Effect of Character Education to Entrepreneurial Readiness For Vocational High School (VHS) Students

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Artikel info	
	Abstract. The research objective is to determine the effect of character education on entrepreneurship readiness of Vocational High School students. research needs to be held. This research was conducted through a literature review of references and relevant research results, and continued through focus group discussion (FGD). The research found: (1) there is an influence of character education on the level of entrepreneurial readiness of vocational students; (2) character education values that influence entrepreneurial readiness, are creative, independent, honest, cooperative, curiosity, disciplined, courageous to take risks, strong motivation for success, communicative, realistic, commitment, never give up, oriented to action, leadership, and innovation; (3)Vocational students must obtain character education in accordance with the character possessed by an entrepreneur. Because in character education includes discipline, honesty, cooperation, curiosity, creativity and independence, almost all must also be owned by an entrepreneur; (4) The relationship between vocational students who already have character education will grow a mentality for entrepreneurship; andEntrepreneurial readiness is influenced by four dimensions of entrepreneurial readiness, namely intention, ability, learning and attraction; and (5)In order for entrepreneurial readiness to be realized optimally, there must be support from the government, changes in various theories that lead to improvement, and open to various developing innovations.

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INTRODUCTION

The development of character education and entrepreneurship has been started since 2010, since the publication of the "National Character and Culture Education Handbook". The background of the need for character education and entrepreneurship is because of the decline of national values, norms and character. For that reason, character education and entrepreneurship are important provisions that must be possessed by every generation of young people who are the successors of the nation, in order to survive the exposure of various problems. At present, many of the problems that occur in the school environment are mainly related to the low character values. Until now, we still hear of fraud in national examinations, student fights, child abuse, drug abuse, corruption, and various other social unrest. A study conducted by the NGO Plan International and the International Center for Research on Women (ICRW) in March 2015 concluded that there were 84% of children in Indonesia experiencing violence at school (liputan6.com).Students' understanding of entrepreneurial values is still limited. According to Rohmat (2016), entrepreneurial values include commitment, confidence, cooperative, care, creative, challenge, calculation, communicating, competitiveness, change. The ten values should be inherent in strengthening the academic process so that in turn students have an independent personality. Instruction of the President of the Republic of Indonesia No. 1 of 2010 concerning the acceleration of the implementation of national development priorities, is an important legal basis in building the character and character of the nation. Character education includes material about religion, honesty, discipline, hard work,

creative, independent, democratic, respecting achievement, caring for the environment, social care, and responsibility.Vocational High School (SMK) is one of the levels of secondary education with the specialty of preparing graduates to be ready to work. Therefore, SMK as a sub-system of national education needs to prioritize the preparation of students to be able to choose careers, enter employment, compete, and develop themselves successfully in employment, especially in the ASEAN region. Research by Halim et al. (2005) found that in the MEA era learning design must be more religious, noble, nationally competitive and environmentally sound. Thus, "to be a man who is faithful to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, become citizens of a democratic and accountable" can be achieved (Kristiawan, 2015).

From the explanation above, some are proposed as follows: (1) how to realize character education ?; (2) what attitude should an entrepreneur have ?; (3) how is the influence of character education on the level of entrepreneurial readiness of VHS students ?; (4) how to improve the entrepreneurial readiness of VHS students ?; (5) What do students have to do to become character entrepreneurs ?; and (6) what programs should be carried out by the government to produce entrepreneurs with character? From a number of these questions, what will be revealed through this research is question no. 3 namely "how is the influence of character education on the level of entrepreneurial readiness of Vocational students?". Character education consists of two words, namely education and character. Education is a lifelong process and the full realization of self-formation in order to fulfill all human commitments as individual, social, and as God beings (Siswoyo, 2007). According to

language, the meaning of character is character or habit. While according to psychologists, character is typical values, including good value, willingness to do good, real good life, and good impact on the environment, which is imprinted in self and manifest in behavior (Salahudin and Alkhrieciecie, 2013). Whereas according to Soemarno, character is the actualization of potential from within and the internalization of moral values from the outside which is part of the personality. Of the three opinions as mentioned above, that character can be seen as a reflection of one's actions. Someone who does a good action, is a reflection that he has a good character, and vice versa. Thus, character education is the formation of a complete human self that is carried out by educators to their students, and the formation of self has become a character or habit that is embedded in a person, including in vocational students.

