

Entrepreneurship Learning Based Character of Media Through E-Learning For The Teacher

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ABSTRACT:- Teachers Also Known As A Teacher Of Students Is The Biggest Support To Assist Students To Develop Responsibility As Educators Of The Nation And The State. Under These Conditions Deserve To Be Called As A Community Service, It Caused Some Teachers To Be Involved As A Builder Who Is Required To Be Able To Develop A Spirit Of Educators. But By Developing Wings Wider As The Development Of Skills Of Self Must Be Created Conducive Business Opportunities. The Current Conditions Should Not Be Allowed, Thus The Need For A Serious Effort To Empower Teachers, Particularly Those In Poor Regions To Improve The Ability Of Human Resources. With This Research Is Expected To Contribute To Improving The Quality Of Human Resources And Labor Productivity In Malang. This Research Aims To Develop Business Models Teacher Mentoring And Entrepreneurship And Assistance For Teachers In Malang. This Type Of Research Is Research Development With The Steps As Follows: (1) Analysis Of The Situation (Environment), (2) Identify The Characteristics Of The Respondent, (3) Identify The Real Needs Of The Respondent, (4) Based On The Analysis Of The Situation, Identifying Characteristics And Real Needs Of The Respondent, Then Compiled Models Entrepreneurship Mentoring And Business Consulting For Teachers In Schools Through E-Learning In Malang.

Keywords : *Learning, Character-Based Entrepreneurship, Media E-Learning.*

I. BACKGROUND

BPS Data (1999) From The Office Of State Minister Of Cooperatives And Smes Shows That In Indonesia There Are About 37.86 Million Units, Which Is Almost Entirely (37.8 Million Or 99.9%) Are Small Businesses. While The Remaining Approximately 51.8 Thousand (0.14%) In The Category Of Large Enterprises. Approximately 59.6 Million Workers (88.9% Of The 67.1 Million Jobs Nation Wide) Absorbed By Small Businesses. However, Its Role In The Formation Of The National GDP (Non-Oil) Was Only 41.3%. Medium And Large Enterprises Are Being Respectively 16.3% And 33.1%. For Example, Teachers In Malang Average Is Less Serious Effort Known As The Traditional Small Business Is A Business That Uses A Simple Production Tool That Has Been Used For Generations And Are Associated With Art And Culture. The Typical Characteristics Of The Master, Especially Regarding Talents (Personality Traits), The Teacher Started A Business And How They Survive In Changing Environmental Conditions Continuously (Open-Ended Changes). The Success Of Small Businesses Teachers In Malang, Often Linked With Talent That Is Owned By Someone And Not By Other Factors.

In Connection With Efforts To Maintain Its Business, Master In Malang Requires A Strong Positioning Strategy, And Consistent In A Dynamic Competitive Environment. This Requires A Continuous Improvement. On The Other Hand The Change Is A Change In The Paradigm Of Competition That Are Not Continuous (Discontinuous). To Manage These Changes To Be Effective, We Need A Good Learning Process To Strengthen The Current Position (Single-Loop Learning) And To Find A Solid Foundation In Order To Outperform Competitors (Double-Loop Learning). On The Other Hand, There Are Competitors Who May Be Is A Newcomer In An Industry Or Market, For The Master In Malang Should Be Able To Find Ways To Overcome Any Barriers To Entry In An Industry (Entry Barriers). All Of This Is A Process Of Learning, Where Learning Is Dependent On The Awareness Of The Strategies And The Use Of Knowledge And Information Both From Within The Organization Itself Or From Outside The Organization Neighborhood On The Outskirts Of The City Of Malang Evolving Increasingly Rapid Development.

When Learning Is Seen As The Concept Of Entrepreneurship Teachers, Then It Relates To How The Master In Malang Recognize And Act On The Opportunities That Exist, As Well As Manage And Organize A Company That Has Been Built From Scratch. Teacher Learning Entrepreneurial Done With The Intention Of Learning To Work With An Entrepreneurial Way. But It Is Not Just Enough To

Understand The Ways Of Entrepreneurship Teachers Alone, But Must Actively Plunge And Commit To Understand 'What Is It That Work' And Realized That He Could Do So. In This Case Study Not Only Aims To Gain Experience , But The Thought Process That Is Oriented To The Future In Creating A Future Reality.

Three Important Issue That Should Be A Top Priority In The Program And Teacher Empowerment In Malang Include: First, Independence. Problems In The Master's Independence In Malang Classified As Classic Issue. In Terms Of Independence, Master In Malang Is Often Hampered By The Limitation Of Human Resources, Natural Resources, Marketing And Capital. In Addition, The Pattern Of Development Of The Master In Malang By The Government Done So Far, Some Of Them Considered To Have Caused A Variety Of Dependence, Which Resulted In Low Levels Of Competition Among Them. Because Of The Efforts To Increase Self-Sufficiency Must Continue To Be Done By Reducing The Interventions Of The Local Government, By Making The Master In Malang As A Partner. Teachers Independence In Malang Is Also Related To Improving The Quality Of Human Resources, Market Access, Access To Capital And So On.

Second, Human Resources, Regarding The Issue Of Human Resources In Empowering Teachers In Malang, Still Found Their Lack Of Knowledge And A Deep Understanding Of Various Matters Relating To Business Professionalism. The Ethos Of Entrepreneurship And Technical Mastery Of The Production And Handling Of Managerial Aspects, It Still Looks Weak. In Other Words, The Management Of Master In Malang Still Largely Handled By Human Resources Who Have The Insight, Knowledge, Skills Of Teachers Studied Entrepreneurship Adequate. It So Adversely Affects The Development And Performance Of Teachers In Malang. Therefore, Improving The Quality Of Human Resources, Especially Skilled, Knowledge And Ethic, And Commitment To High Moral, Must Operate Continuously, So As To Achieve Optimal Results.

