

ESTABLISHING ENTREPRENEURSHIP READABILITY IN CHILDHOOD THROUGH ADOLESCENCE

Henny Indrawati, Riau University

ABSTRACT

This paper purpose to Revealed the entrepreneurial learning model played by parents as a model for the formation of Entrepreneurial interests from childhood to adolescence. The author uses the interview protocol design to describe and interpret the values, behavior, beliefs and language patterns of the family unit of the Banjar Ethnic community entrepreneur. Ethnographic approaches are applied as a basis for expanding the understanding of entrepreneurial culture in families from research subjects. The findings is Entrepreneurial learning played by parents through entrepreneurial habits in their children in the business place can foster a strong trading instinct to brave entrepreneurship and have an entrepreneurial character. Integration of observational learning processes through imitation produces entrepreneurial learning models in the family.

Keywords: Entrepreneurship Interests, Parents, Experience, Entrepreneurial Model.

INTRODUCTION

A country that has many entrepreneurs or entrepreneurs is a country that has the potential to quickly advance in the economy and become a prosperous country so that a country must have entrepreneurs of at least two percent of the total population (Omoruyi et al., 2017). It is evident from several state conditions which were hit by several problems related to internal and external, namely social, political and especially economic, which were still able to survive and not easily deteriorated. This proves that entrepreneurship is able to sustain and move the economy and stability in a country. The development of the business world has the effect of prosperity through entrepreneurial activities supported by talents and skills possessed by humans so that entrepreneurship is seen as an instrument that moves society and the economy to become more advanced in the future (Singh, 2008). The important role of entrepreneurs in the economy of the community is undoubted, so there is a need to establish a model of entrepreneurial interest for children to adolescents.

The interests of entrepreneurs can be formed and studied throughout life. Interest raises the desire to know and learn an object with a feeling of pleasure and interest to make it happen as a life choice. Hurlock, (2010); Lee et al. (2011) emphasize that interest is the result of the learning experience because entrepreneurial interests of each individual will develop according to lessons learned based on experience and development based on the factors that influence it. The combination that shapes the individual's nature and the influence of the family in doing business can create entrepreneurship.

Based on the results of research on entrepreneurship, it was stated that family environment factors influence entrepreneurial interests. Research result Boz & Ergeneli (2014) states that the family is the first social group to interact with individuals. The individual learns the basic values of life from the family, parents become the most important actor in the life of an

individual. Individuals get their first experience about education, mental and cognitive development, and personalization in the family.

THEORETICAL BACKGROUND

Entrepreneurship Learning Model

Conceptual learning about entrepreneurship can only be achieved through experience and participation Galloway, et al. (2006) by learning the theory of learning will bring benefits to both the readability's of individuals and society. For individuals, learning is an effort to meet needs, so as to obtain a better and more effective quality of life. For the community, learning is the key to the transfer of culture from one generation to the next. Growing and developing readability in entrepreneurship in the family is not an easy job, requires a long process. Always involving family members in the form of participation every day in entrepreneurial activities carried out by parents can be understood as a way to make it happen. This view is also supported Hamilton (2011) that entrepreneurship learning in family business occurs through participation in daily practice in the family business. Without realizing it, this is where a model of learning is applied by parents to their children.

In order to understand and further illustrate the role of parents as a learning process in shaping individual entrepreneurial readability's, especially the process of establishing readability in entrepreneurship from childhood to adolescence, this study refers to one of the theories of learning. Most entrepreneurship researchers can be a reference for a literature review of the role of families in shaping individual entrepreneurial readability's (Boz & Ergeneli, 2014). The role model, in this case, is expressed as a very important factor in growing readability and providing experience. In addition, through the attitudes, actions, and behaviors of the role model can build the desire and credibility of choice for an individual. This is reinforced too Hjelle & Ziegler (1992) which states that the most characteristic of this theory is the belief that most human behavior is learned through observation or through examples. The importance of reciprocal relationships that occur between the three factors (behavior, individual/ cognitive, and environment) in understanding how individuals learn places the main emphasis on observational learning which involves an imitation. It's just that imitation in question is what is learned is not an imitation that is exactly the same as what is observed from the model, but rather is a general form that will be carried out by individuals in more creative ways (Santrock, 2009). The importance of the entrepreneur as a role model in the social environment under examination so that it cans readability entrepreneurial intentions to increase family business and welfare. Entrepreneurial intentions are developed through business organizations and companies that signify the main role of parents, families, and reference groups in growing the tendency of Tunisian students to start their business (Amouri et al., 2016).

