
The Contribution of Teachers' Accountability in Implementation of Learning Toward Implementation of Entrepreneurship Values

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ABSTRACT

The role of teacher in learning process should be in the form inderecting in each lesson or each material both in class and outside of the class. Teachers' accountability in implementation of entrepreneurship values in learning process are the main key to realize an entrepreneur. This research aimed to know the level of teachers' accountability, the implementation of entrepreneurship values, and to know how much the contribution of teachers' accountability in the implementation of learning toward implementation of entrepreneurship values. This research used survey method. The sample were 84 teachers. The data were collected by using questionnaires. The data were analyzed by using descriptive statistics and inferential statistics. The research findings stated that the implementation level of entrepreneurship values was very high. The contribution of teachers' accountability variable in implementation of learning was also very high. The research findings also stated, the contribution of teachers' accountability in implementation of learning toward implementation of entrepreneurship values was high (89,10%). In conclusion, teachers' accountability variable in implementation of learning can decided teachers' capability in implementation of entrepreneurship values to their students in learning process.

Keywords: *accountability, learning, entrepreneurship*

Introduction

The number of entrepreneur in Indonesia is still too small. It's only about 0,24%. This number is still far from our expectation when it is compared with the other countries like Singapore which has entrepreneur 7% and also Malaysia which has entrepreneur 5% from the total population they have (Antaraneews.com, 26/1/2011). Eventhough, the trend is increasing significantly, but this is not ideal yet. Mc Clelland(1987) stated that to be developed country and prosperous country at least the number of entrepreneur should be 2 % from the total population. This percentage is becoming ideal and ithas been legalized internationally for all the countries

which want to achieve autonomous economic standard.

When we are talking about the entrepreneurship's activity, the first point is, we should be have the value and the character of entrepreneurship itself. A value is something adhered for human beings. A value always tend to be someone's assessment toward an object. A value is something potentially. It's related to harmony and creativity which have function to complete human beings' needs toward something important or not, something good or not good, or something right or wrong in their life.

Internalization of values is an effort to

implement values of life to human being, like to fulfil their needs through their profession. The main values of entrepreneurship for life according to Puskur (2010), are: (a) autonomous, (b) creative, (c) dare to take risks (d) action oriented, (e) leadership, (f) hardwork, (g) honest, (h) discipline, (i) inovative, (j) responsibility, (k) cooperative, (l) never give up, (m) commitment, (n) realistic, (o) curiosity, (p) communicative, (q) motivation to achieve success (Puskur, 2010).

The role of the teacher in implementation entrepreneurship values should be indirecting in each lesson or each material given, whether it's done in classroom or outside of the classroom. After knowing the values of entrepreneurship correctly, next the teacher should attempt to feel and to realize it. Then, in the next phase the teacher implemented characters and the values of entrepreneurship spontaneously. If the the teacher can implement the values of entrepreneurship spontaneously, it means that the values of entrepreneurship adhered for the teachers and the students. Obviously, its run together with the sequence of learning process, namely cognitive, affective and psychomotoric (knowing, understanding and implementing).

Responsibility and accountability of the teachers are needed in order to implement the values of entrepreneurship in learning process in the classroom (whatever the subject and the subject material). The teacher's accountability in implementation of entrepreneurship values is very important to realize as the number of entrepreneur in the future. The teachers who has accountability always shows good attitude, like finishing his/her duties on time, dare to take risks about decisions they have made, the results achieved in accordance with authority given. Then, they are always stay however the condition is, prioritizing interests of the main task than the individual and the group

interests, never blame other people, dare to take the risks from the decision they have made, always save and keep something given and trusted to him/her as well as possible.

In implementing entrepreneurship values of learning, it will occur interaction among the teachers and the students, and reciprocal communication that goes on through educative situation in order to achieve the learning's goals (Rustaman, 2001). According to Syaiful and Aswan (2010) implementation of learning is an activity which has educative value and the educative value is coloring the interaction happened among the teacher and the students. Interaction has educative value. It happened because the implementation of learning is done toward achieving specific purposes. It has been formulated before the implementation of learning is started. The implementation of learning involved opening the class, explaining the lesson, and closing the class/evaluation.