Third, Management, Limited Human Resources, Especially The Aspects Of Quality, Effect On The Level Of Professionalism Of Management At The Regional Master Malang Average Need Further Attention. Almost All Management Functions, Is Not Optimal And Less Attention. Giving The Impression Of Business Activities, Carried Out By What Is Without Innovation, Which Directly Resulted In The Development And Performance Of Teachers In Malang. Therefore, They Need To Be Pursued Mentoring And Business Consulting Management And Technical Skills, As Well As Other Measures Aimed At Improving The Quality Of School Management.

The Three Issues Above Suggests That Traditional Small Business Empowerment Should Be Directed Towards Improving The Competence Of The Effort Aimed At Business Continuity High So As To Contribute To The Economy As A Whole (Macro-Economic). Empowering Small Businesses No Longer Pursue The Traditional Short-Term Targets Or Simply Cover The Shortage Of Capital , That Proved To Be Very Ineffective. In An Effort To Increase The Competence Of Traditional Small And Medium Enterprises In The City Of Malang, Presumably To Consider The Empowerment Of Small And Medium Enterprises Through Traditional Learning Process (Learning Process), In Which The Small Entrepreneurs Are Invited To Participate In Improving The Ability Of Independent Business Through A Variety Of Education And Training Activities.

Based On Some Of These Descriptions Can Be Argued That The Learning Process Is Required By A Teacher To Develop The Skills Of Entrepreneurs And Develop Their Business. With Regard To The Phenomena That Researchers Want To Find Out More About The Factors Studied Entrepreneurship Learning Business Continuity Efforts Competence Role Of Master By The Media Using E-Learning In Malang.

B. STUDY LITERATURE

Studies Of Society, Especially Coastal Communities, In Various Parts Of Indonesia Have Provided A Clear Picture That The Issue Of Socio-Economic Vulnerability, Such As Poverty, Social Inequality, Limited Access To Education And Health, Weak Social Institutions, As Well As Access Difficulties Venture Capital, Technology And The Market, Are Serious Problems That Need To Be Addressed (Mubyarto Dkk.1984, Masyuri, 1999; Kusnadi, 2002; Masyuri Imron, 2003).

By Paying Attention To Social Problems That Are Directly Faced By The Community, Particularly The Issue Of Poverty And Other Economic Difficulties, This Is The Reason Or Background That Deserves Careful Consideration Of The Need For Programs To Empower Teachers In Malang. Through Such A Program Expected To Awake Insight Into The Visionary And The Ability Teachers In Malang In Managing The Resource Potential Of Its Environmental Conservation And Sustainable Development, According Kusnadi And Rudito, (2003) Paradigm Of Community Development Projects Based On The Elements That Are Relevant To The Characteristics Of The Cultural And Social Needs Of The Economy , The Elements That Should Be Considered Are As Follows

First. Their Empathy-Sympathy Means Is Awareness Fate Of Society, Both From The Implementation Of The Program, And The Community. This Attitude Is Important As The Cultural Capital To Build Awareness Of The Various Parties That An Empowerment Program Is Really Geared To Increase The Degree Of Prosperity. All Parties Must Participate To Maintain The Continuity Of The Program.

Second, Is Focused On The Most Vulnerable Social Groups Economically. This Is Done So That The Empowerment Program Does Not Fall To The Parties Who Are Not Eligible. Third, Participatory Oriented, Meaning That People Should Be Involved Planning, Implementation, Monitoring And Evaluation Of Programs. It Is Important That The Community Truly Become The Subject Of Empowerment. It Is They Who Know Best The Needs Of Life Issues. They Also Know Whether A Program Succeeds Or Fails Based On The Local-Contextual Parameters. Bureaucrats, And Other Parties Involved In The Processes Must Take A Role As A Mediator, Fasilitator, And A Catalyst. As One Approach To Community Development Or Community, Institutional, Socioeconomic Has A Strategic Value For Several Reasons, Namely (1) Into A Container Vessel Of Hope And Managers Aspirations Of Development Interests Of Citizens, (2) Mobilize All The Potential Social, Economic, Political, And Cultural Community So That The Ability Of Collectivity, Resources, And Public Access Increases, (3) Strengthening Solidarity And Social Cohesion So That The Ability To Work Together Developing Societies, (4) Increase The Ability Of The Bargaining Position Of The Community With The Parties Over The Village, And (5) Develop Responsibility Collective Society For Development Region (Syafullah Dkk.2003).

Business Development For Teachers Most Responden 50% Expressed Wish Develop Business In Hopes To Generate Income, While 40% Difficulty Managing Business Activities That Already Exist So That There Are No Plans To Add Business Activity In A Different Form With The Existing Ones. (Kusdiyanti, 2016). Increased Economic Activity And Social Welfare Society Has A Major Contribution To Improving The Quality Of Human Resources School Teachers In Malang. With The Ability To Manage The Natural Resources Available, This Will Ensure The Sustainable Development Activities In The Organization Of Master In Malang. In Such A Context The Empowerment Of Teachers In Malang Is Important To Note All The Parties.

