

Creating Entrepreneurship Mindset Based on Culture and Creative Industry in Challenges of The 21st Century Vocational Education

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Abstract— Vocational education in the 21st century are required to think higher and they need to prepare their students to live in work structures that may change anytime. Today entrepreneurship can be a key in career choice with the potential Indonesian culture it can be a great business opportunity through the creative industry, so that the purpose of this study is how can create entrepreneurship mindset in vocational education based on culture and creative industry. Methods in this study using library research and studied descriptively. In the creative industry, entrepreneurship education can be done by aligning between the education curriculum and the real business environment. Implementation of the current vocational education has not enabled the establishment of self-reliance and has not been able to fully entrepreneurial spirit for vocational education graduates. Project-based entrepreneurship learning or can be called productive entrepreneurship is one effective way to emphasize students to be able to actively participate in entrepreneurship learning. The conclusions of the research are through productive entrepreneurship where learning by doing applied with emphasis on 21st-century skills. It can train vocational education students to have high-level competencies and skills, to be competitive, superior, innovative and creative by developing creative industry and culture.

Keywords— Mindset Entrepreneurship; Culture and Creative Industries; the Challenges of the 21st Century

I. INTRODUCTION

Changes that occur today require vocational education to produce more competitive, prime and skilled humans. [1] explains that the industrial revolution has transformed various disciplines of expertise and combined multiple technologies for automation work, thereby shifting areas of expertise that are monodisciplinary. [2] explain about 56% of all jobs in Cambodia, Indonesia, Philippines, Thailand, and Vietnam have high automation risks; therefore, higher skill levels are required. It is clear that humans should be able to live and adjust to the challenges of the 21st century. Competition in the fourth industrial revolution can shift some existing jobs into none or even emerging new jobs.

Today vocational education have problems about creating a superior workforce and be ready to deal with continuous changes. Meanwhile, limitations such as facilities and infrastructure to support various educational activities are still not maximized. So that according to research [3] in Hong Kong, vocational education graduates are not only prepared to enter the world of work, but changes occur quickly,

significantly, allowing one to change jobs several times during the work, or even same. Thus, preparing graduates for a lifetime education needs to be done. [4] The big graduates

in vocational education only prepared graduates as job seekers, not job creators. Whereas in the fourth digitalization industry revolution played an important role in the entire industrial process. [5] Mentioned that the current estimate of job loss would occur and there is uncertainty about the overall impact of digital transformation on the job, the impact on wages and conditions of employment. It is clear that vocational education should also prepare their students to live in the time with various changes structure of work.

The practice of vocational education in Indonesia faced various challenges and weaknesses. [6] for example in preparing students to work as employees and less prepared to be entrepreneurs, less responsive in the face of economic demands, weakness in alignment with the world of work and no guarantee for getting a decent job. [7] Entrepreneurship can make humans have a contribution to expanding capabilities through both process and resources.

Indonesia has abundant resources from its culture and society. This would be a great potential for Indonesia in the creative industry based on economy and culture if it used properly. The contribution is given by the creative industry not only to the economic sector, including the non-economic aspects. As well as being able to develop advanced resources, people will be accustomed to innovating and creative, also giving positive social impacts such as increasing quality of life, welfare and increasing tolerance in society.

Entrepreneurship is now a competence for everyone; this can help people, especially young people, to become more creative and confident people with everything they do. From the above problems the need for vocational education to equip students to live in a challenging time. Entrepreneurship can be a key career choice for graduates, with the great potential of Indonesian culture through creative industry it can be a big business opportunity. However, entrepreneurial learning will be more effective if able to form a mindset towards entrepreneurship based culture and creative industry. Therefore, this study aims to review how entrepreneurial learning can create an entrepreneurial mindset based on culture and creative industry.

II. METHOD

This research used library research conducted by literature and studied descriptively. The method of writing this journal uses literature study methods. The step of data retrieval by (1) making ideas, (2) constructing ideas, (3) strengthening. All supporting data in this journal taken from secondary data in the form of scientific journals, books, without conducting field research. Systematic referral by making statements then supported by results and statements in the research journal.