According to Elkind & Sweet, 2004), character education is seen as "character education is a deliberate effort to help people understand, care about, and act upon core ethical values. When we think about what we want for children, it is clear that we want to be able to judge what is right, care about what is right, and then do what they believe to be right, even in the event face of pressure from without and temptation from within ". Character education has the same essence and meaning as moral education and moral education (Ramli 2003), with the aim of forming a child's personality, in order to be a good human being, a citizen, and a good citizen. Criteria as a good human being, a good citizen, and a citizen who is good for a society or nation, are generally certain social values, which are much influenced by the culture of the people and the nation. Therefore, the nature of character education in the context of education in Indonesia is value education, namely the education of noble values derived from the Indonesian culture itself, in order to foster the personality of the young generation. There are as many as 18 values of the development of the nation's culture and character, namely: religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly / communicative, peaceful love, love to read, care for the environment, care for the social and responsibility. Thinking about national character development, as shown in Figure 1 below.
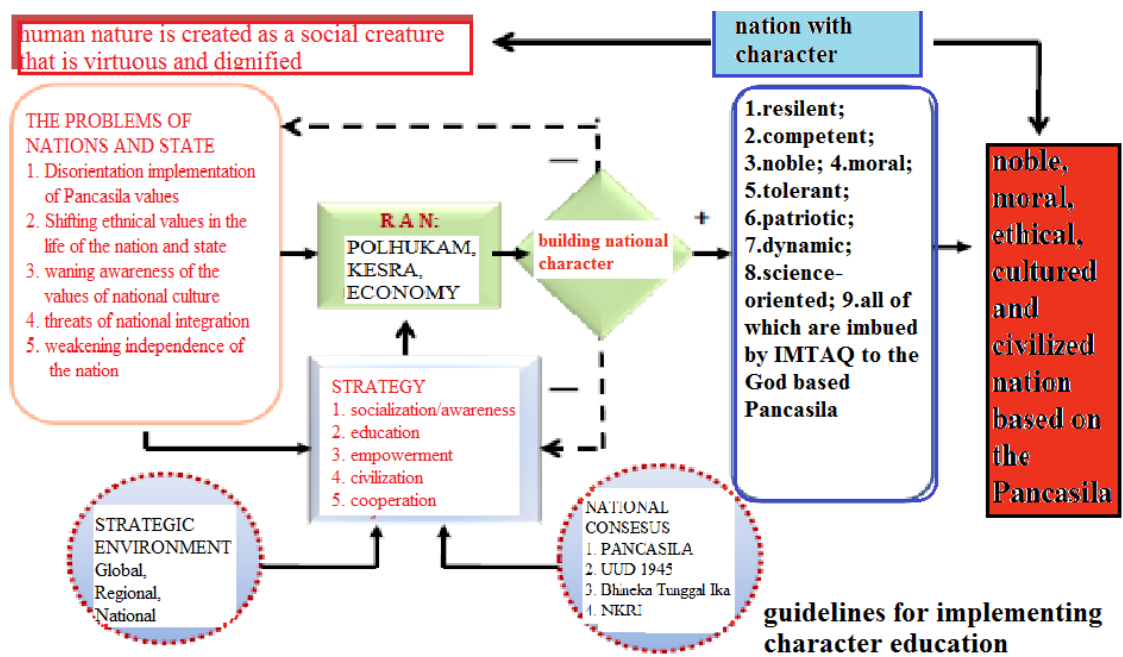

Figure 1. Flow of Thinking of National Character Development
(Source: Character Education Implementation Guide, Ministry of Education, 2011)

With the problems of the nation and state that have been described, we make a Strategy supported by the strategic environment and the Pancasila national consensus with the RAN (Radicalization Awareness Network) to work together to build a character that is so dignified and noble and noble. Building this nation's character to overcome the problems of the nation and the State. A nation with character must have a strong, competitive, noble, moral, tolerant, mutual cooperation, patriotic spirit, dynamically developing, and science and technology oriented, all of which are inspired by the IMTAQ to the One God based on Pancasila. While the scope of character education, as shown in Figure 2 below.