Entrepreneurial Behavior

Individual behavior is formed through imitation of behavior that exists in the environment; learning is a process of how imitation really corresponds to the circumstances of himself and his purpose. The role of environmental factors especially the family environment has an influence on the readability in entrepreneurship (Costa et al., 2009). There are special factors in establishing the character of an entrepreneur in the form of values instilled by the family to the child to encourage progress and achievement without excessive pressure so as to form entrepreneurial traits. This explains that the family has a very large role in the formation of one's

entrepreneurial nature. Usually, these role models look at parents, siblings, other families (grandfather, uncle, aunt, and child), friends, spouses, or successful entrepreneurs who are idolized. The reality that occurs shows that someone who grows up in an entrepreneurial environment will have a relatively greater opportunity to become an entrepreneur (Gnyawali & Fogel, 1994). This is also reinforced from the results of the study Wang & Wong (2004) which states the family role model contributes to the level of entrepreneurial readability.

Entrepreneurial behavior in the learning process that is exhibited by parents as an entrepreneurial role model can be easily observed and easily remembered by individuals, making it more possible to imitate behavior, especially entrepreneurial behavior. Educating from an early age or since being a child can be done by parents by always involving them in every tradition of family business activities. The more often the readability expressed in activities will be stronger the readability of children will gain a lot of experience through the family so that there will be more and more characteristics and positive traits of children both in the form of knowledge, attitudes, and skills. Children are considered personal who are still clean and sensitive to stimuli that come from the environment, so the role of parents is very important since childhood (Neuman & Roskos, 1993). Entrepreneurial intentions and readabilities can be learned from time to time and is an important basis for individuals to start building their own businesses (Van Gelderen et al., 2008). This will strengthen the attitude towards his work in the future about the importance of the influence of experience and the environment on children's development (Jahja, 2011).

Developing Readability in Entrepreneurship in the Family

People with high entrepreneurial potential tend to have lots of ideas and be creative. The entrepreneurial potential possessed is higher based on their relationship to the role model and importance of entrepreneurial readability, as well as the success of entrepreneurship education by referring to entrepreneurial role models. The family business is in the social dynamics of the community in the form of practice, power relations and legitimacy conditions that enable learning through participation and learning can be embedded in social practice in everyday life (Hamilton, 2011).

The literature review of family roles is reinforced by (Boz & Ergeneli, 2013) that a review of the literature on the role of the family in establishing individual entrepreneurial readability is shown by most entrepreneurial researchers with Bandura's Social-Cognitive Theory. Individuals will observe behavior in their environment as a model, then imitate it to become their own behavior (Simon, 2007). The role of environmental factors especially the family environment has an influence on the readability in entrepreneurship. Form of "*role models*" (Costa et al., 2009). Usually, these role models look at parents, siblings, other families (grandfather, uncle, aunt, child), friends, spouses, or successful entrepreneurs who are idolized. That a lot of reality shows that someone who grows up in an entrepreneurial environment will relatively have a greater opportunity to become an entrepreneur (Gnyawali & Fogel, 1994).

Entrepreneurship and innovation family background as an important variable that influences the readability to start a new business, there is a positive relationship between tolerance of ambiguity and the tendency of risk-taking, and a negative relationship between locus of control and tendency to take risk but entrepreneurial readability is still holistic (Altinay et al., 2012). Contributions to an understanding of the culture of entrepreneurship in the family business, namely the

Cultures of entrepreneurship are transmitted through long and continuous interactions with the involvement of young people from an early age in identifying and pursuing

opportunities. The relevance of initial and continuous interactions between family members in the business (Cruz et al, 2012). The upbringing of fathers and mothers is a key point in the cultural transition from one generation to another, especially the importance of the role of fathers as family members who work is a key factor as a role model for children's economic perceptions (Boz & Ergeneli, 2014).