The Development And Improvement Of Good Business Is Hope For Every Business. Efforts And Always Be Done To Improve Its Business, For Example By Increasing The Number Of Outlets, Increase Production Capacity And Marketing, As Well As Enlarge The Business Scale. Even Do Business Diversification Or Expansion Of The Business In A New Business Field. Although For Most Small Businesses, The Term Diversification Does Not Everyone Know It, But Many Do. They Just Do Not Get Hung Up On The Terms Of That Sort. In Principle, How Can Find New Business Opportunities And Improve The Income Of The Business. (Kusdiyanti, 2013)

In An Effort To Foster An Entrepreneurial Society Technically Teachers Can Through Various Efforts Including Training, Consulting, Mentoring, Guidance And So On. Each Of The Business Or The Way It Should Be Adapted To The Characteristics And Conditions Of The Community. Implementation Guidance To Small Businesses In The Form Of Training (Training) Is Usually Done For Human Resource Development For Businesses That Have Been Established, With A View To Improving The Performance Of Businesses. (Kusdiyanti, 2011).

Research-Oriented Modeling Based Entrepreneurship Teacher Coaching And Assumptions:

(1) Growth Innovative Attitude In Looking At The Business As A Potential Force For Economic Activity, Assuming An Attitude Is The Result Of Learning That Can Be Developed And Enhanced; (2) To Increase The Knowledge And Skills Related To The Utilization Of Business For Economic Activity / Productive, As Well As Knowledge Is The Fruit Of Learning Outcomes That Can Be Improved; (3) Attitude And Low Knowledge Can Be Fostered In Order To Develop. (Kusdiyanti, 2011).

II. MODEL MENTORING AND CONSULTING BUSINESS CHARACTER-BASED ENTREPRENEURSHIP TEACHERS

Before Discussing More Deeply About How Development Assistance And Business Consulting Models Studied Entrepreneurship It First Needs To Be Discussed About The Definition Of Mentoring And Business Consulting. Mentoring And Consulting Business By (Satmoko And Irmim, 2004) Attempts To Provide Knowledge, Competence Development Work, Improve Capabilities, Increase Productivity And Improve The Welfare Of The Participant Mentoring And Business Consulting. Leonarde (2002) Defines (1) Advisory And Business Consulting As An Activity To Match Individuals With Jobs And Organizations, (2) Advisory And Consulting Business Is One Of The Processes Required To Convert New Members In The Organization Of "Insiders" Productive (3) The Process Of Making Themselves Better Than Their Previous Condition (4) Advisory And Business Consulting: Process Of Structured Learning Experiences To Remind The Knowledge, Attitudes And Skills (Structured: Schedules, Materials, Methods, Evaluation, Etc.). From The Second Definition Above Can Be Concluded That The Actual Training Activities Aimed To Improve The Quality Of Power To Someone In His Work So That He Became More Productive. Furthermore Subejo (2009) States An Advisory And Consulting Business Is Successful If At Least Has Lasted A Process That Involves Three Things: (1) Maintaining Competence (2) Accelerate The Process Of Acceleration (3) To Build The Confidence Of Participants Mentoring And Consulting Business.

Maintaining Competence; There Is A Tendency In This Life A Person In Good Working Alone Working As A Teacher Of Entrepreneurship As Well As The Employee Then He Will Experience A Period Of Decline In The Competence Of Someone To The Lowest Point (Incompetence). Symptoms Occur When Someone Becomes Less Productive At Work, Tackling The Problem Can Be Reached By Conducting Advocacy And Business Consulting. Acceleration Process; This Acceleration Process Should Be Done In An Attempt To Catch Up, In Addition To The Increasingly Complex Competition Accelerated Efforts Are Needed To Keep Pace. Acceleration Can Improve Knowledge, Attitudes And Skills Within The "Shorter". Building A Sense Of Self Belief; Mentoring And Business Consulting Intensively Given To The Labor Unskill Can Evoke "Morale" Because They Increasingly Know How To Improve Themselves, So There Is No Longer Any Doubt In Him And Could Eventually Form The Character Of "Confidence".

III. IMPLEMENTATION MODEL MENTORING AND CONSULTING BUSINESS CHARACTER BASED TEACHER STUDIED ENTREPRENEURSHIP TO THE

COMMUNITY

In Designing A Mentoring And Consulting Business That Must Be Considered Is The Designer Had To Answer A Question That Is Mentoring And Business Consulting When Needed? The Answer Is That Mentoring And Business Consulting Needs To Be Done At The Right Time (Related To The Motivation Of The Individual Participant). According To Yuyun (2005) There Are Several Conditions That Are Important To Consider In Designing Assistance And Business Consulting Which Includes: (1) The Demands Of Real Prosperity That Must Be Held In Order To Improve The Lives Of Participants (2) The Change (Micro And Macro) In Public Life Or An Organization That Demands People Should Also Change With The Existing (3) Mentoring And Business Consulting Is An Effort To Develop The Ability Of A Person (Development) So Need To Involve The Interested Parties Such As The Professional Community Or The Leadership If Training Dilakukan In A Organization (4) Expectations Of Business Assistance And Consultation To Enhance The Knowledge, Skills And Attitudes. This Can Be Met If The Parties Concerned Have The Readiness Of "Physical And Mental" To Carry Out Training (5) Establishment. Often Participants Mentoring And Consulting Business Has Received The Material At The Level Of Formal Education, But Sometimes Theory Can Not Be Applied Directly So We Need A "Stabilization" (6) Adjustment To The Job. After Mentoring And Business Consulting Finish Should Be Applied In Everyday Tasks. Therefore The Training Design Should Anticipate The Extent Work That Will Occur In The Future (The Development Of Information And Communication Technology).

