Sciences – Volume 15 Number 2.
- [2] Boschee, Jerr., dan McClurg, Jim. (2003). 'Toward a Better Understanding of Social Entrepreneurship'. Artikel diunduh dari http://www.se-lliance.org/better_understanding.pdf, 17-08-2009.
- [3] Citra Sondari, Mery 2008, "Hubungan antara pelaksanaan Mata Kuliah Kewirausahaan dengan Pilihan Karier Berwirausaha pada Mahasiswa dengan Mempertimbangkan Gender dan Latar Belakang Pekerjaan Orang Tua".

- [4] Forum Bisnis Dan Kewirausahaan Jurnal Ilmiah STIE MDP Vol. 1 No. 2 Maret 2012 Anonim, "Pengangguran Terbuka Menurut Pendidikan Tertinggi yang Ditamatkan".
- [5] Indarti, Nurul dan Rokhima Rostiani 2008, "Intensi Kewirausahaan Mahasiswa: Studi Perbandingan Antara Indonesia, Jepang dan Norwegia", Jurnal Ekonomika dan Bisnis Vol. 23 No. 4 Oktober 2008.
- [6] Lickona, Thomas. (1991). *Educating for Character: How Our School Can Teach Respect and Responsibility*. New York, Toronto, London, Sidney, Auckland: Bantam Books.
- [7] Nur Firdaus. (2014). "pengentasan kemiskinan melalui pendekatan kewirausahaan social poverty alleviation through social entrepreneurship Approach". Jurnal Ekonomi dan Pembangunan Vol 22, No. 1.
- [8] Otman, Ibrahim, Habshah Bakar, dan Ooi Yeng Keat 2009, "Impact of Entrepreneurship Education on The Intention Toward Entrepreneurship: A Comparison Study Among Libyan Students in Malaysia and Libya".
- [9] Penny R, Dyna Herlina Suwanto, M.Lies Enderwati, (2013), pengembangan metode pembelajaran pendidikan karakter melalui kewirausahaan sosial (sociopreneurship) di Fakultas Ekonomi Universitas Negeri Yogyakarta.
- [10] Retno Budi Lestari dan Trisnadi Wijaya. (2012), Pengaruh Pendidikan Kewirausahaan Terhadap Minat Berwirausaha Mahasiswa di STIE MDP, STMIK MDP, dan STIE MUSI.
- [11] Sugiyono 2009, *Metode Penelitian Bisnis*, Alfabeta: Bandung.
- [12] Appanah, S. Dev., dan Estin, Brooke. (2009). 'Social Entrepreneurship Definition Matrix'. Artikel diunduh dari www.change fusion.com, 17-08-2009.
- [13] Tan, Wee-Ling., Williams, John., dan Tan, Teck-Meng. (2005). 'Defining the 'Sosial' in 'Sosial Entrepreneurship': Altruism and Entrepreneurship'. *International Entrepreneurship and Management Journal* 1, pp 353-365.