

The Spirit of Entrepreneurship and the Obstacles Faced by SMPN Students of Banda Aceh in Learning Entrepreneurship

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Abstract

The purpose of this research was to find out how the quality of entrepreneurship learning materials affects students' entrepreneurial spirit and the obstacles faced in building the entrepreneurial spirit among the students of State Junior High School (SMPN) in Banda Aceh City. To obtain maximum results, this research used two approaches, namely quantitative and qualitative approaches. A quantitative approach was used to measure the material and the effect of learning on students' enthusiasm after attending the lesson. Meanwhile, a qualitative approach was used to find accurate data about the obstacles faced in increasing the entrepreneurial spirit of students. Considering that the population was quite large, the data was taken from only 6 public junior high schools with a total population of 1400 people. The sample was taken using the purposive-sampling system. According to the specified sampling formula, the number of data sources was 149 students. The results of the study showed that the learning materials were not satisfactory so that they were unable to influence the students' spirit of entrepreneurship. There were some basic obstacles in learning entrepreneurship material which became one of the factors for the low entrepreneurial spirit of junior high school students in Banda Aceh City.

Keywords: learning, entrepreneurial spirit, obstacles

1. Introduction

One of the factors that determines the development of a nation is the number of its entrepreneurs. In Indonesia, there is only 1.56 percent of entrepreneurs out of the total population, while there is around 12% in America, 10% in Japan, and 7% in Singapore (Akhir, 2019). In other words, we are still left behind in terms of the economic development. Indonesia, hence, needs more entrepreneurs (Prakoso, 2016).

Economics education is thus provided by the government as an attempt to develop the entrepreneurial spirit of students and prepare them to be entrepreneurs. Aceh, as a province in Indonesia, also takes part in achieving this national goal through various programs (Azhari, 2018). To provide good entrepreneurial education, studies are needed to find materials that suit the expected learning outcomes.

Deputy Minister of Education and Culture, Musliar Kasim, also encouraged students to become an entrepreneur because it is also a promising future career in addition to a civil servant. If many students become entrepreneurs, the unemployment rate in Indonesia may decline. Thus, this awareness must be built since they are still in an educational institution.

The terms and concepts of entrepreneurship were introduced to Indonesia by Suparman Sumahamijaya (the Father of Indonesian Entrepreneurs) around 1967. He adopted the terms and concepts of entrepreneurship from Robert Cantillon and adjusted them to the ideology of Indonesia (Widodo, 2020). Entrepreneurship can be defined as the ability to create something new and different. Entrepreneurship is the science, art, behavior, traits, characteristics, and characters of a person who has the ability to bring innovative ideas into the real world (Dina et al., 2018).

The entrepreneurial spirit encourages one's interest in establishing and managing a business professionally. Interest is a sense of liking and a sense of interest in a thing or activity, without anyone telling. Interest can be expressed through statements that show students' preference and can also be manifested through participation in an activity (Andriana & Fourqoniah, 2020).

Entrepreneurship encompasses attitudes, actions and processes of a person in pioneering, running and developing a business. It requires the ability to think creatively and make an innovation as a basis, resource, driving force, tactical goal, strategy, tips and process in dealing with life's challenges. Entrepreneurial spirit, which is the focus of this study, is the desire of a person to become a successful entrepreneur since he/she begins to learn, observe, and practice with the guidance of other entrepreneurs around him/her (Bae, 2014). In other words, before starting and running a business, a person must have a positive attitude towards entrepreneurship.

Research by The Global Entrepreneurship and Development Institute showed that Indonesia is ranked 103 out of 132 countries in the world in terms of the health of the entrepreneurial ecosystem (Ács, Szerb, & Autio, in Patricia & Silangen, 2016). This index increased by 1.72% compared to that of the previous year, in which Indonesia was at the 120th position of 130 countries.

However, improvement is still needed. According to Syarif Hasan, the Minister of Cooperatives and SMEs, a developed country is a country with 2% of entrepreneurs from the total population. Based on the data from Badan Pusat Statistics (2020), the total population of Indonesia is 270.20 million people. Then, 2% of entrepreneurs out of the total population is 5,400. Those who become entrepreneurs will contribute greatly to improve the national economy and save the country from poverty.