IV. METHOD

This Research Is A Qualitative Descriptive. The Approach Used In This Study Is EMIC (EMIC View) (Pelto And Pelto, 1978: 54-66). This Approach Puts Teachers In Malang. As An Autonomous Subject In Giving The Perception And Assessment Of Competence Teachers Studied Entrepreneurship Empowerment Of The Business Continuity Of The Dynamics And Their Economic Life. Informant Research And Data Collection Methods Informants Research That Will Be A Source Of Information / Data Research Are Teachers In Malang, Both The Master Teachers Learn From Entrepreneurs (Business Owners), Local Community Leaders, Both Formal And Informal. Informal Number Is Relative And Is Determined Based On The Data Analysis Needs. Methods Of Application Of The Model Will Be Done With Deep Implimentation And Participant Observation, Which Is The Main Method In A Descriptive Study Of Qualitative (Spradley, 1979 And 1997). With The Approach Of Triagulation, Inventarist Data Is Expected To Be Valid And Reliable.

1. Development Procedure

(A) Identify The Characteristics Of The Respondent As A Participant Mentoring And Business Consulting; (B) To Analyze The Situation / Environment Research Object; (C) Identify The Real Needs Of Participants; The Next Step Is (D) Designing Models Of Mentoring And Business Consulting Entrepreneurship Teachers For Teachers In Malang. In Designing The Model The Research Team Involving Experts In The Field Of Business Consulting Teacher Mentoring And Entrepreneurship, Knowledge Of Products, From Academics And Practitioners, So That The Model Of Mentoring And Consulting Business That Will Be Developed Will Be Appropriate (Effective); (E) Develop Free Model Mentoring And Business Consulting Entrepreneurship Teachers. This Guide Contains: Scenario Advisory And Business Consulting, Mentoring And Business Consulting Syllabus, Material Assistance And Business Consulting, Guidelines For Counterpart. (F). Validation Model Implementation Guide Mentoring And Business Consulting Entrepreneurship Teachers. Validation Will Be Conducted By Experts From Academia And Practitioners. These Experts Will Also Validate Models Of Mentoring And Business Consulting, Syllabus, Curriculum And Materials Related To The Production Process, Post Harvest To The Derivative Products That Can Increase Added Value As Well As To Increase Revenues In The Region Of Teacher.

2. Data Analysis

The Data Will Be The Object Of A Description Of This Study Are Primary Data And Secondary Data. Primary Data Were Obtained Through A Series Of In-Depth Interviews (Depth Interview) With The Informant And Participant Observation (Participant Observation) On The Economic Conditions, The Economic Activities Of Households Teachers In Malang, And Social Behavior Teachers In Malang. Secondary Data Such As Statistical Data, Official Documents, The Relevant Literature, And So On Which Can Be Obtained From Various Sources. These Data Will Be Collected, Categorized And Analyzed Its Meaning Or Integrative Of Subjects. The Results Of The Analysis Will Be Presented In The Form Of A Comprehensive Qualitative Description With Attention To The Theoretical Framework And Concepts That References This Study. In This Study With Descriptive Analysis, Includes Analyzing The Situation (Environment), Analyze The Characteristics Of The Respondent And The Respondent Needs Analysis Will Be A Model Mentoring And Consulting Business To Be Done. Analysis Characteristics Of Respondents Include The Following Elements: Respondents' Level Of Education, Number Of Children Borne Respondents, Respondents' Income Level, The Participation Of The Respondents In A Training To Support His Efforts, The Level Of Knowledge On The Subject Of Entrepreneurship Teachers And Business Design. These Characteristics Need To Know To Be Information In Order To Design, Model Of Mentoring And Business Consulting, Material Assistance And Business Consulting, Methods Of Mentoring And Business Consulting, Media Advisory And Business Consulting And Instructors Involved In Mentoring And Business Consulting If The Models Are Created To Be Appropriate.

Analysis Of The Real Needs Of The Respondents Include: Level Of Respondents Would Need Assistance And Business Consulting In The Field Of Entrepreneurship And Mentoring Teachers. The Need For Material Assistance And Business Consultancy Anything?, Whether Material Teacher Entrepreneurship, Business Plan, Book Keeping Is Also Important For Them, The Confidence Participants Will Benefit Assistance And Business Consulting In The Field Of Entrepreneurship Teachers, Business Plan And The Needs Of The Participants Will Be Mentoring Effort. Once The Data Is Obtained, Then Be Made Mentoring Model Design And Business Consulting Through Expert Validation And Then The Next Will Be Held A Trial Model Of Mentoring And Business Consulting. And At The End Of The Expected Activities Generated A Representative Model In Order To Improve Teachers' New Entrepreneurs In The Field Of Business.

V. RESEARCH RESULT

A. RESULTS OF TESTING MODEL-BASED CHARACTER ENTREPRENEURSHIP TEACHERS

A. Factors Ristak

From The Results Of Research In The Can That Respondents Who Have The Characteristics Of A Boost Ristak Many As 91 People Or 40.6%, While The 119 Respondents Or 59% Has Characteristics Ristak Factor In Moderate, Whereas The Level Of Low Is Not Found From The Respondents.

B. Factors Persuader

Factors Persuader Was Found Inside The Teacher Where 90 People Or 29% At A High Level, 110 People Or 71% To The Level Of Being And Nothing Is At A Low Level. Although The Respondents Own Factor Persuader But Most Are Still At The Level Of Being.

