



The Burgeoning of an Integrated Entrepreneurship Education for Encouraging Indonesia National Entrepreneurship Movement

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Abstract:

Indonesia has undergone a series of complex problems. They are manifested in the forms of the higher rate of unemployment, competitiveness, the poor rate of investment, and the lack interest of entrepreneurial spirit. The government has established National Entrepreneurship Movement since 2011 in response to the problems. It needs some attempts to burgeon an integrated entrepreneurship education in all of national elements. These attempts are manifested through character building, entrepreneurial spirit, and business management. The formal burgeon of an integrated entrepreneurship education was done intensively in learning class, while the non-formal and informal burgeoning was done through activity programs of certain institute of organizations. The implementing of an integrated entrepreneurship education can be achieved by having government officials as a role model. It can also be done by having the Industry Department and Small and Medium Business to collaborate in terms of (1) marketing product, in matters of local or export-oriented product, and (2) collaboration with the exporters.

Keywords: An integrated entrepreneurship, integration, education, national entrepreneurship movement

1. Introduction

The gaps between the needs of skillful workforce and the available of them, as well as the poor national productivity cause some impacts of unemployment. The increase of unemployment results on the national competitiveness. The general overview of unemployed compositions in Indonesia up to the mid-2011 is shown in Table 1.

Number	Educational Background	Location		Total
		City	District	
1	< Elementary School	970.078	1.027.277	1.997.355
2	Junior School	1.064.536	826.219	1.890.755
3	Public School	1.355.019	688.074	2.043.093
4	Vocational School	805.610	226.243	1.031.853 I
5	College Diploma	189.677	55.010	244.687
6	University	341.291	151.052	492.3431
	Total	4.726.211	2.973.875	7.700.086

Table 1: The National Open Unemployment based on Educational Background and Location In August 2011

Source: The Central Data and Information of Workforce of Research and Development Board of Department of Labor and Transmigration on 2011

Despite the case of unemployment, Indonesia faces another bigger problem of the poor national competitiveness. It has been caused by the un optimal official performances and resulted on the weak law enforcement. This weak law enforcement leads to corruption among government officials. Even some international institutions placed Indonesia as the most corrupt country. It turns to the high cost economy and drives Indonesia's competition continuously downward. In 2012, Indonesia's competitiveness placed at 50th among 142 world countries.

Based on the evaluation of the World Competitiveness Year Book, Indonesia was categorized as less competitive due to business

efficiency and bureaucratization. Based on the data from the World Bank, the investment climate in Indonesia was placed at 121st out of 183 countries. This poor climate investment caused by the low competition. As a result, the national productivity was dwindling.

Looking at the competitiveness rank of Indonesia on 2012, the basic indicators of requirements, efficiency basis, and innovation factors were still poor, whereas those indicators are fundamental basis for an advance country. In the recent two years, the indicators of basis requirement and efficiency were steadily declining.

No	The Basis of Competitiveness	2011	2012	Changes
1	Technology prepared	94	85	9
2	The Efficiency of goods market	67	63	4
3	The advancement of business	45	42	3
4	Institution	71	72	-1
5	The advancement of money market	69	70	-1
6	The market size	15	16	-1
7	Infrastructure	76	78	-2
8	The environment of macro economy	23	25	-2
9	Innovation	36	39	-3
10	Higher education and training	69	73	-4
11	Health and basic education	64	70	-6
12	The Efficiency of labor market	94	120	-26

Table 2: The Competitiveness Rank Based on The Basis of Competitiveness on 2011-2012 (among 142 World Countries)

Source: National Plan Board (2012)

Adapted from Global Competitiveness Report 2012-2013

Based on table 2, it implies that there were three bases of competitiveness rank that gradually increased while nine other bases decreased in recently two years. The increasing rank bases were technology prepared, the efficiency of goods market, and the advancement of business. But though the three bases were increasing, all of them were still in the low rank. It implies that the competitiveness of Indonesia is still downward. Moreover, the efficiency of the labour market was pushing down the national competitiveness basis prominently. The rank of efficiency of labor market extremely fell down on 26. It indicates that Indonesia's market of labor is less competitive than other countries.