Education is a deliberate process that aims to form skills and attitudes in accordance with the expectations of religion, state and nation. Entrepreneurship education has become one of the most important sciences today in many countries, especially in European countries. Here, entrepreneurship education has become an important field of science. It has been echoed since a decade ago (Gautam & Singh, 2015).

In Islam, entrepreneurship is also encouraged. It is written in Al-Qur'an, such as in Surah Al-Mulk, Verse 15.

هُوَ الَّذِي جَعَلَ لَكُمُ الْأَرْضَ ذَلُولًا فَامْشُوا فِي مَنَاكِبِهَا وَكُلُوا مِنْ رِزْقِهِ وَإِلَيْهِ النُّشُورُ

Meaning: It is He Who made the earth easy for you, so research/study/walk in all directions and eat some of His sustenance. And only to Him you (return after) resurrected (translation from several sources).

Allah also mentioned the word 'trade' several times in the Holy Qur'an, such as in Surah Al-Isra, Verse 66.

رَبُّكُمُ الَّذِي يُرْجِي لَكُمْ الْفُلْكَ فِي الْبَحْرِ لِتَبْتَغُوا مِنْ فَضْلِهِ إِنَّهُ كَانَ بِكُمْ رَحِيمًا - ٦٦

Meaning: It is God who made ships in the ocean sail for your benefit, so that you seek some of His gifts in the form of trading profits and so on. Verily, Allah is the Most Merciful to you.

Some scholars have interpreted this verse as 'trading', which is business or entrepreneurship. Therefore, humans are encouraged to do it in an appropriate. Doing entrepreneurship, especially since an early age, can provide good learning experiences in business.

School education must be able to build the entrepreneurial spirit among students, which will later encourage them to learn and act. It is not merely about mastering entrepreneurial theories, but also about practicing it for their future sustenance (Surah Al-Mulk, Verse 16). Schools should provide students with experiences, knowledge, motivation to build attitudes, and skills, which will prepare the students for real life challenges.

There are a number of successful young entrepreneurs in Aceh who contributed to the community by building schools and improving the local economy. The schools they built have a better system than that of their previous schools. This means that the schools with outdated curricula must soon update their curricula to produce more entrepreneurs with a noble character and commitment to improve the local economy (Rina et al., 2019; Qosja & Drug, 2015).

Entrepreneurship education is one of the factors that influence entrepreneurial intentions (Fayolle & Gailly, 2013). Perceived worthiness, perceived desirability, and previous exposure to entrepreneurship are positively related to entrepreneurial intentions (Patricia & Silangen, 2016). The children of Indonesia, including those in Aceh, should therefore be introduced to entrepreneurship, its benefits, and the correct ways to do it according to Islamic values. When the entrepreneurial spirit emerges, they will strive to become entrepreneurs and contribute to the national economic improvement.

In Aceh, the local government has also introduced entrepreneurship education at schools. This research thus aims to find out the effects of the quality of learning materials on the enthusiasm of students at SMP Negeri Banda Aceh towards entrepreneurship.

2. Method

This research employed quantitative and qualitative approaches (Sugiyono, 2015). A quantitative approach is used to measure the quality of learning materials and their effects on the student enthusiasm after attending lessons using a Likert scale, whereas the qualitative approach is used to find accurate data about the various obstacles faced in learning entrepreneurship materials.

The research population were all economics teachers who taught the entrepreneurship subject and all junior high school students in Banda Aceh with a total of 1,400 people. With a stratified-random-sampling approach proposed by Slovin (in Usman & Akbar, 2006), research samples were obtained, totaling 189 people, with 32 people representing each school. To ensure that this number did not change, the questionnaires were distributed to each school with the help of the teachers of the entrepreneurship subject.

Interviews were carried out with supporting tools (tape recorders and logbooks) to collect the primary data. The secondary data were obtained through documentation. The interview results were processed using the credibility-transferability test, which are two of the four tests suggested by experts (Sugiyono, 2015).

Questionnaires were also used, containing three groups of questions. The first group asked about the quality of learning; the second group was related to the learning materials, while the third group asked about the students' entrepreneurial spirit after attending the lesson. The questionnaires were Likert-scale questionnaires, with 4 = strongly agree, 3 = agree, 2 = disagree, and 1 = disagree.

Data analysis was carried out using a simple correlation approach, with an aim to understand the relationship between the dependent variable (X) (learning material) and the independent variable (Y) (the students' entrepreneurial spirit).

