
Girls Entrepreneurship Education Concept At Rumah Singgah Anak Perempuan Garuda

Rr. Vemmi Kesuma Dewi¹, Endang Sondari²

STAI Al Aqidah Al Hasyimiyah, Universitas Indraprasta PGRI

E-mail : vemmi_kesumadewi@alaqidah.ac.id, endang_sondari@yahoo.com

ABSTRACT

The impact of the 4.0 industrial revolution era is enormous on the behavior of the people, including children, who massively switch to technology; this is a product of change driven by developed countries as holders of the world constellation in the fields of science and technology and the economy. The success of developed countries cannot be separated from the role of educational institutions. The era of globalization is currently being experienced by all people in the world, including in Indonesia. Global challenges with advances in science and technology. The concept of entrepreneurial education for girls in open houses causes competition and faster and more competitive movements, which directly impact the world of education. Entrepreneurship is not only a world of adults, but it can also be a part of the world of children. The difference is, entrepreneurship in children cannot be carried out alone. However, it requires guidance and support from adults, parents, and teachers. Children who know the world of entrepreneurship from an early age will find it useful for future provisions. Education is an integral part of the life of society, nation, and state. One of the factors taken to improve the quality of life of the Indonesian nation is to increase the attitude of independence in the future.

Keywords: Entrepreneurial Education Concept, Girls, Independence

Children at a relatively young age stage, children who are learning to grow an entrepreneurial spirit, will grow into creative personalities. Creativity trained from an early age, including through various entrepreneurial events and activities, is the principal capital for children's productivity and independence when they grow up. One of the entrepreneurial events that give children the opportunity to be creative and dare to make breakthroughs and represent them is Kidpreneur. Being a creative personality for child psychologists, Seto Mulyadi, or familiarly called Kak Seto, Kidpreneur was followed by creative children and dared to try various breakthroughs. Apart from training children to be creative from an early age, this

activity is also a way of introducing the entrepreneurial profession to children. "Entrepreneurs in Indonesia are still relatively few. If you want a country to be successful, you have to multiply entrepreneurs. If everyone aspires to become employees, the burden on the state will be heavy. Children can learn to be creative from an early age. Children also have to be confident to become entrepreneurs, "Kak Seto explained; every child who is valued for his various strengths will be confident and be able to develop his potential. That way, the child is ready to become an entrepreneur who has original ideas, can solve problems, and can provide Breakthrough—providing opportunities for children to learn to do business

(entrepreneurship) since childhood is not oriented towards making money, but rather to practice independence, by relying on their creativity. Kak Seto rejects that children who learn business since childhood will become "money." The goal of training entrepreneurship from an early age is to provide opportunities for children to grow into creative individuals. "With creativity, children can create from nothing to exist," he explained. To be creative, children must grow up in a safe and psychologically free atmosphere. Safe means that the child is not overly criticized or criticized by the parents. Free means that children are allowed to come up with ideas, make breakthroughs. Productive and not consumptive On the same occasion, the Minister of Women Empowerment and Child Protection, Linda Amalia Sari Gumelar, said that, Kidpreneur is a form of concern to provide opportunities for children to be creative from an early age. Through this activity, children get support and access to hone their creativity. "Through this event, children are educated to be more productive and less consumptive with family support from an early age. This event shows how a family is compact, solid, and affectionate, understanding that entrepreneurial activities are a prerequisite for future independent children. This activity is essential and has a strategic impact on the child's growth and development process," he explained. According to Linda, an entrepreneurial spirit must exist in the individual. He added, there needs to be an effort to sharpen the understanding of the entrepreneurial spirit. For children, this can be done through extracurricular activities in school or learn from cooperative activities. Also, through various activities that provide access and opportunities for children to hone their creativity. "Children now also live in a time of more access and opportunity,

The concept of entrepreneurial education is carrying out educational and coaching activities for girls at the Garuda girls halfway house. There are several recommendations (1) In order to improve administration and complete documentation so that it is easy to know the development of the institution and can be

accessed from a broader range of groups, (2) Compiling a complete curriculum in the process of education and coaching for foster children in various sectors so that it can be used as a model entrepreneurial education.