Ethnography to Express the Entrepreneurial Learning Model

The success of the learning process is inseparable from the role of the family environment because the family environment is the first and foremost socialization institution. Especially through the family environment, especially having parents who are self-employed as a model/example of entrepreneurship will further accelerate the success of the entrepreneurship learning process. This is where there will be a social cognitive learning process through imitation, where individuals can directly feel and remember by first observing selectively the entrepreneurial activities exhibited by parents in their daily lives at the place of business. As direct involvement in entrepreneurial activities carried out jointly and continuously with parents will further foster the readability of individuals to emulate what parents demonstrate. In addition, if the imitation gets reinforcement, then the imitated behavior will become his behavior. An ethnographic approach is a qualitative design in which a researcher describes and interprets the same pattern of values, behavior, beliefs, and language from a group that has the same culture.

METHODOLOGY

Research Design

To understand the entrepreneurial learning model played by parents for the process of establishing entrepreneurial readability from childhood through adolescence, this study uses the ethnic assumption of Banjar in Indonesia to have entrepreneurial readability taught by parents from childhood. The type of qualitative research with an ethnographic approach as a knife to the analysis of this study is more aimed at family units in the context of expanding the understanding of entrepreneurial culture in relation to entrepreneurial readability.

This qualitative research uses an ethnographic approach as the analytical knife, while the implementation of the research uses the Spradley ethnographic approach, namely the Developmental Research Sequence which has the main principle of selecting informants, interviewing an informant, making ethnographic notes which will be further analyzed, proposing descriptive questions, conducting interview analysis, making domain analysis, asking structural questions, making taxonomic analysis, asking contrasting questions, making component analysis, finding cultural themes, and making ethnography. It was realized that the twelve steps in this study were not all used. The steps chosen depend on the availability and meaningfulness of the information.

Research Subjects

The setting of this research was conducted in the City of Palangka Raya Indonesia, based on the consideration that the majority of those who are entrepreneurs or entrepreneurs in the city of Palangka Raya are ethnic Banjars compared to indigenous ethnic groups (Dayak ethnic groups). Using a purposive sampling technique with research subjects who were informants in this ethnographic study were ethnic gold and gem entrepreneurs (diamond stones) Banjar. Consideration of the selection of research subjects based on; (1) Entrepreneurs who have long lived and traded in the city of Palangka Raya for more than 20 years, (2) Have an entrepreneurial

spirit that is obtained and fostered by parents from childhood to adolescence, (3) Having a business which is unique (unique) Banjar Ethnicity, and (4) Type of business that requires a special skill (technical skills).

Data Collection

The data used by researchers in the study is divided into three types, namely data emik, ethical data, and negotiation data. Emik data is data obtained from information provided directly by research subjects/informants. Ethical data is data obtained from information in the form of interpellation of researchers made in accordance with the perspective of research informants. Negotiation data is information that has been agreed between research informants and researchers to be used in research. The technique of collecting data with an ethnographic approach in qualitative research is done by means of participant observation, in-depth interviews, and documentation. The design of data collection with notes from the field must be redrawn so that the researcher does not merely study the community as a whole but understands the behavior of the community and learns about community life (Ethnic Banjar). Researchers in the analysis of ethnographic data do secondary understanding or secondary interpretation, meaning that researchers attempt to understand the understanding of research informants (Fatchan, 2015).

RESULT AND DISCUSSION

Banjar ethnicity is very synonymous with trade and is one of the ethnicities which are called ethnic traders. The trade carried out by the Banjar people actually through a very long and long-lasting formation process, so it has been a tradition. This trading activity continues throughout the history of Banjar since the days of Negaradipa, followed by Negara Daha until the Sultanate of Banjar. For the important Banjar people, they do not want to trade or want to go to school, but rather how quickly they can release dependence on their parents and immediately be free, independent and independent. The cultivation of family ethics and values in the business culture regarding the Banjar culture has been adopted by ethnic Banjars for a long time. These values relate to democratic values in Banjar culture in the form of a tradition of freedom. Historically the family which is ethnic Banjar with a background of merchant descent and lives in an entrepreneurial family environment can influence the readability in entrepreneurship.