The question appeared are, did all the teachers based on their accountability implement the values of entrepreneurship indirecting in his/her learning process?, and how high is the implementation of entrepreneurship values by the teacher? how much contribution from teachers' accountability in the implementation of learning (opening the class, explaining the lesson and closing the class) toward the implementation of entrepreneurship value?

This research has some purposes: (1) to find the level of teacher's accountability in implementation of learning; (2) to find the value of entrepreneurship in implementation of learning by the teacher; and (3) to find and analyse how much contribution of the teacher's accountability in implementation of learning toward implementation of entrepreneurship values.

Methodology

This research is classified as descriptive quantitative research which is done by survey. This research was done at Public Senior High School in Tambang District, Kampar Region. This research is focussed in two schools. They are SMA Negeri 1 Tambang and SMA Negeri 2 Kecamatan Tambang, Kampar Region. The population and sample of this research are taken from the two schools which consist of 114 teachers(all population is as sample). The data were collected by using questionnaire by testing the validity and reliability of the instrument. Then, the data were analyzed by using descriptive statistics and inferential statistics.

To give interpretation of the mean score. The standard is used as the following table:

Table 1: Interpretation of mean score

Scale	interpretation
4,01 – 5,00	Very High
3,01 – 4,00	High
2,01 – 3,00	Fair
1,00 – 2,00	Low

Source : *DaengAyubNatuna, 2014*

Meanwhile, to decide the score interpretation of the percentage from the contribution between variables, the standard used is as the following table:

Table2: Score Interpretation from the percentage of the contribution between variables.

Scale %	interpretation
61 – 100	High
41 – 60	Fair
0,1 – 40	Low

Source: *Daeng Ayub Natuna, 2014.*

Result and Discussion

Based on the result of the data research analysis, it's found that the level implementation of the entrepreneurship values by the teacher was interpreted very high, the mean is 4,43 from standard deviation of 0,50, it shown at table 3:

Table 3: The mean score and standard of the implementation entrepreneurship value based on indicator made:

N O	Entrepreneurship value	Mean	SD	Interpretation
1	Wish to achieve success	4,69	0,51	Very High
2	Sincerity in doing the activities	3,95	0,53	High
3	Having self control	4,74	0,44	Very High
4	Pleased to do change	4,59	0,53	Very High
	The average	4,43	0,50	Very High

It's also found that the level of teachers' accountability in the implementation of learning was interpreted as very high. The mean is 4,43 and standardDeviation is 0,49, like it's explained at table 4.

Table 4: The mean score and Standard Deviation of the teacher's accountability in the implementation of learning based on indicator

NO	Teacher's accountability	Mean	SD	Interpretation
1	Opening the lesson	4,69	0,51	Very High

2	Explaining learning material	3,85	0,53	High
3	Closing the lesson	4,74	0,44	Very High
The average		4,43	0,49	Very High

It's found that the contribution of the teacher's accountability in the implementation of learning toward the implementation of entrepreneurship value was interpreted as high. It is 89,10%. It can be seen at table 5.

Table 5: The contribution of the teacher's accountability variable in the implementation of learning toward the implementation of entrepreneurship values.

R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig.F. Change
0,944	0.891	0,890	0,7975	0,000

a. Predictors: (Constant), X

b. Dependent Variable : Y

Entrepreneurship values are the values that should be adhered by the teacher in doing their job, such as ; (1) wish to achieve success, involved: (a) fight for a chance, (b) purposes oriented, (c) motivation to achieve success, and (d) future oriented. (2) Sincerity in doing activities, involved; (a) commitment and seriousness, (b) attempt to lead, (c) having knowledge, and (d) dilligent. (3) having self control, involved; (a) self confidence, (b) wish to be responsible, (c) dare to take the measurable risks, and (d) energetic. (4) Pleased to have change, involved; (a) creativity and flexible, (b) inovation, (c) capability learning something from mistake made, and (d) wish feedback as soon as possible.

