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Improving Teachers Entrepreneurship Skills in the Industry 4.0 through Online Business Workshops

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ABSTRACT: This study attempts to address the issue of whether online business workshops can improve entrepreneurship skills of teachers. The purpose of the study is to determine the implementation and impact of online business workshops for Entrepreneurship teachers in schools. A qualitative approach with a descriptive method has been used. The data collection techniques used were observation and interview. The implementation of the online business workshop for Entrepreneurship teachers was carried out in two stages consisting of the delivery of the material and the practical phase. The implementation of the online business workshop led to: (1) increased teachers' entrepreneurship spirit (2) increased understanding of online business. (3) improved skills of teachers in creating and using online business platforms as promotional media, and (4) improved quality of entrepreneurship learning in schools. The implication of the research is that teachers have acquired better entrepreneurship knowledge and skills which can be easily passed to students in their respective schools. The study concludes that online business workshops for the development of the teachers' entrepreneurship skills should continue to be implemented, since it promotes digital marketing and advertising.

Keywords: Online Business, Teacher Entrepreneurship Skill, Workshop

1 INTRODUCTION

The era of the fourth industrial revolution also referred to as industry 4.0 is where the world focuses on interconnectivity, automation, machine learning, and real-time data management (EPICOR, 2020). In other words, the world is digital. Digitalization has occurred in various fields, ranging from the economic, social, cultural, to the education sector. In the face of the fourth industrial revolution, there is increase in global competition, governments must be able to prepare quality human resources through education. The government must adapt the existing education curriculum to the current conditions.

This change to the new paradigm of education also referred to as Education 4.0 is among others conveyed by Fisk (2017) as cited by Hussin (2018) who says that:

The new vision of learning promotes learners to acquire not only skills and knowledge that are needed but also to identify the source to learn these skills and knowledge. Learning is built around them as to where and how to learn and track of their performance is

done through data-based customization. Peers become very significant in their learning. They learn together and from each other, while the teachers assume the role of facilitators in their learning.

Education in Indonesia currently uses the 2013 curriculum which focuses on character building for students. One of the components is to create independence and readiness of students to be able to adapt to the world of work (Setiaji, Mulyono, & Feriady, 2018). But, based on data from the Central Statistics Agency (BPS), it shows that in February 2018 the Open Unemployment Rate (TPT) in Indonesia was 5.13 percent or 6.87 people. While from the view point of level of education, TPT in Vocational High Schools (SMK) occupies the highest level among other types of education at 8.92 percent (Statistic, 2018). The data above shows that high school graduates who are projected to the workforce do not actually join as expected. The large number of graduates with the number of available job vacancies is very uneven, so it has an impact on increasing open unemployment of SMK graduates. The same is with high school (SMA) graduates, because not all high school graduates can continue their studies at tertiary institutions. To overcome this, there needs to be a paradigm shift in thinking for students to not only want to be workers but think to create jobs, one of them is by entrepreneurship. Therefore, entrepreneurship education really needs to be given to students during their learning in school. With entrepreneurship education, students can develop their skills to open their own businesses. Cultivating the entrepreneurial spirit in students changes their mind-set to develop entrepreneurial interest, thus it can reduce the high unemployment rate for SMK graduates.

Entrepreneurship education is inseparable from the role of a teacher as an educator. Teachers must be able to teach entrepreneurship both in the concept and practice. However, in reality the implementation of entrepreneurship education in schools has obstacles, like the unavailability of competent teachers in the field of entrepreneurship. Most of the teachers teach more theory than practical entrepreneurship. This is because teachers do not work or have a business so experience about the business world is still very minimal. Increasing the competency of teachers' entrepreneurship skills is very important in order to improve the quality of entrepreneurship learning in the classroom. This it will enable production students who are competent in the field of entrepreneurship. Understanding and knowledge of entrepreneurship education must be possessed by the teacher so that it can then be taught to students using experimental methods (Gustafsson-Pesonen & Remes, 2012). In the entrepreneurial learning process, the use of experimental methods is very necessary, because to produce a product, students must experiment using various methods.

Entrepreneurship education can be defined as the process of professional application of knowledge, attitude, skills and competencies. It is more than teaching students how to become independent business owners. It is about creating and nurturing a learning environment that promotes entrepreneurial traits and behaviors, such as becoming creative and independent thinkers, risk takers, assuming responsibility, and valuing diversity (Gautam, 2015).