Establishment of entrepreneurial learning played by parents as an entrepreneurial role model fosters a readability in entrepreneurship. Learning can be initiated by giving positive examples from parents as well as habituation formation in entrepreneurship. It should also be understood that the atmosphere of the house is very influential in the development and behavior of children. The family environment with an entrepreneurial background, especially parents in the family through entrepreneurial behavior that is demonstrated in their daily lives, can be a model/example that can influence the behavior of their children and other family members in the family. Family is the most important socialization environment (Whitbeck & Gecas, 1988). Entrepreneurship can be developed through education and can be started at an early age (Obschonka et al., 2010). The social environment and people around individuals involved in entrepreneurial activities, such as family or friends can influence a person's attitude towards entrepreneurship.

How to grow entrepreneurial readability can be realized in the form of a learning process in a parent's business place, this is believed to be increasingly encouraging to grow the readability of their children in business. Innate abilities and experiences from an early age (children) will encourage being an entrepreneurial spirit because they see the process directly

and continuously in the family. This means that changes will occur through the learning process, observing parents' behavior continuously so that it is easier for children to remember. The process of seeing and observing the behavior of these parents will occur 'imitation process' of the behavior that has been shown by parents. The point that can be taken is that individuals cannot be influenced by model behavior through observation if individuals do not remember it. Individuals will remember the learning process and observations in the form of code, meaning that memories will be stored in symbolic or media symbols.

The growing development of individuals in accordance with the concept of the learning process obviously shows an increase in motor skills by showing the ability to translate symbolically shaped memories that are coded into the right action (Teasdale, 1978; Hjelle & Ziegler, 1992). The learning process of entrepreneurship in the family takes place through entrepreneurial activities carried out in the place of business. Entrepreneurship education in the family is a way to create entrepreneurs so that they are able to prosper the family in particular and society in general in terms of economic and social (Hasan, 2018).

Banjar Ethnic entrepreneurial activities take place by involving their children participating from a young age (childhood) to adolescence so that they will gain experience in the form of mastery of science and the science of technical expertise. The mastery of these two knowledge in the Banjar Ethnic family based on findings in the field turns out to be more inherent with the provision of advice / teachings which is a guidance given by parents that knowledge must be passed on to the next generation and guidance on the philosophy/principle of life held by parents. Besides the courage of parents to provide capital to children who are still teenagers, making the entrepreneurship learning process for members of the Banjar ethnic family increasingly successful. The four values given by parents are considered as a guide and contained in the family which eventually becomes a culture inherent from generation to generation. This makes the learning process of entrepreneurship in the Banjar Ethnic family in different ways in terms of growing readability in entrepreneurship in the next generation.

A culture inherent is hereditary in particular related to how to foster entrepreneurial readability so that an entrepreneurial learning model in the family is obtained called "*Participatory Learning Model*". This model is formed from the integration of observational learning processes through imitation. The findings during the research process, observations and in-depth interviews with the informants can be described by the following model Figure 1.

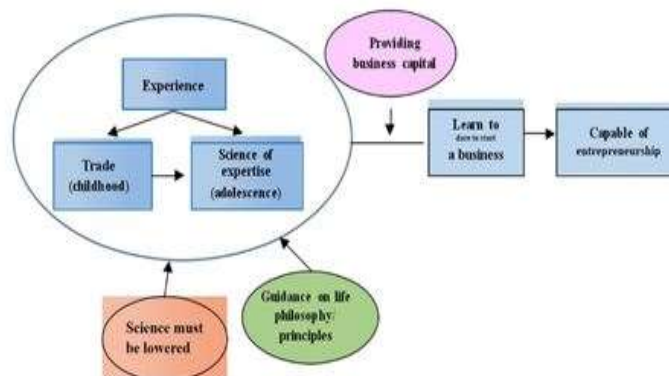


FIGURE 1
PARTICIPATORY LEARNING MODEL

The four guidelines found in the Banjar Ethnic family for the success of the entrepreneurial learning process include; first, science must be lowered. Reducing trade and

technical expertise that has been inherited from generation to generation is a form of value contained in the family, especially the cultural values of entrepreneurship.