The interpretation of the large or small correlation coefficient of the results was carried out based on the provisions: the coefficient of the relationship level 0.00 – 0.199 = very weak, 0.20 – 0.399 = weak, 0.40 – 0.599 = moderate, 0.60 – 0.799 = strong, and 0.80 – 1.00 = very strong (Sudijono, 2019).

The calculation of the significance test was needed to find out whether or not the results of the simple correlation calculations are significant and whether or not the results of the calculation can be generalized. The simple significance correlation test was also carried out with the t-significance test (Sudjana, 2008). The results of the t-test and t-table (error rate 5%

of the two-party test with dk-n-2) would be interpreted. A conclusion about the effects of material on the spirit of entrepreneurship of junior high school students in Banda Aceh City would be drawn.

3. Results and Discussion

Based on the questionnaires' results, the quality of entrepreneurship learning materials for each school and as a whole is illustrated as follows:

Table 1. Recapitulation of Student Questionnaire Results on Entrepreneurship Learning Materials at SMP Negeri of Banda Aceh

Student	SMP Negeri						Total	\bar{X}
	17	2	3	5	8	6		
1.	62,5	98,4	84,3	73,4	79	76,5	474,1	79
2.	78,1	100	92,1	73,4	85	89	517,6	86,26
3.	89	95,3	87,5	68,7	84	84,3	508,8	84,8
4.	85,9	78,1	78,1	71,8	77,46	73,4	464,76	77,46
5.	87,5	100	73,4	73,4	82,48	78,1	494,88	82,48
6.	68,7	89	73,4	73,4	79,32	92,1	475,92	79,32
7.	79,6	90,6	98,4	71,8	83	75	498,4	83
8.	76,5	95,3	73,4	68,7	81,20	92,1	487,31	81,21
9.	65,5	92,1	79,6	68,7	76,48	76,5	458,88	76,48
10.	71,8	73,4	64	70,3	70,26	71,8	420,94	70,15
11.	78,1	76,5	70,3	67,1	73,40	75	440,4	73,4
12.	67,1	79,6	75	71,8	72,76	70,3	435,56	72,76
13.	85,9	100	75	73,4	80,60	68,7	483,6	80,6
14.	70,3	81,2	75	73,4	74,34	71,8	446	74,34
15.	79,6	82,8	75	78,1	76,22	65,6	391,72	65,28
16.	95,3	92,1	79,6	76,5	82,12	67,1	492,72	82,12
17.	89	79,6	70	76,5	76,44	67,1	458,64	76,44
18.	81,2	93,7	65	95,3	77,34	51,5	464	77,34
19.	82,8	89	65	71,8	74,84	65,6	449	74,84
20.	79,6	72	75	81,2	77,48	79,6	464,88	77,48
21.	92,1	96,8	68	75	80,44	70,3	482,62	80,44
22.	93,7	95,3	67	78,1	82,74	79,6	496,44	82,74
23.	75	78,1	68	82,8	77,02	81,2	462,12	77,02
24.	75	89	78	76,5	83,06	96,8	498,36	83,06
25.	76,5	75	71,8	75	78,08	92,1	468,48	78,08
26.	89	73,4	87,5	76,5	79,34	70,3	476,04	79,34
27.	92,1	81,2	68,7	84,3	80,26	75	481,56	80,26
28.	96,8	85,9	87,5	73,4	84,34	78,1	506,04	84,34
29.	73,4	74,1	74,1	75	46,54	84,3	427,44	71,24
30.	73,4	76,2	75,2	76,5	44,04	70,3	415,64	69,27
31.	73,4	74,1	74,1	75	14,06	70,3	380,96	63,49
32.	73,4	76,2	75,2	76,5	10,92	54,6	366,82	61,13
Average								77,04

Source: Processed Data of 2021

Based on Table 1, the quality of learning material is in the good category with an average of 77.04%. The average value of each of student will be used as processed data for future learning material variable, symbolized by (X).