Entrepreneurship can be interpreted as the ability to create something new and different through creative and innovative thinking in creating market opportunities (Suryana, 2003). Entrepreneurship is not only for the unemployed; everyone can become an entrepreneur. In education, entrepreneurship is known as 'edupreneurship'. According to Drucker (1985) in Altan (2015) Entrepreneurs are people who use and respond quickly to opportunities that exist.

In the implementation of entrepreneurship learning, high school Entrepreneurship teachers in Cimahi City have been able to motivate students into entrepreneurship. Every

school now has products produced by students who take Entrepreneurship a subject. However, obstacles occur at the marketing stage. Most teachers still teach their students to sell traditionally or interact directly with consumers. Teachers have not taught online marketing strategies because they do not fully understand online business.

Online business is an activity carried out online through internet media with the aim of earning income (Yasmin, Tasneem, & Fatema, 2015). Online business is mobile where in conducting business activities can be accessed anytime and from anywhere, buyers can order products or goods online using digital media with devices such as smartphones, laptops, notebooks, computers and so on (Izza, 2015). These conditions indicate that there are problems for some entrepreneurial teachers in the learning process, such as not having knowledge, skills or experience in the field of entrepreneurship. While training and education for entrepreneurship teachers are also rarely done. As the results of Van Dam's research (2010) reported that there is still a lack of research conducted on teachers relating to entrepreneurship education in the school environment. Furthermore, Hannula et.al (Deveci & Seikkula-Leino, 2018) stated that entrepreneurship education is still not generally given in the entrepreneurship teacher training.

Therefore, this paper will then review the implementation process and the results of online business workshops to improve entrepreneurial teacher competencies, especially to improve teachers' understanding and skills in doing business online.

2 RESEARCH METHOD

The implementation of this research was by qualitative approach with descriptive research methods. The subjects of this study were Cimahi City High School Entrepreneurship teachers totaling 25 teachers from 14 schools who took part in an online business workshop held at Cimahi High School 5. The data collection techniques used in this study were interview and observation methods. Observations were made to view and analyze the implementation of online business workshops. While interviews were conducted in depth to obtain data regarding the initial conditions of the teachers and data from the results of the implementation of the online business workshop.

After conducting observations and interviews, researchers obtained data from research subjects and carried out the process of constructing the information obtained. The data analysis technique was carried out through three steps; (1) data reduction (2) data display, and (3) conclusion drawing.

3 MAIN DISCUSSION

In entrepreneurship learning in schools, teachers have an important role in fostering the entrepreneurial spirit of students, so teachers must understand the concept of entrepreneurship. As stated by Silva (2013), teachers must understand the meaning and concept of entrepreneurship and know how to practice it (Deveci & Seikkula-Leino, 2018)

In the initial conditions, in general, the teacher was familiar with online business. Most of them only become consumers of the online shop. This workshop aims to make teachers no longer as consumers but as online business practitioners. Based on the interview results, there are some teachers who already have their own businesses, but the marketing is still done offline. Furthermore, there are teachers who say they are still confused about marketing entrepreneurial products in their schools. As stated by YR as follows:

"Currently Cimahi High School 5 has superior products processed from mushroom ingredients. Each generation has a special product from processed mushrooms. However, to be honest, it is indeed difficult for us to direct students in marketing products that have been produced at school. So far, the products have only been sold and marketed around the school or left in the school canteen".

Online business workshops are education and training to improve entrepreneurial teacher's understanding and skills in online business. Besides being useful for learning in the classroom, through this workshop it can also improve the skills of teachers in doing business online so that it can be a side job that can be a source of teacher income.

The workshop was divided into two stages, namely the provision of materials and practice. The first stage was the delivery of online business material with the aim of increasing the teachers' knowledge and understanding of online business. The method used at this stage was the lecture method, because at this stage it was generally delivering theoretical material. The material provided included:

- Urgency of online business: Provision of this material as an opening to provide insight to teachers about digital world issues and the opportunities of online business.
- The concept of online business: This material provided an understanding of online business and introduced social media and marketplaces that can be used for online businesses.
- Online business vs. traditional business: This material explains the difference between traditional business and online business which is seen from the limitations of space and time, marketing channels, target market, the level of collaboration, sustainability, and the rule of law.