THE SCOPE OF CHARACTER EDUCATION

smart, critical, creative, innovative, curious, open minded, productive, science-oriented, and reflektive

PROCESS THE MIND

CULTIVATE THE HEART

faithful and pious, honest, trustworthly, fair, responsible, emphatic, courageous to take risks, never give up, willing to sacrifice, and patriotic

SPORTS

PROCESSING TASTE/ DESIRE

clean and healthy, dicipline, sporty, tough, reliable, resilient, friendly, cooperative, determinative, competitive, cheerful and persistent

friendly, respectful, tolerant, caring helpful, mutual cooperation, nasionalist, cosmopolitan, prioritizing the public, proud to use Indonesian language and products, dynamic, hard work and work ethic
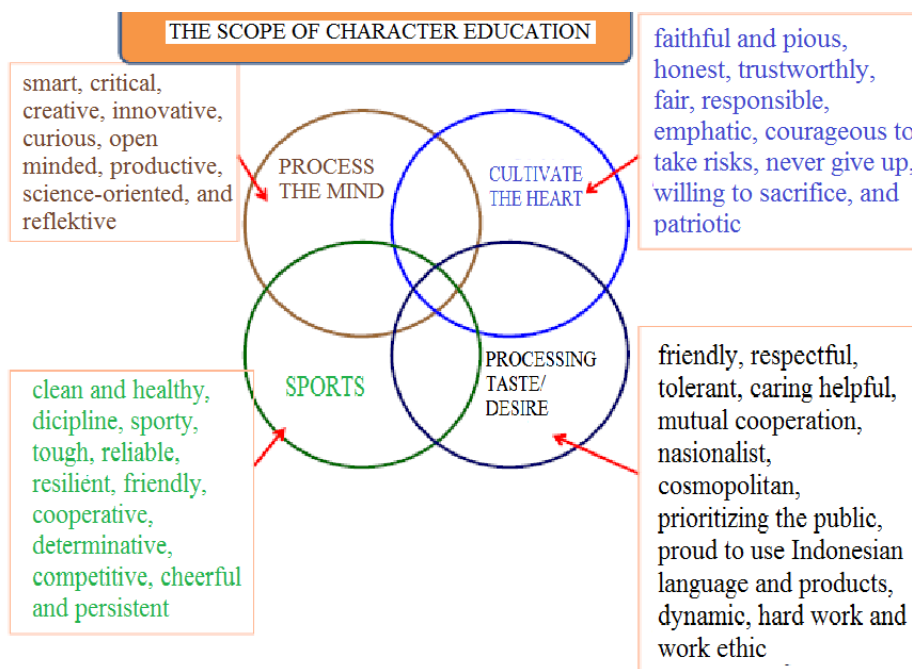
Figure 2. Scope of National Character Education
(Source: Character Education Implementation Guide, Ministry of Education, 2011)

The scope of national character education in the context of the totality of psychological and socio-cultural processes can be grouped in: Spiritual (emotional and emotional development) is an effort to instill the value of student behavior that relates to God Almighty; Intellectual development is related to our view of things; sports and kinesthetic (physical and kinesthetic development) is one of the important steps that must be done as the saying goes that "men there incorpore sano" which means that in a strong body there is a healthy soul; and feeling and intention (affective and creativity development) is an activity to control emotions directly or indirectly so that the mind is more focused.If the explanation above, explains about character and character education, here are the theories related to entrepreneurship. According to some experts, there is an understanding of entrepreneurship. According to Indonesian President's Instruction No. 4 of 1995 in the book Abas Sunarya Entrepreneurship Works means that entrepreneurship is the spirit, attitude, behavior, and ability of a person in handling business or activities that lead to efforts to find, create, implement work methods, technology, and new products by increasing efficiency in order provide good service and get greater profits. Hisrich (2005: 8) defines entrepreneurship as a dynamic process of creating additional wealth. Wealth is created by individuals who dare to take major risks with reasonable terms and or career commitments or provide value for various goods and services. These products and services are not or may be new or unique, but

they must be pumped up by entrepreneurs with the acceptance and placement of skills and resources.