To obtain the data on the student entrepreneurship spirit variable, the same process was carried out using the percentage formula. The results are presented in the following table:

Table2. Recapitulation of Student Questionnaire Results in the Spirit of Interpreneurship of SMPN Studentsin the City of Banda Aceh

Number of the Student	SMPN						Total	\bar{Y}
	17	2	3	5	8	6		
1.	55,5	87,5	91,6	64	71,90	61,1	431,6	71,93
2.	75	88,8	88,8	64	77,16	69,4	463,16	77,19
3.	94	84,7	88,8	71	80,50	63,8	482,8	80,46
4.	75	80,5	76,3	64	74,38	76,3	446,48	74,41
5.	68	95,8	50	64	71,34	79,1	428,24	71,37
6.	69	80,5	88,8	64	76,04	77,7	456,04	76
7.	100	93	94,4	64	87,46	86,1	524,96	87,49
8.	75	100	77,7	63	79,42	81,9	477,02	79,50
9.	64	97,2	81,9	64	76,06	73,6	456,76	76,12
10.	69	76,3	75	74	73,30	72,2	439,8	73,3
11.	75	72,2	68	63	70,80	76,3	425,3	70,88
12.	68	83,3	72,2	61	69,96	65,2	419,66	69,94
13.	82	86,1	45,8	64	69,68	70,8	443,7	73,95
14.	63	86,1	100	64	79,70	86,1	478,9	79,81
15.	79	63,8	75	76	71,60	63,8	429,2	71,53
16.	97	86,1	81	78	85,34	84,7	512,14	85,35
17.	89	61,1	62,5	78	71,90	69,4	431,9	71,98
18.	63	93	58	78	77,12	94,4	463,52	77,25
19.	61	69,4	70,8	65	65,24	59,7	391,14	65,19
20.	81	79,1	75	79	78,00	76,3	468,4	78,06
21.	99	75	81	81	83,12	80,5	499,62	83,27
22.	100	88,8	59,7	75	80,52	79,1	478,12	79,68
23.	93	72,2	65	68	76,58	84,7	459,48	76,58
24.	75	87,5	66,6	72	76,64	81,9	459,64	76,60
25.	75	59,7	63,8	76	72,72	88,8	436,02	72,67
26.	68	73,6	72,2	79	74,40	79,1	446,3	74,38
27.	90	80,5	61,1	85	77,74	72,2	466,54	77,75
28.	96	84,7	72,2	64	79,40	80,5	476,8	79,46
29.	71	80	75,3	89	66	80,5	462	77
30.	68	80,21	73,21	69	44,14	83,3	417,86	69,64
31.	68	79	76	70	13,32	66,6	372,92	62,15
32.	69	80	76	74	11,94	59,7	370,64	61,77
Total								2.402,84
Average								75,09

Source: Processed Data of 2020

From Table 2, it can be seen that the total value of 2,402.84 is obtained with an average value of 75.09. This means that the spirit of entrepreneurship grown within the students is in the good category.

In all research samples, a good standard is the average standard. However, there are several obstacles in the process of learning, causing the learning process and the expected enthusiasm to not be optimum. To find out the influence of the entrepreneurship material learning variable on the entrepreneurial spirit of SMPN students of Banda Aceh, we should consider the following product moment correlation test results:

Table3. Interpretation of Values “r” Product Moment

Value of “r”	Interpretasi
0,00 - 0,20	Between Variable X and variable Y there is a correlation, but the correlation is very weak or so low that the correlation is ignored (considered no correlation)
0,20 - 0,40	Between variable X and variable Y there is a weak correlation (low)
0,40 - 0,70	Between Variable X and Variable Y there is a moderate correlation (adequate)
0,70 - 0,90	Between Variable X and Variable Y there is a strong correlation (high)
0,90 – 1,00	Between Variable X and Variable Y there is a very strong correlation (very high)

Source: Sudijono(2019)

In accordance with the need for statistical data in the product moment formula above, it is necessary to adjust the data, so that it can be processed and analyzed further with the Simple Correlation Significance Test to find out how the correlation of learning material for entrepreneurship and the spirit of entrepreneurship among junior high school students in Banda Aceh City. The data are presented in Table 4 below:

Table4.Data of Learning Variable and Entrepreneurship Spirit on SMPN Studentsin Banda Aceh City, 2021