C. Ambitious Factor

From The Results Of The Study Found That Teachers In 95 People Or 45% Had A High Ambitious Factor, While 104 Or 54.3% . Ambitious Factor That Has Being. This Is Consistent With The Results From Koh (1996) That As A Teacher Ambitious Entrepreneurs Should Have A Factor On The Level Moderate, Although In General A Lot Of People Shy Away When Confronted At Higher Risk.

D. Factors Performer

Confidence Is The Positive Attitude Of An Individual That Enable Him To Develop A Positive Assessment Both To Themselves And To Environment / Situation. From The Results Of The Study Found That Teachers In 63 People, Or 9.3% Have A High Sense Performer Factor, While 87 Or 90.6% Have A Sense Of Being Performer Factor. This Is Certainly Illustrates That The Majority Of Respondents Do Not Have A High Sense Performer Factor. Yet To Become A Master Entrepreneur Performer Takes Taste Factor Is High. This Is Consistent With The Results From Koh (1996), Meredith (1996) And Zimmerer In Suryana (2000).

E. Organizational Factors

From The Results Of The Study Found That Teachers In 66 People Or 11.6% Had A High Category Organizational Factors Character, While 144 People Or 88.4% Had Moderate Category Of Organizational Factors Character. Characteristics Included: Willingness To Accept Criticism From Others, Respect The Opinions Of Others, Making An Evaluation As Corrective Measures In The Future, Received Negative Votes Others For The Work That Has Been Carried Out, And Wanted To Make Others As Guides In Making Decetion. Further Analysis Through This Study Shows The Attitude Of Teachers Still Do Not Make The Evaluation As A Step Improvement In The Future, As Many As 111 Teachers, Or 44.20% Said Never Do In Their Life Evaluation, 36.96% Said Rarely Did Evaluation, And Only 89 Teachers Or 2 , 17% Said That Always Make Evaluation To Repair A Step Further. However, There Are Positive Of Teacher Characteristics That Can Be Seen In This Study, Which Is The Ability To Accept Criticism And Respect For The Opinion Other People. Through In-Depth Interviews Of Respondents Stated That The Decision Score Ability To Accept Criticism And Respect For The Opinions Of Others Obtaining A High Enough Value.

F. Finance Factors

From The Results Of The Study Found That Teachers In As Many As 121 People Or 70.3% Have A High Character Financial Factor, While 79 People Or 29.7% Had Moderate Category Code Financial Factor, And Nobody Who Do Not Have The Financial Factor. These Characteristics Are Reflected In The Attitude: Think Ahead, Have The Desire To Be Achieved, Have An Attitude Optimistic In The Achievement Of Desire, Knowing The Steps That Must Be Done To Achieve The Desire, And The Feeling That The Activities Of The Teachers Will Affect The Results. Judging From The Characteristics Of The Future Orientation Of Teachers Have Studied Illustrates The Spirit Of New Teachers Is Quite Strong, Although Some Of The They Come From The Education Department . Further Search Of The Answers To Questionnaires Filled Out By Respondents, Most Of Them Are Optimistic To Achieve His Desires, Whether Related Or Business Studies.

G. Private Entrepreneurship Teacher Quality

From The Results Of The Study Found That Teachers In 83 People Or 24% Have A High Quality Of Private Entrepreneurship, While 107 Or 75.3% Have Moderate Quality Private Entrepreneurship, And 30 People Or 0.7% Have A Low Quality Of Private Entrepreneurship. The Quality Of Private Entrepreneurship Held By Teachers In The Aspects Of Entrepreneurship Include: Planning Business Activities, Independence, Accuracy In Performing A Job, Working Together In Groups, And The Process Of Evaluation Of All The Work. The Results Of This Study Illustrate The Quality Of Private Entrepreneurship Is Not High, Or On Average Entered The Category Of Being. For That Entrepreneurship Education And The Management Is Very Important To Give To Them. Of Course It Takes A Teacher Not Only Theoretical, But Also The Level Of Applicative. One Of The Programs That Are Currently Promoted By The Ministry Of National Education, Including In Entrepreneurship.

H. Attitudes Toward Money

From The Results Of The Study Found That Teachers In As Many As 72 People Or 15.9% Have An Attitude Of Respect For The High Money, While 118 People Or 81.2% Had Had A Moderate Attitude, And 14 People Or 2.9% Had An Attitude Award The Money Is Low. The Attitude Of Respect For Teachers In The Money Aspect Of Entrepreneurship Include: How To Earn Money, The Attitude In Spending Money, The Culture Of Saving, How To Manage Finances And Work Activities That Generate Money. The Results Of This Study Illustrate The Financial Management Capacity Of Teachers In General In The Medium Category. They Are Not Many Teachers Who Have Entrepreneurial Activity Independently.

VI. EDUCATION BASED LEARNING METHOD E- LEARNING

Data Obtained Gained The Ability Of Teachers In Applying Entrepreneurial Learning By Using Media-Based Learning E-Learning Can Be Described As Follows: Based On The Data That Is Sketched Above Are: The Use Of Modules That Have Been Created By Teachers To Get A Very Good Response At All Because There Are Two Research Sites Are Always For Teaching Entrepreneurship By Using Modules, Further Utilizing IT By Using Learning E-Learning Also Got The Highest Point For IT Has Been Used To Facilitate The Use Of Learning Both In The Classroom And The Learning Is Done Outside Finished. IT Utilization Is Done In The Learning Process Of Marketing Products Made By The Students And The Learning Outcome Evaluation Process Conducted By The Teacher As A Feedback Process Of Learning To Do. Can Be Viewed Using The Percentage Of The Module And The Touch Of IT Reaches A Value Of 100%, While The Use Of Products Made By Teachers And Students Is Still Relatively Moderate, This Can Be Illustrated 110% As The Highest Value Of The Use Of The Product. Conclusions Can Be Drawn Here The Products Made By The Students As Well As Products Made By Teacher Training Still Takes A Touch And A Touch Of Mentoring By Teachers Or Entrepreneurs Who Are Outside The School. So That Students And Teachers Get Enlightened

Theories That Can Be Developed In A Learning Process That Is Characterized By A Touch-Based Learning E-Learning.