While Zimmerer and Scarborough (2008: 29) view that entrepreneurship is the science that has the object of the ability to create something new and different. The ability object in question is the ability to formulate life, the ability to motivate oneself, the ability to take initiative, the ability to form capital, the ability to manage time, mental abilities based on religion and the ability to take lessons from experience. Meanwhile, according to Soedomo (1989) entrepreneurship is everything that is important about an entrepreneur, namely people who have the nature of hard work, focus all their strengths and dare to take risks to realize their ideas. An entrepreneur, capable and sensitive in looking at business opportunities, and more prominent is daring to take concrete steps in order to combine and combine resources, whether they have or have not been able to realize their ideas in building a new business. An indicator of an entrepreneur is the emergence of new companies with new products, new technologies and new jobs. In contrast to some of the opinions above, Sanusi (1994) means that entrepreneurship is a value manifested in behavior as a resource, driving force, goals, tactics, business process tips and results. According to Suryana (2006: 89) there are several abilities that must be possessed by an entrepreneur who is oriented towards entrepreneurial values, namely: (1) self knowledge, which is having knowledge of the business to be carried out or occupied; (2) imagination, which has imagination, ideas, and perspectives and does not rely on past success; (3) practical knowledge, namely having practical knowledge, for example technical knowledge, design, processing, bookkeeping, administration, and marketing; (4) search skills, namely the ability to find, create, and imagine; (5) foresight, which is far-sighted ahead; (6) computation skills, namely the ability to calculate and predict conditions in the future; and (7) communication skills, namely the ability to communicate, associate and connect with other people. There are several entrepreneurial values that are considered the most basic (Mulyani, 2011: 13-14), which are as many as 17 values. Some entrepreneurial values along with their descriptions need to be integrated in entrepreneurship education as shown in Table 1 below.

Table 1. Values and Descriptions of the Value of Entrepreneurship Education

No	Value	Description
1	Independent	Attitudes and behaviors that are not easily dependent on others in completing tasks.
2	Creative	Think and do something to produce different ways or results from existing products / services.
3	Dare to take risks	A person's ability to like work that is challenging, brave and able to take work risks.
4	Action oriented	Take the initiative to act, and not wait, before an unwanted event occurs.
5	Leadership	The attitude and behavior of someone who is always open to suggestions and criticism, easy to get along with, cooperate with, and direct others.
6	Hard work	Behavior that shows genuine effort in completing tasks and overcoming various obstacles.
7	Honest	Behavior that is based on efforts to make himself a person who can always be trusted in words, actions, and work.
8	Discipline	Actions that show orderly behavior and adhere to various provisions and

		regulations.
9	Innovative	Ability to apply creativity in order to solve problems and opportunities to improve and enrich lives Responsibilities Attitudes and behaviors of someone who is willing and able to carry out their duties and obligations.
10	Cooperation	Behavior that is based on efforts to make himself able to establish relationships with others in carrying out actions, and work.
11	Never give up (tenacious)	Actions that show orderly behavior and adhere to various provisions and regulations.
12	Commitment	Agreement about something that is made by someone, both for themselves and others.
13	Realistic	The ability to use facts / reality as a basis for rational thinking in every decision and action/action.
14	Curiosity	Attitudes and actions that always strive to know in depth and breadth of what is learned, seen, and heard.
15	Communicative	Actions that show pleasure in talking, associating, and collaborating with others.
16	Strong motivation for success	Attitudes and actions are always looking for the best solution

(Source: Mulyani, E., et al, 2011:13-14)

METHOD

This research method use focus group discussion. This use of relevant references include the policies of the Government of the Republic of Indonesia, and books on vocational and vocational education. While the study of the results of relevant research, is a study of studies related to character education, values that must be possessed by an entrepreneur and entrepreneurial readiness of vocational students. The population this research is all of the Vocational High School. The sample this research is Vocational High School In Indonesia.