No.	Material (X)	Spirit (Y)	XY	X ²	Y ²
1	79	71,93	5.682	6.241	5.173
2	86,26	77,19	6.658	7.441	5.958
3	84,8	80,46	6.823	7.191	6.474
4	77,46	74,41	5.764	6.000	5.537
5	82,48	71,37	5.887	6.803	5.094
6	79,32	76	6.028	6.291	5.776
7	83	87,49	7.262	6.889	7.654
8	81,21	79,50	6.456	6.595	6.320
9	76,48	76,12	5.822	5.849	5.794
10	70,15	73,3	5.142	4.921	5.373
11	73,4	70,88	5.203	5.387	5.024
12	72,76	69,94	5.089	5.294	4.892
13	80,6	73,95	5.960	6.496	5.469
14	74,34	79,81	5.933	5.526	6.370
15	65,28	71,53	4.669	4.261	5.116
16	82,12	85,35	7.009	6.744	7.315
17	76,44	71,98	5.502	5.843	5.181
18	77,34	77,25	5.974	5.981	5.967
19	74,84	65,19	4.879	5.601	4.250
20	77,48	78,06	6.048	6.003	6.093
21	80,44	83,27	6.698	6.470	6.934
22	82,74	79,68	6.592	6.846	6.349
23	77,02	76,58	5.898	5.932	5.864
24	83,06	76,60	6.362	6.899	5.867
25	78,08	72,67	5.674	6.096	5.281
26	79,34	74,38	5.901	6.295	5.532
27	80,26	77,75	6.240	6.442	6.045
28	84,34	79,46	6.703	7.113	6.314
29	71,24	77	5.485	5.075	5.929
30	69,27	69,64	4.824	4.798	4.850
31	63,49	62,15	3.946	4.031	3.863
32	61,13	61,77	3.776	3.737	3.816
Total	2.465, 17	2.402, 66	185.889	193.985	176.686

Source: The 2012 Result of Multiplication of Field Data

Based on the results of the above data processing, a statistical test of the product moment correlation was carried out to obtain the value of r^2 . The results of this data processing became a source of validation test data or often referred to as the t test. To obtain the influence of the entrepreneurship learning material and the entrepreneurial spirit of students after lessons, the following formula was used:

$$r_{xy} = \frac{n \sum XY - \sum X \sum Y}{\sqrt{n \sum X^2 - (\sum X)^2} \sqrt{n \sum Y^2 - (\sum Y)^2}}$$

$$r_{xy} = \frac{32 \sum 185.889 - (2.465,17)(2.402,66)}{(\sqrt{32 \sum 193.985 - (2.465,17)^2})(\sqrt{32 \sum 176.686 - (2.402,66)^2})}$$

$$= \frac{5.948.448 - 5.922.965}{(\sqrt{6.207.520 - 6.077.063})(\sqrt{5.653.952 - 5.772.775})}$$

$$= \frac{25.483}{(\sqrt{130.457})(\sqrt{-118,823})}$$

$$= \frac{25.483}{124.504} = 0,20$$

Having obtained this, the next step was to find or test the significance of the correlation by using the following formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

The calculation of this significance test was highly necessary to find out if there is any significant correlation between the entrepreneurship learning material and the entrepreneurial spirit of the students. The provisions for concluding the results of processing research results with an error rate of 0.5% and 95% significance with scientific principles are as follows: To determine the effect, it is necessary to do it again with the t-test, and compare it with the t-table. If $t_{count} > t_{table}$, then there is an effect of Variable X (entrepreneurship learning material) on Y (the entrepreneurial spirit of SMPN students of Banda Aceh). On the contrary, if $t_{count} < t_{table}$, then there is no effect of Variable X on Y.

$$t = \frac{0,20\sqrt{32-2}}{\sqrt{1-0,04}}$$

$$= \frac{0,20 \cdot 5,47722}{\sqrt{0,960}}$$

$$= \frac{1,095444}{0,9797958971}$$

$$= 1,12$$

Data processing using the t-test above gives an r value of 0.20. Then, the result of the t-test is 1.12. We will then be able to compare the results of the t-count with the t-table as shown in the table below. However, to avoid fatal errors, the reading of the t-table is followed by the degree of density formula ($db = N-2$); thus, $db = 32-2 = 30$. Based on the previous significance test result at the 95% level, standard deviation of 5%, and a degrees of freedom (db) 30, the result is 2.042

a. The Effect of Entrepreneurship Learning and Student Interpreneurial Spirit

Based on the results of data processing and distribution of data in the list t^{tabel} then it can be seen that the test t^{hitung} is 1,12, based on the db calculation there is a value of 30, meaning that at 30 with a significance level of 0.5 (5%) the value is 2.042, thus meaning the result t^{hitung} smaller than t^{tabel} so learning entrepreneurship material in the Banda Aceh City Junior High School has not been able to influence the spirit of student entrepreneurship. The magnitude of the effect is very small, this can be seen by the formula $r \times 100$, means that the value of r in the product moment is 0.2, meaning the result is 20, including the category 0.20 - 0.40 this means the level of influence of entrepreneurship learning materials on the spirit of insterpreneurship in students SMPN Kota Banda Aceh is very low.