Other average ranks of competitiveness bases cover technology prepared, the efficiency of goods market, the advancement of business, institutions, the advancement of money market, the availability of infrastructure, and innovations were placed on 64. It clearly implies Indonesia as less competitive country. Besides, other indicators of competitiveness need a serious concern as it fell on the low rank. In this case, the rank of competitiveness refers to the rate of (1) government service for encouraging business decreased by 21; (2) the budget balance and expenditure budget plunged 15; (3) the practice of corruption, the organized criminal, the impact of terror towards business, local competition, and the tax impacts plummeted 7; (4); the general infrastructure fell to 10(5); the air transportation dropped to 9; (6) the Internet access at school declined by 7; (7) the participation of secondary school plunged 4; and (8) the salary and productivity dropped 6. The downward ranking clearly indicates that the varieties of national economic support fall below the competitive countries.

One of national advancement indicators is the rate of education and self-confidence in running business. But based on the data derived from Ministry of Education and Culture, the interest of graduates of educational institutions to run a business was poor, specifically (22.63%) secondary graduates and (6.14%) university graduates whereas those primary graduates (32.46%) had bigger self-confidence in running business. The data relates the fact that graduates of secondary school and university prefer to seek a job or be a worker (61.87% of secondary school graduates and 83.20% of university graduates).

The mainstream of adults for seeking a job or being employed shows the self-confidence of having entrepreneurial spirit is steadily low. It is supported by another fact that Indonesia own 1.56% or around 4,707 205 entrepreneurs among the total populations of Indonesia, whereas the welfare of a country is achieved by having at least 2% of entrepreneurs. Singapore, Malaysia, Thailand, South Korea, and America have around 2.1% up to 11.5% entrepreneurs among their total populations (Putrawajo 2013).

The lack of self-confidence in running business brings another contribution on unemployment and the poor rate. Hence, the government commits to push down the rate of unemployment and poverty by having *Gerakan Nasional Kewirausahaan* (GKN)—National Entrepreneurship Movement that has been started on 2 February 2011. This program has been continuously reviewed through the second annual event on 8 March 2012.

GKN needs to be implemented continuously by increasing motivation, eagerness, entrepreneurial spirit, and entrepreneurship procedures in the hope of increasing new entrepreneurs to move on the local economy. In response to that, The Ministry of Cooperation and Small and Medium Enterprise develops a developing program of university graduate entrepreneurship to build some new ventures for university graduates. This program cooperates with the local government to develop ideal business sectors in the regions through cooperation. Besides, this program is dedicated for university graduates who have not yet been recruited through the following process (1) the selection of university graduates' business proposal, (2) the technical entrepreneurial training, and (3) the chance to get managerial cost and facility of maximal capital access around 25 million rupiah for developing their business (Putrawajo 2013).

GKN Program is one of social entrepreneurship manifestations equipped by the action of making new entrepreneurs so that it may diminish social problems, decline unemployment, plunged economic gap and riot effectively (Sud et al2009). If the university

graduates are not yet empowered, they will be unable to support the national economic growth whereas they play pivotal roles in the future. In this case, entrepreneurship is viewed as a way out for overcoming this problem.

University graduates are vastly known for their great intellectuality. But this intellectuality is not optimally developed as most of them prefer to seek a job or end as a worker. Entrepreneurship is expected to optimize their intellectuality and change their mindset from concept or into job creator. There needs some attempts to make them as a successful entrepreneur. These attempts are achieved in the form of building a strong business traits and mentality. Hence, the strong business traits and mentality need to be consistently and intensively implemented on the early age.

The implementing of business traits and mentality resonates well with the study by Murtini (2011). The result shows that it needs quite a long term for developing business traits and mentality. Hence the business traits and mentality should be introduced, motivated, and implanted on the early age through the non-formal of family education by telling the youth of successful entrepreneurship story. It can be continued through the next level of education such as formal, informal, or non-formal educations. Formal education, particularly public vocational school (SMK) hitherto implements the balance of entrepreneurship education between theory and practice, which means that SMK is giving theoretical entrepreneurship in the form of entrepreneurial practice. By having theory and practice in harmony, the business traits and mentality of vocational school students can be shaped on the beginning.

But the process of shaping business traits and mentality cannot be achieved merely through formal education. Besides, only few of it concerns on the building business traits and mentality. The society, family, or the elements of this country have not yet show their great support on the building business traits and mentality, be it in the form of giving motivation or the easy license from a bureaucrat in building a business.

One of factors playing significant role towards the poor interest on entrepreneurship for vocational school graduates is the minimal support as most of Indonesians think that entrepreneurship does not provide higher prestige. Despite encourage them to be an entrepreneur, parents are happy if their children are working as a waitress and wearing its neat uniform for it is assumed to show higher prestige. Even there are so many parents dreaming their children will be a general manager or government officials. Parents are ashamed if their children build their own business after they have graduated from school or university, which means that parents are feeling financial loss for sending their children to school or college.