RESULT AND DISCUSSION

There are many themed studies on character education and entrepreneurship. Dewi, Yani, Suhardini (2015) reported a study through a journal entitled "Ethnopedagogical-based model of character education and entrepreneurship in Cikondang Village Primary School" concluded that: (1) entrepreneurship comes from the process of adaptation of character values and entrepreneurship found in traditional villages in general, and quite a lot have cultural values that can be integrated in the learning process; (2) entrepreneurial values such as values of independence, creativity, risk taking, action, leadership, and hard work orientation can be seen in every aspect of activities carried out by residents in traditional villages; (3) developing character and entrepreneurial values, can be done through the introduction of local wisdom values, so that students have an entrepreneurial mental attitude. Some descriptions of character education are presented by Agbola and Tsai (2012) in the journal "Bring character education into classroom".

Character in many forms has been described as: (1) the way we express physically and spiritually; (2) values embedded in us, and will make some of us express compassion, caring, integrity, respect;

and (3) all other values according to virtue. Although the focus of character education has changed throughout history, "character education is a long-standing idea" (O'Sullivan, 2004, p. 640). Character education does not function as a quick fix on students' deviant behavior, because other factors also affect their behavior such as family, social, and cultural problems. That is, the character of a student is shaped by a social environment that is outside the scope of educational settings (Romanowski, 2005). Centrally, "character development is a dynamic interaction between internal determinants and external influences so that positive growth occurs" (Gallien & Jackson, 2006, p. 133). Although other factors (for example: Media or peers) can influence development outcomes and lead in the opposite direction, schools still need to use character education that equips students with the right characteristics, thus helping them become good citizens. In short, participation and commitment are the keys to achieving this goal (Bergmark, 2008).

There are some weaknesses in this program, ranging from conflicts with the standard school curriculum, the refusal of some parents about character education, or where some students from an institution have variables, or beliefs that are unknown in terms of character. In addition, some of the problems of character education are a lack of reliable and valid evaluations to justify their influence. Therefore, it will be useful for future research that gives more weight to valuation (Romanowski, 2005). Furthermore, interdisciplinary approaches from various perspectives can facilitate a better understanding of character education, especially in certain cultural groups (Gallien & Jackson, 2006). The results of character education always encourage, solidly, and continuously prepare future leaders. This subject matter will require more study especially in the area of equality / difference in character education, and moral education. Finally, Skaggs and Bodenhorn (2006) suggested the importance of the process of implementing character education in various districts to fit the needs and goals of each community, so as to effectively influence student behavior. In closing, character education is not a slogan or a course but a mission that is embedded in everyday school life. Schools function as an arena where students can practice virtue, beyond their school life (Milliren & Messer, 2009). Promotion of character education should not only be a leap service, but has an action plan for practice (Cooley, 2008). In other words, education policy must lead to the realization of moral education in the school system. Together with parents, teachers, and administrators as stakeholders, they must join this program to encourage students to realize those good values in their lives.

The characters mentioned above are basic characters to prepare for living in the community, especially as potential new entrepreneurs (CWB). Entrepreneurial mentality according to Maulida, Kusumah, and Permana (2016) in his journal entitled "Characteristics of student entrepreneurial mental attitude in the automotive field" concluded that: (1) among automotive study program students, the majority had a high category of entrepreneurial mental attitude; and (2) all students have the value of each entrepreneurial indicator above the average, which means they have a high entrepreneurial mental attitude. The high level of entrepreneurial mental attitude refers to the attitude aspects, namely cognitive, affective and conative which are seen as equivalent to mental indicators namely strong will, strong belief in personal strength, honesty and responsibility, physical and mental endurance, perseverance and tenacity to work hard, and think constructive and creative.

Some indicators, characteristics and entrepreneurial characteristics of an entrepreneur according to Suharyono (2017) include: (1) high achievement motives; (2) always perspective; (3) have high creativity; (4) has a high level of innovation; (5) always committed to work; (6) have a work ethic and responsibility; (7) independent and not dependent on others; (8) dare to take / face risks; (9) always looking for opportunities; (10) have soul leadership (ability leadership); (11) have managerial abilities; (12) have interpersonal skills and are able to communicate with others.