Meanwhile, the teachers' accountability in the implementation of learning include as(1) opening the lesson, involved: (a) stimulate attention and motivate the students; (b) inform the scope of material that will be learned by giving limitation of the tasks which will be done by the students; (c)giving description about the method or approach that will be used or the learning activities which will be done by the students; (d) Doing apperception by connecting the previous material and the material that will be learned; and (e)connecting actual events with the new material. (2) explaining the material, involved: (a)helping the students in comprehending all problems in learning activities obviously; (b)helping the students in comprehending the concept or proposition; (c)involving the students to think scientifically; and (d)understanding the students' comprehension in accepting the lesson that was given. Then (3)Closing the leasson, involved: (a)knowing the level successfull students in learning thematerial; (b)knowing the level of successfull teacher in doing learning process; (c)making chain of the competence between the material that given nowadays with the material which will be given in the next day.

The implementation of entrepreneurship values in carrying out of learning by the teacher is matched by the research that is done by Tutik(2013)which explained 17 values of entrepreneurship which can be integrated through entrepreneurship education. The results are; Most of the respondents' score are very low, low, high, and very high. The very high score was gotten from: autonomous 10,48%, creative 15,16%, dare to take the risks 28,08%, action oriented13,36%, leadership32,92%, hard work 10,48%, honest 26,21%, discipline 24,57%, inovative 11,43%, responsibility 35,63%, coopreative 35,78%, never give up 43,16%, commitment 26,17%,

realistic 27,33%, curiosity 41,99%, communicative 24,10%, and motivation to achieve success 37,43%.

The research results that disclosed value or characteristics of entrepreneurship is taken from Muzafar (2007) which stated that headmaster as the leader who has spirit of entrepreneurship can achieve success in developing learning service and new program in school based management in order to get quality which is targeted and can give satisfaction for the students, parents, and the surroundings people. In this case, school needs having the headmaster who have entrepreneurship mindset. Entrepreneurial leadership of the headmaster according to Syaiful Sagala (2005) has some characteristics, such as: (a). creative; (b). capable in exploiting the chance; (c). the spirit of success; (d). dare to take the risks; (e). hard worker; (f). self confidence.

The teachers in the elementary school have the entrepreneurial mental, so the teachers in secondary education should have entrepreneurial mental too such as: (a).self confidence; (b).tasks and results oriented; (c).dare to take the risks for something better; (d)entrepreneurial leadership, open minded and easy going or cooperative; (e).thinking through something pure; (f).future oriented(Agus 2011:79). The research findings from Agung(2012) concluded that the education values from entrepreneurship which is given to the students grade of eleven majory cullinary art in SMK 6 Semarang are autonomous, creative, dare to take the risks, action oriented, leadership and hard working. Entrepreneurship education is done through the improvement of curriculum by including the entrepreneurship values to syllabus and lesson plan, organizing the learning process, and the teacher themselves. The learning material related with norms or values in each lesson. These norms and values should be developed and explicited

toward their daily life contexts. So, the learning process of entrepreneurship education is not only in the form of cognitive domain but also it's touching in internalization, real experience about their daily life in societies domain.

This research is also in line with constitution of education system (Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Pasal3) which is stated that national education functioned to develop ability and to form character, nation civilization which dignified in order to educate the life of nation, developing the students' potency in order to be a human being who is cautious to the omnipotent God, honorable attitude, healty, knowledgeable, smart, creative, autonomous, democratics and responsibility.

Conclusion

The successfull implementation of entrepreneurship values can be achieved through criteria achievement by the students, the teachers, and the headmasters. One of the the criteria are the student should have values of character and high behaviour of entrepreneurship that supported by class climate which can develop habbits and behaviour of the students which linkage to internationalization of entrepreneurship values, and the school environment as learning environment which is insightful dinamic entrepreneurship. So, variable of teachers' accountability in implementation of learning can decided as implementation variable of entrepreneurship values to the students in their learning process. The teacher's accountability in learning process should be inderecting toward entrepreneurship in each lesson and each material both in the classroom and outside of the classroom.

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