VII. DISCUSSION

A. MODEL-BASED CHARACTER EDUCATION

Based On The Above Findings, Look For Some Characteristics Was Already Possessed Better By Respondents In This Study, Such As The Need For High Achievement. This Shows That The Respondents Are People Who Want To Excel, Is Consistent With The Findings Of Koh (1996) Which States That One Of The Characteristics Of Teachers Studied Entrepreneurship Is To Have A High Need For Achievement. Characteristics Of A Task-Oriented And Results / Locus Control Assessed Has Been Owned By The School Teachers. Research Conducted By Hansemark (19100) Find The Locus Control And The Need For Achievement As A Characteristic Teachers Studied Entrepreneurship. Characteristics Like To Try New Ways / Creative Also Seen Already Owned By Responden. Results Is Also Supported By A Previous Study By Koh (1996), Meredith (1996) And Zimmerer Who Find That A Teacher Studied Creative Entrepreneur Must Have The Properties Shown By Liking New Ways. The Next Characteristic Is Capable Of Directing Others To Do The Work, Respondents Rated Enough To Have These Characteristics. Yet There Are Doubts About Their Ability To Lead People. A Teacher Of Entrepreneurship Should Be Oriented To The Future, Based On These Characteristics, The Respondents Considered To Be Oriented To The Future. Characteristics Have A Strong Ambition To Do The Job Well Enough Turned Out To Have. Teacher Entrepreneurship Is Also Charged Must Have The Characteristics Require Quick Feedback On The Work Performed, The Respondents In This Study Is Considered To Have The Trait. Characteristics Have A Strong Ambition And Requires Feedback Will Be Greatly Needed By A Teacher Of Entrepreneurship When Facing New Opportunities And Address The Challenges That Arise.

A Teacher Entrepreneur Must Also Have A High Fighting Spirit, Because In The Face Of Competitive Conditions Needed Spirit And High Fighting Spirit And Not Easily Discouraged. A Teacher Entrepreneur Must Also Have A Strong Motivation To Succeed. Based On The Findings Rated School Teachers Already Have. Characteristics Always Learn From Mistakes Made Also Assessed Has Been Owned By The Students. Galloway And Brown (2002) Also Found That The Factors Of Motivation And Ambition Is Characteristic Of The Entrepreneurship Spirit. Some Other Characteristics Not Yet Owned In Full By The School Teachers. This Looks At The Characteristics Of An Entrepreneurial Teacher Must Be Very Confident, It Turns Out Most Of The Teachers Are Still Unsure Of Their Condition And Only A Few Are Very Confident With Their Confidence. Based On The Findings Koh (1996), Meredith (1996) And Zimmerer In Suryana (2000), A Teacher Studied Entrepreneur Must Have High Confidence, Due To Start Making An Effort Needed Self-Confidence. Belief In Yourself Will Give Confidence To Entrepreneurs To Start Their Business At A Time Can Be Useful To Convince Others. Lack Of Confidence Respondents Are Likely Caused By The Absence Of Field Work Done, So That Respondents Tend To Be Afraid Of Failure. Innovative Characteristics Also Showed High Levels Of Considerable Doubt, This Means There Are Still Many Respondents Are Not Sure Of His Ability For Creating Innovative Ideas. It Also Deals With The Confidence And The Courage To Try New Ideas. Although Respondents Have Enough Knowledge Yet Never Apply It In Real Business, Could Cause The Respondent Can Not Think Of New Ideas For Business Development. A Teacher Entrepreneur Should Also Like Moderate Risk, The Findings Showed The Teacher Is Less Like A Moderate Risk. Indeed, Most People Prefer To Avoid Risk, But A Teacher Must Love The Entrepreneurial Risk Is Moderate, It Is Also Found In A Study By Koh (1996). The Conditions Of The Above Shows That All Fourteen Characteristics Of Entrepreneurship Has Been Owned By The Respondent, But There Are Some Characteristics That Have Not Been Sufficiently Strongly Held, Namely In The Form Of Self-Confidence And Ability To Take Risks Are Moderate And The Ability To Create Innovative Ideas. This Is Shown By The Still Large Number Of Respondents Answered Neutral / Undecided With Their Ability To Three Of These Characteristics.

The Above Condition Is Reinforced With An Answer Further Questions About The Respondents' Plans After The Training, It Turns Out Most Still Want To Find A Job, Only 25 Respondents Who Want To Self-Employment. So That This Condition Can Be Necessary Coaching-Training To Increase Self-Confidence, Risk-Taking Is Moderate And Bring Innovative Ideas Without Undermining Other Characteristics. Activities That Can Be Done Is By Providing Training More Intensive But Must Be Followed By Field Work As An Apprentice, Or Asked To Open Their Own Business. Cross-Tabulation Of The Results We Can Conclude That Among Men And Women In This Study There Was No Significant Difference In The Spirit Of Entrepreneurship. Based On The Characteristics Of The Subject Turns Out To Have A High Need For Achievement, Most Are Owned By The Department Of Language And Then Followed By Economics.