Furthermore, how far is the influence of entrepreneurial knowledge and family environment on the interest in entrepreneurship for vocational students? Anggraeni and Harnanik (2015) through research entitled "The influence of entrepreneurial knowledge and family

environment on the interest in entrepreneurship in class XI students of Islamic Nusantara Comal Vocational School in Pemalang Regency" found that there was a positive influence of entrepreneurial knowledge on the interest in entrepreneurship in grade XI students of SMK Islam Nusantara Comal Pemalang Regency 2014/2015 teachings. Based on the results of the descriptive analysis concluded that the entrepreneurial knowledge variable obtained an average value of 78 which is included in the good category. Based on the results of statistical tests: (1) entrepreneurial knowledge variables obtain t count of 5.948 with a significance of 0,000 <0.05 and entrepreneurial knowledge variable contribution to the interest in entrepreneurship is partially 32.60%, which means higher entrepreneurial knowledge, higher also the interest in entrepreneurship in vocational students; and (2) there is a significant positive influence from the family environment on the interest in entrepreneurship of class XI students of Islamic Nusantara Comal Vocational School 2014/2015 academic year; (3) there is a positive influence of entrepreneurial knowledge and family environment together on the interest in entrepreneurship in class XI students of Islamic Nusantara Comal Vocational School 2014/2015 academic year; (4) the influence of these two variables on the interest in entrepreneurship is 52.70%, which means that 52.70% of the interest in entrepreneurship is explained by entrepreneurial knowledge and family environment, while the remaining 47.30% is explained by factors that other.

Another research conducted by Rizki (2017) with the title "planting entrepreneurial values in the family environment in class XII concentration of catering services in SMK Negeri 1 Sewon" concluded: (1) planting entrepreneurial values in the family environment of Vocational students consisting of 5 aspects of entrepreneurship are action oriented with a percentage of 24.7%, creative 19.5%, independence of 19.2%, leadership of 18.8%, and risk taking 17.8%; (2) the most dominant entrepreneurial value applied by parents of class XII students in the concentration of Catering Services at SMK Negeri 1 Sewon is action-oriented values, which is equal to 24.7%.

There are a number of strategies in forming student character. Related to this, Maunah (2015) reported the results of his research entitled "Implementation of Character Education in the formation of holistic personalities of students" concluded that: (1) the formation of children's character can be done through two strategies, namely internal schools and external schools; (2) the school's internal strategy can be carried out through four pillars, namely the activities of teaching and learning in the classroom, daily activities in the form of school culture, habituation activities, co-curricular and extra-curricular activities; (3) external strategies can be carried out through family and community; and (4) when all of these strategies can be implemented properly, the character of the child will be formed and strong. The results of the study are reinforced by the findings of Purnamasari and Wangid (2016) in his journal entitled "Development of scientific approach-based learning tools to build character of caring and discipline" that "Learning tools based on scientific approaches to the Myths of Nature" are developed to build caring and discipline, considered appropriate for use in learning.

What is the influence of the teacher's example on character education? Prasetyo and Marzuki (2016) report the results of their research through a journal entitled "Character building through the example of civic education teachers at the Al Azhar Islamic School in Yogyakarta" found that fostering student character begins with stabilizing the character of the teacher first. Furthermore, exemplary is manifested by way of speaking, behaving, having character, and appearing in accordance with religious character, honest, disciplined, democratic, nationalist spirit, love of the country, respect for achievement, peace of mind, love to read, care for the environment, and social care done continuously. The teachers are convinced that by becoming a character teacher, students will feel they have a role model or model in realizing a Muslim personality with character and eastern culture as a hallmark of Al Azhar education.