Family significantly plays a great role on one's interest for starting a business, as well as the environment and motivation. This notion is in line with a study by Rahayu (2012) stating that business traits can be developed by taking the life environment, the intensity of family's economic education, and motivation of business into account. In response to that, Rahayu affirms that interest on business emerges as there are intrinsic and extrinsic motivations. Intrinsic motivation can be achieved if there is a strong creativity to show up. While extrinsic motivation emerges as the influence of atmosphere as well as the intensity of family's economic education, which means that the closer one's atmosphere to entrepreneurship is, the stronger they are willing to have their own business.

Besides the lack interest of business traits and mentality, another problem coming out and causing burden on the effectiveness of National Entrepreneurship Movement is the poor participation of women to get involved in whereas they have bigger available time after finishing the domestic affairs. Those available times are actually productive time for burgeoning entrepreneurship. (Acs et al 2011; Estrin et al 2011). Besides, women own characteristic of human potentials for being tenacious and meticulous. These two potential characters can be used to develop potential business.

The huge problems in burgeoning traits and interests on entrepreneurship are feared as it may threaten the effectiveness of National Entrepreneurship Movement. Moreover, the acts of power holders in bureaucracy are considered bad by the society. Take an example, the widespread corruption among the bureaucratic power holders causes the lack trust on bureaucracy and turns the society to be apathetic. This apathy is expressed by the unwillingness of getting involved in official programs. Thus, the run of National Entrepreneurship Movement that has been announced by the government is facing hardship to succeed and it impacts on the rising unemployment rate in Indonesia.

Based on the general problems overviewed, it needs a solution to run National Entrepreneurship Movement effectively. One of possible solutions being offered is building an integrated entrepreneurial traits and mentality. An integrated entrepreneurship education is one of educational forms in building entrepreneurial spirit along with business traits and managements to implement some management aspects. An integrated entrepreneurship education need to be developed in all country's elements which covers formal, non-formal, and informal school, family, society, and bureaucracy.

The burgeoning of an integrated entrepreneurship education is needed for two main reasons. *First*, the burgeoning of an integrated entrepreneurship education establishes strength and great entrepreneurial spirit. *Second*, the burgeoning of an integrated entrepreneurship education establishes the public welfare. This two statements are in line with the notions affirmed by Act et al (2011) that the burgeoning of an integrated entrepreneurship education is cardinal elements in pursuing innovation, wealth, and economy development so that it results as the key of fundamental economic growth and poverty decline.

The burgeoning of an integrated entrepreneurship education corresponds with the priorities of national development that can be found in The National Long Term Development Plan (RPJP) year 2005-2025 (Act Number 17 Year 2007). The Act states that one of the goals of RPJP is to perform morally, ethically, culturally, civilized and courteous society based on Pancasila as the principle. Besides, the important of burgeoning of an integrated entrepreneurship education corresponds with Government Ordinance Number 4 Year 1995 on socializing the national movement. These two efforts lead to the socialization and cultivation of entrepreneurship.

2. An Integrated Entrepreneurship Education

China is potential country and has a good atmosphere of entrepreneurship. Some results of entrepreneurship journals mention that there are some factors influencing the development of entrepreneurship in China. Those factors are the state of cultural environment, politics, economy, institutional environment, government intervention, and technology transfer (Yang & Li, 2008).

Information on the entrepreneurship development in China shows that entrepreneurship is not influenced by one single aspect but multiple aspects. Hence, the internalization of each aspect is not easily and partially done. Each aspect are internalized simultaneously through certain educational levels and integrated to one another. A curriculum on an integrated entrepreneurship education is the implementation of complete integrated entrepreneurship education covers entrepreneurship traits and business skill. Entrepreneurship traits cover business mentality which own characteristics of self-confidence, goals and results-oriented, originality, leadership, and dare to take a risk, and future-oriented as well. In this case, business skill covers marketing and product design, market research, financial and human resources management skills (Kee, Rodrigues, Kundu, & Racine, 2007).