Answer Hesitation Largest For Characteristics Like A Moderate Risk Is Also Owned By The Department Of Social Sciences, Followed By History. As For The Innovative Characteristics, Most Who Answered Hesitation Is Majoring In Economics. It Shows Above Average Every Department Is Weak In The

Three Above Characteristics Are The Characteristics Of Confidence, Like The Risk Of Moderate And Innovative, Although It Has A Fairly High Need For Achievement.

Further Exploration, Turned Out Of The 200 Respondents 160 Respondents Who Have Attended Entrepreneurship Program Conducted By The School, It Is The Training Activities For Teachers Of Entrepreneurship And Economy Plus The Practice Of Teachers Eyes Studied Entrepreneurship. Assessment Of The 56 Respondents, 51 Stated That The Program Of Teachers Studied Entrepreneurship Schools Do Not Run As Well As Interrupted Only By The Provision Of Material, While The Practice Field Is Still Lacking. This Is One Reason Why They Do Not Dare To Open His Own Business. Understanding The Character According To The Center For Language MONE Is "Innate, Heart, Soul, Personality, Character, Behavior, Personality, Character, Character, Temperament, Character".

According Tadkiroatun Musfiroh (UNY, 2008), A Character Refers To The Set Of Attitudes (Attitudes), Behavioral (Behaviors), Motivation (Motivations), And Skills (Skills). Character Comes From The Greek Meaning "To Mark" Or Mark And Focus how To Apply The Value Of Goodness In The Form Of Action Or Behavior, So People Who Are Dishonest, Cruel, Greedy And Ugly Behavior Of Other People Say Ugly Character. Conversely, People Whose Behavior In Accordance With Moral Rules Are Called With A Noble Character. Noble Character Means That Individuals Have The Knowledge Of Her Potential, Which Characterized By Values Such As Reflective, Performer Factors, Rational, Logical, Critical, Analytical, Creative And Innovative, Independent, Healthy Living, Responsible, Love Science, Patient, Heart, Willing To Sacrifice, Brave, Trustworthy, Honest, Keeping Promises, Fair, Humble, Shamer, Forgiving, Soft-Hearted, Loyal, Hard Working, Diligent, Tenacious / Persistent, Conscientious, Initiative, Positive Thinking, Discipline, Anticipatory, Initiative, Visionary, Earthy, Vibrant, Dynamic, Economical / Efficient, Appreciate The Time, Dedication / Dedikatif, Self-Control, Productive, Friendly, Love Of Beauty (Aesthetic), Sporty, Resilient, Open, Orderly. Individuals Also Have Awareness

To Do The Best Or Superior, And Individuals Are Also Able To Act On The Potential And Consciousness. That Is A Noble Individual Characters That Can Be Characterized By The Values Of The Three Aspects So To Say As Characteristics. Characteristic Is The Realization Of A Positive Development As An Individual (Intellectual, Emotional, Social, Ethical, And Behavior). Individuals Who Are Of Good Character Or Superior Is Someone Who Tried To Do The Best Thing To God Almighty, Himself, Neighbor, Neighborhood, Nation And Country And The International Community At Large To Optimize The Potential (Knowledge) Itself And Is Accompanied By Consciousness, Emotion And Motivation (Feelings).

Character Education Is A System Of Value Investment Behavior (Character) To The School Community, Which Includes Knowledge, Awareness Or Willpower, And Actions To Implement These Values, Both Against God Almighty, Ourselves, Others, The Environment, And Nationality To Become A Human Perfect Man. Character Education Can Be Defined As "The Deliberate Use Of All Dimensions Of School Life To Foster Optimal Character Development".

In Character Education In Schools, All Of The Components (Stakeholders) Should Be Involved, Including The Educational Components Itself, Namely The Content Of The Curriculum, Learning And Assessment, Quality Of Relationships, Handling Or Management Subjects, Management School, Performing Activities Or Curricular Activities, Empowerment Of Infrastructure, Financing, And The Work Ethic Throughout The School Community / Environment. Character Education Is Defined As A Behavior That Is In The Citizen School Education Should Be Characterized As Described Above. According To David Elkind & Freddy Sweet Ph.D. (2004), Interpreted Character Education As Follows: "Character Education Is The Deliberate Effort To Help People Understand, Care About, And Act Upon Core Ethical Values. When We Think About The Kind Of Character We Want For Our Children, It Is Clear That We Want Them To Be Able To Judge What Is Right,

Care Deeply About What Is Right, And Then Do What They Believe To Be Right, Even In The Face Of Pressure From Without And Temptation From Within". Character Education Rests On The Basic Character Of Man, Which Is Sourced From Universal Moral Values (Absolute), Which Comes From Religion Is Also Called As "The Golden Rule". Character Education Can Have A Definite Purpose, If Rests On The Values Of The Base Character. According To Psychologists, Some Values. The Basic Character Is: Love Of God And His Creation (Nature With Its Contents), Responsibility, Honesty, Respect And Courtesy, Compassion, Caring, And Cooperation, Trust Self, Creative, Work Hard, And Never Give Up, Justice And Leadership; Good And Humility, Tolerance, Love Peace, And Unity. But Others Argue That The Fundamental Character Of Man Consists Of: Trustworthy, Respect And Attention, Caring, Honesty, Responsibility, Citizenship, Honesty, Courageous, Diligent, Disciplined, Visionary, Fairness, And Integrity. Implementation Of Character Education In Schools Should Be Based On The Values Of Character Base, Which Subsequently Developed Into Values That Are More Or Higher (Which Are Not Absolute Or Relative) In Accordance With The Needs, Conditions, And The School Environment Itself. Based On The Above Discussion It Is Emphasized That Character Education An Effort That Was Designed And Implemented Systematically To Help Teachers Understand The

Values Of Human Behavior Associated With Almighty God, Ourselves, Our Fellow Human Beings, The Environment, And Nationality Embodied In The Thoughts, Attitudes, Feelings, Words And Deeds By Religious Norms, Laws, Manners, Culture, And Customs.