In the application of character education, Furkan (2014) reported the results of research through a journal entitled "The Implication of Character Education through the School Culture in Public High School 1 Dompu and

Kilo Dompu Regency Public High School". The results showed: (1) the development of school culture for the formation of student character include: (1) the planning stage of developing school culture, where SMA 1 Dompu has a clear plan, described in the school program, while 1 Kilo Public High School has a cultural development plan. but it is not clearly defined in the school work program; (2) the implementation phase, where the implementation of character education through the culture of schools in Dompu 1 Public High School runs well, supported by the entire school community and school committee, as well as parents, while character education at 1 Kilo Public High School, does not run smoothly due to attention school and school committee and parents support is lacking; (3) the supervision stage, where SMA 1 Dompu is very concerned about and supervises community behavior towards the behavior of elementary school students so that it quickly takes action, to prevent the behavior of students who violate applicable rules or norms, and these conditions are very different compared to Public High School 1 Kilo, who is very weak in observing and monitoring student behavior, so the school does not significantly change the deviant student behavior; and (4) the evaluation stage, where the successful implementation of character education in Dompu 1 High School is inseparable from the evaluation carried out by the school towards school infrastructure, student behavior and messages delivered through written messages and oral messages. Evaluation at Dompu 1 Public High School was followed up with improvement efforts. Whereas the 1 Kilo Public High School did not conduct an evaluation of school infrastructure, school behavior, and written messages and verbal messages did not create a school culture to better shape student character. The impact of character formation through school culture, among others: love cleanliness, beauty and neatness, obedience in worship, obedience to rules, mutual respect, courtesy, honesty, responsibility, togetherness.

In line with the results of Furkan's research, Sze (2014) reported on the application of character education in Hong Kong in a journal entitled "Evaluation of a Moral and Character Education Group for Primary School Students" which showed a pilot study to integrate moral values with activities, are examples of character education. Together with question and answer forms, booklets, and feedback, members can experience knowledge exchange and transformation. In group work, social workers can identify individual characteristics and the dynamics of the groups involved in the activity. It is evident that there is a significant increase in member self-understanding and interpersonal relationships. Therefore, more studies and character education frameworks need to be developed in the future, so that organized and effective moral education can be introduced to students.

Therefore, according to Sardjijoa and Ali (2017), a learning plan needs to be designed by combining character values. According to Sardjijoa and Ali (2017), the integration of values into teaching materials is carried out through a series of analyzes starting with identifying annual and semester programs. In addition, lesson plans must include basic competency and competency standards, where character values are included based on teaching materials and media. The interaction between students and teachers is conducive because the teacher prepares the right learning aids, even they use power point slides on human, plant and animal organs to support the teaching and learning process. Teaching aids like that really help the learning process and will have an impact on improving learning outcomes. Moreover, they learn while working (learning by doing), work and practice using the tools of the production process, so that they are experienced in carrying out the production process of goods and or services. Working with such work tools and training, students will acquire practical knowledge and skills (Muslim, et al, 2018.a). Especially in group assignments, students need to have discussions. Such group discussions, require collaboration, share tasks and responsibilities to complete tasks (Muslim, 2013). Collaboration can reduce mental barriers, due to limited experience and a narrow perspective, especially for those who lack experience (Johnson, 2014, p. 164). The effectiveness of learning like that, will increase even more, if it is equipped with e-learning (Soeparno, & Muslim, 2018).

Furthermore Ntale, Anampiu and Gathaiya (2015) report on the development of

entrepreneurial readiness in Kenya through a journal entitled "Agro-entrepreneurship readiness model: An empirical investigation in Kenya" The Kenyan economy is a framework in which smallholders operate and are major economic players. If the economy is turbulent, farmers will be affected. Farmers who invest in value-added agriculture cause the market to become more vertically integrated and consequently, positively affect the economy. Integrated farming systems can provide consistent quality from fields to consumers, minimizing the need for intermediaries and lowering prices of agricultural products. Such a system needs to be used as a media for promotion and training, so farmers can capture messages more easily. All training will be easier, if you use various media to support the training, so the results increase. In line with the findings of Muslim, et al (2018.b) that training needs to be equipped with learning media so that student learning outcomes become increased.