III. DISCUSSIONS

A. Challenge of vocational education in the 21st Century

The world of work now and in the future has led to a variety of digital uses, changes that are very fast from the world of work or industry. Both the goods and services industry has begun with the fourth industrial revolution. Today students are required to think higher or so-called High Order Thinking. In the skills of the 21st century divided into three domains that are foundational literacy, competencies and character qualities [8]. The more people have the capabilities they can also expand their freedom in choosing their social roles. Developing in an innovation-based economy in the 21st century, skills that are different from before needed. Therefore, humans are now required to be capable.

According to [9] capability is what people are free to do and achieve the function or social role they want to do. [10] Capability is the freedom to choose, directing life, and they have freedom for what they want to do. Therefore, capabilities mean that they can act on freedom according to their own ideas.

Entrepreneurship not only as managerial and business skills. In entrepreneurship there are values of attitude, mental and behavior, it is complex and repeatable, it cannot be separate from creativity and innovation. An entrepreneur must be competitive and sensitive to environmental change. According to [7] entrepreneurship plays a role in developing human capabilities through the resources and processes that they carry out. According to [11], entrepreneurship has a positive influence on marketing ability, performance and innovation.

B. Culture and Creative Industry

The creative economy that is in line with global demand but also influenced by the new economy. According to [12], the concept of the creative economy based on culture and creative industry does not only cover culture but more widely such as goods and services where the sector is quite strong and wide so, it can be called a cultural area. According to [13], the government began to be aware of the potential of culture, had many creative and artistic talents, and had a large domestic market. Indonesia has other strengths from abundant natural and human resources that can be developed in producing superior quality products to penetrate the market. Entrepreneurship is one of the catalysts in the growth of the economy [14], entrepreneurship as the creation of new enterprises, employment creation, innovation, and productivity [15] In particular, the role of entrepreneurship to improve employment and GDP, this is also explained by [14]; (Kumar & Liu 2005 in [16]). Entrepreneurship has a good

contribution to micro, small and medium enterprises according to [15] is as follows generate employment; increase employment and lead to income distribution; provide opportunities for livelihoods; maintaining entrepreneurship; and support the development of systemic productive capacity and the creation of a resilient economic system, through relationships between small and large enterprises.

[17] The development of the creative industry concept associated with cultural contribution to the economy is providing cultural goods and services, which are products for consumption. Indonesia has a diverse culture that is the potential growth of creative industries that can be packed through goods or services. Through entrepreneurship, vocational education is very likely to play in the creative industry. According to [18] the TVET system plays an important role in social and economic development. Entrepreneurship development based on culture and creative industry, one of which can be started from the development of entrepreneurial education that is in line with the educational curriculum and a truly real business environment [19].

C. Creating an entrepreneurial mindset through productive entrepreneurship

The lack of self-reliance and not fully entrepreneurial spirit for graduates in vocational education can occur because the implementation of education is very small. According to [20], entrepreneurship in vocational education is currently only about 1.93% of all teaching hours in vocational education for six semesters. It is necessary to review the design of entrepreneurial learning in vocational education ranging from curriculum, learning strategies, methodologies, media and how expert entrepreneurial teachers [21]. Through learning model of entrepreneurial learning, students are expected to not only be able to manage their own industry but also to develop creativity and innovation through learning by doing

This productive entrepreneurship-learning model refers to the entrepreneur process stage, which includes five stages: discovery, concept development, resources, action, and harvesting. [22] successful entrepreneurs have four main elements: 1) ability (related to IQ and skill) in reading opportunities, innovating, managing, and selling; 2) courage (related to EQ and mental) in overcoming fear, controlling risk, and getting out of comfort zone; 3) determination (related to self-motivation), namely: persistence (persistent) or unyielding; determination (firm in belief); and the power of mind that you can; and 4) creativity that earns inspiration as the forerunner of ideas. Ideas used to find opportunities based on intuition (related to experience).

Regardless of the existing vocational field, the [23] states that the most effective way to teach entrepreneurship is to have students participating in practical projects and other learning activities; where learning by doing is emphasized and gained real experience through entrepreneurship.