The era of globalization in the 21st century is a product of development driven by developed countries as holders of the world constellation in science and technology, and economics. The success of developed countries cannot be separated from the role of educational institutions. The era of globalization is currently being experienced by all people in the world, including in Indonesia. Global challenges with advances in science and technology. The concept of entrepreneurial education for the children of the Griya Dhuafa Orphanage leads to competition and to move faster and more competitive, which directly impacts the world of education.

Azril Azahari explained that efforts to improve the quality of education through education reform require various steps to adapt to the demands of globalization. Education policy is expected to anticipate the increasingly tight global competition. (Azahari, 2002). The problem of education in Indonesia at this time has not given birth to independent students. Education held in schools or other educational institutions also lacks creativity for students and has not been able to give birth to innovative students and has not been able to motivate high learning. Entrepreneurship education has not been widely implanted for students from an early age. Education is an integral part of the life of society, nation, and state.

In order for quality education in Indonesia to take steps to improve it consistently and systematically. The educational paradigm built is education that can develop students' potential so that they are brave enough to face life's challenges without feeling depressed. Education must encourage students to have knowledge, skills, and confidence and adapt to the environment. Education is the key to success in preparing the nation's generation with high scientific insight. Seeing such a vital role, applying effective and efficient methods is a must hoping that the learning process will be fun

and not dull. Educators should include the development of all aspects of the nature of students; spiritual, intellectual, imaginative, physical, and linguistic aspects, both individually and collectively, and encourage all these aspects to develop towards goodness and perfection. We need an education pattern that is deliberately designed to equip students with life skills, which integratively combines generic and specific skills to solve and solve life problems. Education must be functional and have clear benefits for students to not just a meaningless accumulation of knowledge. Education must be directed to the lives of students and not stop at mastering learning materials. Therefore, life skills-oriented education is an alternative perspective educational renewal to anticipate future demands, emphasizing skills education. In terms of education, this orphanage implements life skills education to equip foster children, especially adolescents, in terms of life skills. Life skills education emphasizes several aspects of life skills education itself, which includes aspects of personal skills, thinking skills, social skills, and vocational skills that can encourage students to be entrepreneurs so that they can be independent in the future. If entrepreneurship education is instilled since childhood, it will certainly improve one's independence and maturity. Of course, the brave mentality that will be formed,

Entrepreneurship education in Indonesia is still not getting enough attention, both from the world of education, society, and the government. Many education practitioners ignore students' mental development, attitudes, and entrepreneurial behavior, both in vocational and professional schools. Their orientation, in general, is only on efforts to prepare a ready-made workforce. Meanwhile, in society itself, a feudal (priayi) culture was inherited from Dutch colonialism for a long time. Most members of society have the perception and hope that the output of educational institutions can be workers (employees),

Entrepreneurship has a central role in the life and development of a nation. One indicator of whether a country is progressing or not is seen from the number of entrepreneurs. Ciputra stated

that a developed country has at least two percent of its population as entrepreneurs (Tilaar, 2012). Therefore, if the number of entrepreneurs in a country is large, there will be many jobs created, so that it will have an impact on the decreasing number of unemployed.

Eddy Cahyono Sugiarto as Assistant to the President's Special Staff for Economics and Development, entitled "The National Entrepreneurship Movement to Spread the Entrepreneurial Virus," stated that the number of entrepreneurs in Indonesia at the end of 2012 only reached 1.56% or around 3,707,205 people. Therefore, the number of entrepreneurs in Indonesia, less than 2%, places Indonesia as a developing country (Sugiyarto, 2013).

Entrepreneurship education is necessary to be held to increase the number of entrepreneurs and reduce the number of unemployed. In addition to providing skills, entrepreneurship education can also be used to instill entrepreneurial values. Through entrepreneurship education, it will also be able to foster an entrepreneurial spirit. One of the challenges in national education today is how to produce entrepreneurial people from educational institutions, both formal and non-formal education (Tilaar, 2012).

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