VIII. QUALITY OF CHARACTER EDUCATION TEACHER ENTREPRENEURSHIP IN SCHOOLS

Character Education Aims To Form The Whole Person (Holistic), Insan Kamil, Or A Complete Human Character, Which Is Developing The Physical, Emotional, Social, Creative, Spiritual, And Intellectual Teachers Optimally. Basically, Character Education Can Be Implemented In An Integrated Manner With The Activities Education In Schools. In This Regard, Character Education And Education Teacher Studied Entrepreneurship At The School Can Be Implemented Through Three Channels, Namely:

1. Character Education Is Integrated In Learning
 2. Character Education Is Integrated Into Extracurricular Activities
 3. Character Education Is Integrated In The Activities Of Self-Development
- Strategies That Can Be Taken By The School In Character Education Through Three The Track Among Others, By:
1. Applying A Learning Method That Involves The Active Participation Of Teachers, The Method Which Can Increase The Motivation Of Teachers For The Entire Human Dimensions Involved Actively With The Given Subject Matter, Concrete, Meaningful, And Relevant In The Context Of His Life (Active Student Learning, Contextual Teaching And Learning, Inquiry Based Learning, Integrated Learning);
 2. Creating A Conducive Learning Environment (Conducive Learning Community) So That Teachers Can Learn Effectively In An Atmosphere That Provides A Sense Of Security, Award, Without Threats, And Encouragement;
 3. Provide Explicit Character Education, Systematic, And Continuous Involving Aspects Of Knowing The Good, Loving The Good, And The Good Acting;
 4. The Method Of Teaching That Takes Into Account The Uniqueness Of Each Teacher, Which Implementing The Curriculum That Involves Aspects Of Human Intelligence;
 5. All Of The Above Approach Is To Apply The Principles Of Developmentally Appropriate Practices;
 6. Build Relationships Are Supportive And Attentive In Class And Throughout School. The School Environment Should Be Characterized By Secure And Mutual Trust, Respect, And Attention To The Welfare Of Others;
 7. Model Or An Example Of Positive Behavior. The Most Important Part Of The Determination Of Environmental Supportive And Attentive In Class Was Attentive And Exemplary Behavior Full Appreciation Of Teachers And Their Interaction With The Teacher
 8. Create Opportunities For Teachers To Become Active And Full Of Meaning, Including In Life In The Classroom And At School. Schools Must Become More Environmentally Democratic And A Place For Teachers To Make Decisions And Actions, As Well As To Reflect On The Results Of His Actions
 9. Teach Social And Emotional Skills Are Essential. The Most Important Part Of Increase Teacher Developments Including Direct Teaching Social-Emotional Skills, Such As Listening When Others Speak, Recognizing And Managing Emotions, Respect Differences, And Resolve Conflicts Through A Gentle Way That Needs (Interests) Respectively;
 10. Involving Teachers In Moral Discourse. Moral Issues Are The Essence Of A Child's Education To Be Professionalism, And Moral Man;
 11. Create A Task Of Learning Meaningful And Relevant To Teachers;
 12. No Teachers Who Neglected. The Real Benchmarks Of School Success Including Education For All The Children In An Effort Realize Its Full Potential To Help Develop Special Talents And Their Capabilities, And To Revive Growth In The Intellectual, Ethical, And Emotional Teachers.

IX. CONCLUSION

Based On The Research Questions And The Research Results, The Researchers Gave Conclusion That:

1. Character, Attitudes, Interests And Behavior Of Teachers Of Entrepreneurship Teachers Before Implementation Models Integration Show Relatively Similar Conditions, On Average In The Category Of Pretty.
2. Model Quality Character Education And Entrepreneurship Into Teacher Education School Learning Demonstrated By The Quality Of Character Education And Studied Entrepreneurship Education In School Learning In This Case Are Syllabus And Lesson Plans In Which The Integrated

Character Values And Values Entrepreneurship Teachers. Syllabus As A Reference For The Development Of The RPP Includes The Identity Of The Subject Or Theme Of The Lesson, SK, KD, Learning Materials, Learning Activities, Indicators Of Achievement Of Competencies, Assessment, Allocation Of Time, And Learning Resources.

3. Guidelines For Implementing The Model Quality Character Education And Education Entrepreneurship Teachers In School Learning Has Been Prepared (Attached). In The Guide There Are Also Technical Instructions And Measures Of Learning Integrated Character Education And Entrepreneurship Teacher Training School
4. Improved Character, Attitudes, Interests, And Behavior Of Teachers Of Entrepreneurship Teachers After Intervention Model Of Quality Character Education And Teacher Education Entrepreneurship In Learning Can Happen But Not All Increases Just Attitude And Interest In Entrepreneurship Teachers Increased. As For The Teacher's Behavior And Character Entrepreneurs Increase Is Not Too Real.
5. During The Implementation Of The Model Are Factors Inhibiting And Supporting Factors. Factor Obstacle Encountered During The Implementation Of The Model Is The Allocation Of Time Limited, While The Supporting Factors For The Implementation Of The Model Include Attitude Cooperative School, Teacher Enthusiasm For Learning.

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