The Implementing of entrepreneurship education is expected to shape business traits. They are manifested through (1) having spirit and eagerness on overcoming problems, (2) having power to read business opportunities and dare to take a risk for pursuing the future delight, (3) having creativity and imagination for job development or certain business target, (4) having correct, systematic, and methodological analysis for business development, (5) having the ability, willingness, and strong determination for developing an advance and effective business, (6) bringing a new technique in organizing an effective and efficient business, (7) trying not to be consumptive and make sure to reinvest the earned income and, (8) socially adjusted person (Sudarwati, 2012; Cuervo, 2005).

Another case relates to entrepreneurship is business mentality. Generally, business mentality is a way of thinking creatively and innovatively in which used as the basis, strategy, and resource to create a new and different successful experience. In order to do that, there is a need of business skills or business management skills. Those skills are employed to gain maximal profit and success. They are manifested in the form of (1) planning and deciding a new product, (2) designing marketing strategy and sales plan, (3) counting break event point and work efficiency, (4) conducting financial state, (5) optimizing human resources, and (6) designing business plan (Sudarwati, 2012).

An integrated entrepreneurship is a complete combination between business traits and management and business development. Hence, the activity of entrepreneur is done systematically based on the three aspects above mentioned. Take an example, a prospective university graduates who own capital and skill, but they are not equipped by great optimism and hence they easily get frustrated, may result on the ineffective business.

3. The Activities of an Integrated Entrepreneurship Education in National Elements

The entrepreneurship education does not directly contribute to the entrepreneurship formation which own good business traits and mentality as the process of building entrepreneurial traits need a long and continuous term depending on the students' age. Besides, the increasing of entrepreneurs is not easily to be accomplished as it needs a full support from other parties.

There are some efforts that can be done to perform entrepreneurship education. Those efforts are integrated with all national elements. The entrepreneurship education is elaborated as follows.

3.1. An integrated Entrepreneurship Education at Formal Education

Atmoko (2011) states that teachers' educational insight see that students are good and independent. This view implies that learning is a way of actualizing students' potential between teacher and students by showing affection. Hence, learning can be delivered effectively by contributing to student's positive emotional.

Based on the previous notions, it can be noticed that special learning and other general schools are strategic place to develop students' potential. Thus, learning and school can be used as a way of developing students' potential on entrepreneurship. This attempt can be attained through an integrated entrepreneurship education. An integrated entrepreneurship education can be implemented through the variety of school activities, such as school-based curriculum activity (curricular) and school-based non-curriculum activity (extracurricular). The implementing of an integrated entrepreneurship education is started by business traits and mentality as well as imprinting business management skills; for example kids are told to be wise in spending their money by avoiding unnecessary things. Besides, kids can be trained to manage their time for study, set up the house, manage the time effectively, do financial management and set priorities on it, etc.

There are some goals of performing an integrated entrepreneurship education at formal education. *First*, an integrated entrepreneurship education can be strengthened by the implementing of *Kurikulum Tingkat Satuan Pendidikan (KTSP)*—Educational Level Unit Curriculum on each unit of education, starting on the early age up to secondary school as well as employing an integrated entrepreneurship education. *Second*, the implementing of an integrated entrepreneurship education creates business traits and skills in applying total management aspects. An integrated entrepreneurship education is cultivated in various subjects of learning. This concept is elaborated more as follows.

First, teachers who full of concerns and sincerely create as well as teach an integrated entrepreneurship will end up by changing students' behavior and turning it into a positive way. It is in line with a study by Tenriningsih (2011) stating that the direct teacher performance plays significant roles on enhancing students' achievement as they do encourage them well. *Second*, an entrepreneurship education is integrated in all subjects. The realization of this concept is the burgeoning entrepreneurship in all subjects by putting some entrepreneurial values on syllabus and lesson plan, including meeting the competence and the basic standard. The results of the study are used to determine the value of entrepreneurship correspond to the essential topics. Next, syllabus and lesson plan covers some entrepreneurial values correspond to the competence and basic standard. *Third*, there is a need of an active and fun learning method to integrate entrepreneurial values on students. Ishaq (2011) states that an active and fun learning method is the one creating passion to take learning by overcoming problems and implementing learning with a sense of love. That method is listed in detail in the implementation of lesson plan so that learning can be systematic and easily understood. *Fourth*, the implementing of an integrated entrepreneurship education takes practice prior than theory. This is based on the consideration that entrepreneurship can be attained if it starts building business traits and management skills continuously. Hence, schools are expected to have an entrepreneurship laboratory as a place for students to practice entrepreneurship and have direct as well as real communication with the consumers. *Fifth*, an integrated entrepreneurship education is more real to be