b. Obstacles in Learning Entrepreneurship Materials

Good learning is learning that is able to make changes to students, both cognitive, affective and psychomotor changes, therefore learning must be perfectly structured whether it is related to the breadth and depth of learning along with the appropriate method, seen from the standard description in accordance with the provisions laid down. determined above, as stated in the questionnaire, the quality of learning and entrepreneurship materials at SMPN of Banda Aceh has a standard in the good category, as well as the entrepreneurial spirit with an average value of 75 also in the good category.

The lack of entrepreneurial spirit in students SMPN of Banda Aceh will have a negative impact on developing entrepreneurship in Aceh in accordance with the RPJP in the future. The low influence is caused by several things, including:

a. Limited Time and Entrepreneurship Materials

Learning entrepreneurship material is part of an integrated social studies learning which includes several other materials. Entrepreneurship learning begins in the second grade, for two meetings in one semester, the lack of available time causes the limitations of the teacher's movement in maximizing learning and the available time only fulfills some of the scope of the material as contained in national learning books, so it is not possible include local materials that are Acehnese in their learning (Hartarti, S 2021). With the available time, it is impossible for teachers to develop more perfect learning materials and models, such as field studies, or describe the figures of Acep's successful entrepreneur and his business traces.

With such conditions, the learning model used in general is lecture only, so that students' interest in following the subject matter is also reduced. Time constraints can also impact the ability to prepare and explore material to the fullest, especially the various potential materials sourced from local Aceh itself, with material that is close to students will be able to increase their enthusiasm, because what is conveyed is already around them. Entrepreneurship material is only part of a subject, thus the expected goals in these subjects are very general, not specific to matters relating to entrepreneurship, constraints like these include external learning constraints.

b. Lack of Information Technology Capability

In addition, the ability of teachers also determines the spirit of students, teachers are required to have maximum abilities in accordance with the development of science and technology, with these abilities it will be easier to design learning media so that they are more easily accepted by students in this millennium. With these technological facilities, teachers still have limitations in designing learning so that it is more interesting and encourages the enthusiasm of students as participants.

Teachers have not been able to adapt learning materials to the cognitive abilities of junior high school students. Teachers have not been able to provide both complex and simpler learning materials together to support students with different cognitive levels, we observed this from the results of student questionnaire answers on the assessment of subject matter, generally giving a score of 2 (disagree).

c. Internal Constraints

In addition to the general barriers mentioned above, the barriers also come from the students themselves although they can also be triggered by external factors. The positive attitude of students towards the entrepreneurship materials will have implications for the cognitive and affective aspects of students.

From a cognitive point of view, students have not yet had a positive attitude towards the entrepreneurship subject. They still cannot understand the purpose of learning entrepreneurship. They also feel that this subject is no different from other subjects in social studies. Thus, they have no desire to be a successful entrepreneur in the future.

From the affective point of view, the teachers still have not done their best to build the students' entrepreneurial spirit and encourage them to become successful entrepreneurs. As a result, the students' motivation is low. This can be seen from the answers of the questionnaire with a score of 2 (disagree).

4. Conclusion

There is no significant effect of the entrepreneurship learning material on the students' entrepreneurial spirit. The influence of the learning material is very small (around 20%), shown by the result of r 0.2. There are two main sources of obstacles found to inhibit the growth of the students' entrepreneurial spirit. The first one is internal, which means that the obstacles come from the students themselves. They still cannot understand the purpose of learning entrepreneurship, and feel that this subject is no different from other subjects in social studies. Thus, they have no desire to be a successful entrepreneur in the future. This may be caused by the facts that the teachers still have not yet explained the benefits of entrepreneurship comprehensively, such as being financially independent and helping to reduce the poverty rate in the future.

The second one is external, which means that the constraints come from the environment, such as limited time and poor learning materials. Limited time hampers the teachers' efforts to optimize the learning. They also cannot design interesting materials due to lack of skills in Information Technology (IT).

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