Here is a productive entrepreneurship design model:

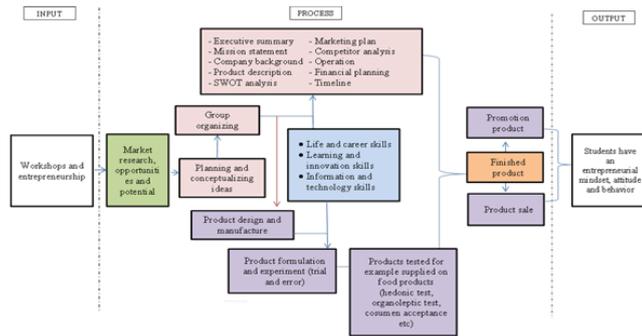


Figure 1. Design of Productive Entrepreneurship Model (adapted from [24] [20])

The design of this process refers to and involves more than solving a management position. According to the Directorate of Manpower of the Ministry of National Education (2010) in [20], the basic qualities of entrepreneurship include mindset, qolbu (heart set), and physical power. So entrepreneurship needed creative thinking, innovative and critical in reading opportunities, power qolbu to build teamwork, confidence, and creators of opportunities and have high competitiveness. Entrepreneurship education in VET should not only be limited to business studies, general economic management, and entrepreneurship education aimed at increasing creativity, innovation and entrepreneurship.

An entrepreneurial mindset can be promoted through learning by doing and entrepreneurial experience in practice [25]. This model design emphasizes the combination of integrated nested, project based learning and active learning. Because in this material the teacher does not only embed one concept, nested integrated is needed. Nested integrated is an integrated learning model whose main target is subject matter that is associated with thinking skills and organizing skills. While project based learning is developed with the philosophy of constructivism so that students can construct their own knowledge. Active learning allows students to play an active role in the learning process. In this design the first integrated nested is that students are asked to analyze business opportunities on the potential of their creative culture and industry. After ideas have been conceptualized students are asked to organize groups to form a business organization. Project based learning and active learning are emphasized when designing products. Actually when organizing business organizations and designing products, 21st century skills begin to be interrelated in them, namely about life and career skills among them Flexibility and adaptability, Initiative and self-direction, social interaction, productivity and accountability, have leadership and responsibility. Whereas learning and innovation skills refer to how they can think more critically and overcome problems, express ideas and collaborate with the team, as well as innovation and creativity. Information and technological skills where they can utilize technology in their business. For this reason the products they have designed should be tested, or produced with the science they have acquired.

According to the research conducted by [20], applying these five stages through the model of EkRenFaTiHa (exploration, business plan, facilitation, action, and outcome) adopting from these five stages is very practical, there is also

a change of attitude and entrepreneurial attitude towards the better as well as teacher activity in learning increases. [25] That entrepreneurial thinking and skills can be promoted well through learning by doing and practical entrepreneurial experience (through projects and practical activities) reinforce it. [26] States that entrepreneurship is very important not only to shape the mindset more than can develop the skills and knowledge in entrepreneurship culture.

IV. CONCLUSION

Creative industry and culture are catalysts of economic growth, not only in terms of culture but also in terms of goods and services as a strong and broad new sector called the cultural area. Indonesia has abundant natural and human resources, this is a good potential to develop superior quality products to penetrate the market. Vocational education is a very big opportunity in playing creative industry. Systems in vocational education play an important role in social and economic development. Culture and creative industries are the drivers of economic growth. Culture-based entrepreneurship development and creative industry one of which can be started from the development of entrepreneurship education and improve the harmony between education curriculum and business environment. Entrepreneurship with emphasis on 21st-century skills can train students of vocational education to have the competence and high-level skills, to be competitive and superior human beings in innovative and creative thoughts by expanding the culture and creative industries. Creating an entrepreneurial mindset by using a productive entrepreneurial learning design in the system design above, is very practical and complex because the teacher does not only emphasize one concept but several concepts are included in it. Thus, it is necessary to develop the ability to design and manage innovative projects and have the entrepreneurial mindset for continuous improvement while remaining based and analyzing critically on cultural opportunities as well as the creative economy.

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