applied in extracurricular activity based on the students' need and interest; for example a Scout has a group activity such as cake training and marketing. This is a way of building business traits to implement management skills in all aspects. *Sixth*, the integration of entrepreneurship education is done by considering the culture of school. Hence, the values of entrepreneurship can be adopted through school hygiene, discipline in queuing, and accountability in using school's facility; for example, inventing honest cafeteria, making routine schedule on cleaning the class and yard. *Seventh*, the integration of an entrepreneurship education in learning material is based on Aisyah's et al (2011) notion and Towaf (2010) stating that the use of learning material can be a mean of accelerating mastery learning. This integration is done by internalizing entrepreneurial values in texts, exercises, and the description of learning material. *Eighth*, an integrated entrepreneurship education is imprinted in local curriculum activity. It is based on the consideration that local subjects should admit the characteristics of local skills, cultures and the existing cultural values. These three aspects should be developed as the key of social problem solving as well as developing business skills to start entrepreneurship. Next, the implementing of entrepreneurship education in local subjects is done systematically, covering the analysis of social needs, design of entrepreneurial learning, the implementation of entrepreneurial learning, and evaluation. Hence, the result of implementing entrepreneurship education is well-measured and can be used as a feedback in completing an integrated entrepreneurship education.

The implementing of an integrated entrepreneurship education is inevitable support of school's principle as the power holder and the control of bureaucracy at school. The active role of school's principle to coordinate and encourage teacher for enhancing learning quality and his / her commitment in implanting an integrated entrepreneurship education in each subjects is supposed to be maintained and improved as well. Hence, the implementing of an integrated entrepreneurship education at school is possible to become true.

3.2. An Integrated Entrepreneurship Education at Non-Formal and Informal Education

The non-formal education is hold as it has flexible time and place. But the implementation of it should get the operational access and guidance from The Ministry of National Education and Culture. In this case, non-formal education still has its own curriculum. The manifestations of non-formal school are sewing course, beauty courses, mechanical courses, and other courses. Despite the non-formal education, there is also informal education. Informal education is a flexible and independent learning, out of influence of The Ministry of National Education and Culture, for example *Pemberdayaan Kesejahteraan Keluarga* (The Empowerment of Family Wealth), *Karang Taruna* (The Youth Group), and family education.

An integrated entrepreneurship education is done through non-formal education. The activities of it are as follows. *First*, an integrated entrepreneurship education is done at non-formal education by delivering 30% of theory and 70% of practice on business skills. *Second*, the managements and instructors of courses are supporting the course's alumni. *Third*, there is cooperation between a businessperson and financial institution with course institution in terms of apprenticeship, placing work, and capital loan.

An integrated entrepreneurship education can also be applied at informal education. They are manifested as follows. *First*, an integrated entrepreneurship education is done by a group of women as they have potentials such as having perseverance when overcoming problems, being tenacious and meticulous as well. Hence, it is assumed that women can grow as more successful entrepreneur than men. The implementing of an integrated entrepreneurship education is done by having cooperation with (PKK)—The Empowerment of Family Wealth to train skills or certain ability and encourage PKK to cooperate with a financial institution as a source of getting the capital loan. *Second*, an integrated entrepreneurship school is done by religious group, such as a group of Islamic studies in rural areas. This group is expected to held cooperation along with entrepreneurs in the form of savings and loan and also looks for the investors in the rural areas. But the implementation of an integrated entrepreneurship education should be widespread adapted so that it triggers any open discussion concerning the potential economy of the village and the way of making benefit of the entrepreneurship program.

The enhancing of the roles of religious institution; for example *Majelis Ulama Indonesia (MUI)*—Indonesia Islamic Scholars and the unity of another scholars are expected to have active participations in achieving productive, independent, creative, enthusiast society, and encourage them to use local products. The religious institutions are expected to get rid of pessimist and apathetic society. The informal institutions are the society groups who have great potentials on entrepreneurship education institutions for they have direct contact towards society's problems. Thus, there is a need of concerns and guidance from the government so that it helps to create a new entrepreneur.

3.3. An Integrated Entrepreneurship Education at Bureaucratic

An integrated entrepreneurship education at bureaucratic is not designated at teaching some certain officials to get involved in a business. But an integrated entrepreneurship education is dedicated to build business traits and mentality and having knowledge and skills in all management aspects for job preparation. Take an example, an official who has business traits can show the characteristic of being discipline, honest, hard worker, responsible, creative, and innovative as well. When they are able to implement the all management aspects, they will be able to save operational cost, count the break event point, empower human resources effectively, design a lucrative work plan for government, and improving officials' performance as well.