After delivering the material, the question and answer method is used. This aimed at finding out materials that are not understood by the teachers. Based on observations and interviews, the teachers revealed that they still did not have the courage to carry on entrepreneurship because of limited capital.

The next step was practice, using the individual training and mentoring method. The teachers practice to create an online store, a place for marketing their products. In this practical activity it is necessary to prepare mobile phones that are already connected to the internet. The included:

- Choosing an online business by type, it could be fashion, culinary, services like online learning, production, distribution, or making an online marketing channel. The teachers were assigned to choose one type of online business that suits their passion. It is intended that the business is run in accordance with the interests and preferences of each individual.
- Creating an online shop on Instagram social media. This practice began by installing the Instagram application on each teacher's mobile, then create a business account with an attractive name and in accordance with the product to be sold.
- The practice of making an online shop with WhatsApp business started with installing WhatsApp Business application, then creating a store account and an attractive and appropriate store profile.
 - The practice of creating an online store on Market place. This is in Shopee app. The steps included installing the application, uploading product photos and creating captions and content.

The provision of such material is very important for the teacher's basic understanding of entrepreneurship. As mentioned by Adeyemo (2009) which revealed that teachers must

learn basic entrepreneurship education concepts. This shows the importance of a teacher understanding the concepts of entrepreneurship before they teach it to the students. During the implementation phase of this practice individual assistance was provided to each teacher. This serves to help teachers deal with difficulties and obstacles in following these steps such as bad internet connection and less supportive mobile conditions. From this practical activity several online shops were generated on Instagram social media, WhatsApp Business, and Shopee. At the end of the workshop, there were given some tips and tricks in running an online business. The activity aims to motivate participants to be brave and start an online business.

The approach used in this workshop uses the andragogy approach. The andragogy approach is used because the trainees are trainees who are entrepreneurial teachers who incidentally are adults. They certainly have knowledge and various experiences in teaching entrepreneurship. So, the purpose of the workshop is not to teach but to help teachers to gain knowledge and skills. In line with the learning objectives andragogy according to Musa (2010) which is to help adults improve their abilities, both related to aspects of knowledge, skills, and attitudes so that behavior changes occur. As explained by RA namely:

"This training has helped us as teachers to improve our understanding of entrepreneurship, especially about this online business. We were given training on how to start and run an online business, then explained how to create an online store on several social media. This training is very useful so that later we can apply it also in teaching in class"

The results of this activity included assessing the Entrepreneurial teachers' abilities after attending the workshop:

- Increased teacher understanding of online business, will have an impact on increasing understanding of online business in students. If previously the teachers only taught offline marketing or taught online marketing based only on the theory and modest teacher knowledge, after attending this workshop the teachers were able to understand the concept of online business well. They can now teach online business correctly and in time to their students.
- Increased teacher skills in online entrepreneurship. The teachers were able to create several online shops on social media. If previously a teacher was selling products offline, after attending the workshop the teacher can have an online store to sell the product. Teachers can now teach students about the steps to create an online store that can be used for selling.
- Increasing the quality of entrepreneurship learning in schools. After attending this workshop, the teachers could provide online marketing lessons precisely according to the learning goals and objectives. The teacher is also able to provide learning in theory and practice well for students.

The training proven to have a positive impact on entrepreneurship teachers, so that teachers can build a business through online media and implement entrepreneurial learning properly. As a result of research conducted by Setiaji (2018) that from the training activities of entrepreneurship learning and entrepreneurship the teacher has mastered business building skills and can implement craft learning and entrepreneurship seen from the evaluation results in the form of business plans and learning designs.

4 CONCLUSION

Online business workshop activities aim to increase the understanding and skills of Entrepreneurship teachers on building online businesses. Overall, the workshop went well.

The teachers showed a high level of enthusiasm in participating in the activities both during the listening phase of the material provided, during the question and answer session, as well as the practical stage of making several online shops. After this online business workshop, it is expected that the teachers will apply the newly acquired entrepreneurship knowledge and skills in schools and appropriately pass them over to their students. It is also important to continue this activity with further discussion on digital marketing especially familiarizing with Facebook ads, the most popular online marketing platform on social media. The development of this discussion serves to improve marketing strategies in entrepreneurship learning.

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