Downstream vertical integration of consumers by farmers usually involves equity investments for processing, packaging, marketing, storage, and branding that are good for the economy. Therefore the model of entrepreneurial readiness provides a promising framework for agricultural entrepreneurial readiness driven by economic progress. Policy makers and researchers need to understand the model because there is a high correlation between agro entrepreneurship and the economic environment. The suggested model of this study is rooted in personal and social factors, work experience, cultural and economic environment. There is a two-way effect between agro entrepreneurship and the country's agricultural economy benefiting farmers, and also the general economy of the country. The study recommends that agro entrepreneurship should be used as a policy, principle and best practice to increase opportunities for smallholders to play an important role in the Kenyan economy by: (1) the government makes policies to ensure that financial institutions lend small-scale farmers with more interest rates low; (2) encourage partnerships in addition to agribusiness value; (3) strengthening relations between the public sector, research institutions, the private sector, SACCO and civil society to promote added value; (4) promoting the entrepreneurial spirit

and skills of small farmers in added value by providing technical assistance in terms of training farmers in business and entrepreneurial skills; (5) stimulating the market to create more employment opportunities in agro entrepreneurship by providing loans, subsidized agricultural inputs, and government extension services to farmers; (6) encourage cooperation between Non-Governmental Organizations (NGOs), the government and the private sector to start development programs to support agro entrepreneurs; (7) preventing small farmers in terms of the distribution of agricultural land for commercial agricultural purposes; and (8) providing flowing water, electricity and a good road network, among others, to facilitate the addition of values.

About factors related to entrepreneurial readiness, Marvin, Elie, Flora, and Pentang (2014) report through a journal entitled "An investigation of students' readiness towards entrepreneurial intentions at Kigali Independent University (ULK)" The main conclusions of this study are: (1) The survey revealed that ULK students participating in this study had a positive attitude towards entrepreneurship. The majority of these students (61%) answered that they intend to become entrepreneurs. Furthermore, this study revealed that 80 percent (292) participants also planned to become their own managers, while only 20 percent would plan to find work. They all agreed that entrepreneurship training or courses had influenced their perceptions of entrepreneurship. Questions about gender and family background, and their influence on entrepreneurship, show that there is no statistically significant relationship between gender, family background and entrepreneurial intentions. The next question about social desires shows that there is a positive relationship between each of the three variables and entrepreneurial intentions. Regarding current student involvement in entrepreneurial activities, it shows that fewer students are involved in entrepreneurial activities during their studies. A large number have not been involved in entrepreneurial activities during their studies.

In contrast to the aforementioned strategy, Romania developed entrepreneurial readiness through the Lean Startup theory described by Dorina and Maria (2017) in a

journal entitled "Identifying Entrepreneurship Readiness For The Application of The Lean Startup Practices In The Service Industry - Case Study Romania". The Lean Startup Theory remains a novelty in the field of entrepreneurship, at least now, even recently, has been analyzed and studied by several authors in the field of Economics. From secondary research, analysis of relevant literary literature, studies, scientific articles and other relevant materials, as presented in the first part of this paper, that the main conclusions of the Startup Lean theory are new methodologies in the entrepreneurial world, which leads to improvements in problems regarding new companies in a much faster and innovative way. This shifts the focus on the product rather than management and it is a pragmatic approach to some key business problems, which are left unresolved, will lead to bankruptcy and rapid failure of a Startup.

CONCLUSION DAN SUGGESTIONS

Based on the analysis of several literature and research results, conclusions are obtained as follows: (1) The scope of character education includes intention / feeling, exercise, exercise and thought. Then divided into 18 values of the development of national culture and character, namely: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendship / communicative, peaceful , love to read, care for the environment, care for the social and responsibility; (2). Prospective new entrepreneurs (CWB) must have the values of entrepreneurship, among others: creative, independent, honest, cooperation, curiosity, discipline, dare to take risks, strong motivation for success, communicative, realistic, commitment, never give up (resilient), action oriented, leadership, and innovative; (3). Vocational students must obtain character education in accordance with the character possessed by an entrepreneur. Because in character education includes discipline, honesty, cooperation, curiosity, creativity and independence, almost all must also be owned by an entrepreneur; (4). The relationship between vocational students who already have character education will grow a

mentality for entrepreneurship; (5). Entrepreneurial readiness is influenced by four dimensions of entrepreneurial readiness, namely intention, ability, learning and attraction.6. In order for entrepreneurial readiness to be realized optimally, there must be support from the government, changes in various theories that lead to improvement, and open to various developing innovations.

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