There is a need of great morality to build an ideal bureaucrat of having business traits and mentality, knowledge and skills in all aspects of management as well. It corresponds to the result of study by Buchholz & Rosenthal (2005). Furthermore, they say that morality is another form legal compliance. Thus, an action based on great morality reflects the great character development as well.

An integrated entrepreneurship education at bureaucracy is done by facing some procedures. They are elaborated as follows. *First*, the government needs to perform Achievement Motivation Training (ATM) to encourage achievement spirit and work on target capability. *Second*, the government needs to perform an out bound activity in a certain place as way of pleasure. Additionally, out bound is great to improve cooperativeness among the staffs. *Third*, there is a need of government consistency

for those breaking the law. *Fourth*, all the government officials give a good role model by being honest, transparent, discipline, humble, not being consumptive, love to use local product, have social concern, etc. *Fifth*, the government gives a quick social service by employing a simple procedure.

Bureaucrats who have great business trait and mentality and have the ability to implement the all effective management aspects bring positive impact towards the staff's character. Those positive impacts are quick, responsive, safe, work on target, and sincere social service.

3.4. The Government Role's on The Developing of Small and Medium Enterprises (SMEs)

The local government policy plays pivotal role on the continuous of business; for example the local government may issue a policy to reduce capital inflow and short-term policy such as skill development. Even the local government and the massive current information may interplay on the advancement of business development (Acs et al 2007), including the developing of small and medium enterprises.

The government, specifically The Department of Industry and Official Cooperation, actually takes an active role play in developing SMEs by performing entrepreneur training, giving capital, and providing exhibition products. In this respects, entrepreneurship training is a crucial issue that will be further discussed as the result of study by Litushy et al (2004) revealing that entrepreneurship training is able to accelerate the creation of business ideas. Besides, entrepreneurship training provides skills to manage business cash properly so that business can run effectively.

Despite entrepreneurship training, another crucial fact is government assistance in terms of providing business loan. The government has issued a policy of providing soft loan for SMEs which requires simple procedures and a below market interest rate. This mechanism is expected to help accelerating the developing of small business.

Though some efforts on developing SMEs have been done, there are some activities needed in terms of developing small business. *First*, the government is expected to not only get involved as the facilitator holding small business exhibition, but also have more active roles on the widespread product marketing activity so that other areas have specific agents to market the local products. *Second*, the local government is obliged to cooperate with the exporters of private sector so they may help to export the local products. *Third*, the government continuously gives technology training at SMEs in accordance with the technology advancement in the current time. *Fourth*, the government is expected to have high commitment and cultivate to use local products intensively. *Fifth*, the local government is expected to provide post-program assistant for poverty alleviation so the program is continued to run even after it has finished the task. *Sixth*, the government has to maintain the commitment of policy making in terms of providing loans for the banks that open branches in rural areas and directly help to give credit for SMEs development there. Rogers (2012) states that bank branches in rural areas have a role in developing entrepreneurship and creating some new ventures.

The preceding explanations contribute to give various insights on the crucial implementation of an integrated entrepreneurship towards the elements of the nation's life. By having mutual implementation of an integrated entrepreneurship education at formal, non-formal, and informal education, it is expected that it may result on the effective roles of government and bureaucracy in developing SMEs and giving mutual supports in enhancing the success of entrepreneurs according to the expectations of National Entrepreneurship Movement.

4. Conclusion

The burgeoning of an integrated entrepreneurship education greatly depends on the individual characteristic as the prospective entrepreneurs who psychologically are creative, ready to take a risk and need to get achievement and independence as well. In order to build the character needed, it needs strong extrinsic motivations, such as an integrated entrepreneurship education between formal, non-formal, and informal education, the active engagement and a real role model of government officials, and active government supports in developing SMEs. Hence, all of national elements must have a strong commitment in imprinting entrepreneurial spirit continuously by having various activities to trigger the spirit of learning and working as well.

Indeed, the burgeoning an integrated entrepreneurship education is not as easy as clapping a hand. However, if this concept is not immediately implemented to the all elements of the nation, Indonesia will steadily have decline competition. Consequently, Indonesia will last as a country for marketing foreign products. Therefore, some continuous attempts and strong commitments are needed from any other parties in order to burgeon an integrated entrepreneurship education leading to the public welfare of Indonesia.

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