The real manifestation of the idea of a balance between the concept of worship and business (trade) among ethnic Banjar traders has dynamized economic practices. Third, guidance on the philosophy/ principle of life. Being an entrepreneur does have to have a philosophy/principle of life that continues to be held firm, both when experiencing business success or when experiencing business bankruptcy. The influence of individuals will be brave to take risks and if a failure occurs it is considered a test for an entrepreneur with an entrepreneurial spirit. Fourth, providing business capital. One of the supporting factors in running a business is capital. If likened to starting a business by building a house, then capital is part of the foundation of the house to be built. The stronger the foundation is made, the stronger the influence of capital on the business, where its existence is the initial foundation for the business to be pioneered.

CONCLUSION

Entrepreneurial learning models played by parents in Banjar Ethnic families through the involvement of children in the business place by participating in working together every day. The learning process carried out begins with the existence of entrepreneurial activities played by parents as models/examples in the place of business of parents, children present and pay attention to any parental activities while in the place of business. Children up to adolescence who still live with parents, children will directly pay attention and be involved indirectly by remembering/storing parent activities. The process of producing motoric motion takes place beginning with learning to do work according to parental instructions, and then parents reduce the science of expertise that has been passed down for generations slowly such as learning and daring to start a business independently. Then parents provide capital as motivation in childhood and adolescence. The learning process is said to be successfully marked by the child being able to entrepreneurship independently which is shown to have become an entrepreneur. This learning model is the development of an observational learning process model through imitation of a culture of entrepreneurship in the Banjar Ethnic family.

The results of the research show that the integration of the observational learning process through imitation produces an entrepreneurial learning model in the family, namely "*Learning Model of Participation*". Entrepreneurial learning played by parents through the habit of entrepreneurship in a business place can foster a strong trading instinct to brave entrepreneurship and have entrepreneurial character. The entrepreneurial character can be seen in behavior such as acting calculated, hardworking, disciplined, resilient, patient, responsible, never giving up, deft, and very optimistic. An entrepreneurial character can directly create individual independence so that it can work improve the economy and family welfare in particular and the community as a social environment in general.

Future research is expected to find different learning models with different family experiences. This will ultimately increase knowledge in order to open insights and perspectives on a career as an entrepreneur. Disclosure of entrepreneurial learning models in the family is realized only limited to families who are engaged in similar businesses, namely gold and gem entrepreneurs (diamond stones). In addition, the family who became informants came from one area. Revealed the learning process of entrepreneurship in childhood through adolescence and did not reveal the learning process of entrepreneurship until adulthood, so the results of this study were still lacking in depth.

REFERENCES

- Ahmad, A. (2015). Qualitative Research Methods Ethnographic and Ethnomethodological Approaches for Research in the Social Sciences.
- Altinay, L., Madanoglu, M., Daniele, R., & Lashley, C. (2012). The influence of family tradition and psychological traits on entrepreneurial intention. *International Journal of Hospitality Management*, 31(2), 489-499.
- Amouri, A., Sidrat, S., Boudabbous, S., & Boujelbene, Y. (2016). Effects of role models on developing entrepreneurial intention among graduate students in Tunisia. *IOSR Journal of Business and Management*, 18(7), 73-80.
- Boz, A., & Ergeneli, A. (2013). A descriptive analysis of parents of women entrepreneurs in Turkey. Google Scholar
- Boz, A., & Ergeneli, A. (2014). Women entrepreneurs' personality characteristics and parents' parenting style profile in Turkey. *Procedia-social and behavioral sciences*, 109, 92-97.
- Costa, F.J.D., Soares, A.A.C., & Bonfim, D.G. (2009). Factors of influence on the entrepreneurial interest: An analysis with students of information technology related courses. *JISTEM-Journal of Information Systems and Technology Management*, 6, 227-246.
- Cruz, A.D., Hamilton, E., & Jack, S.L. (2012). Understanding entrepreneurial cultures in family businesses: A study of family entrepreneurial teams in Honduras. *Journal of Family Business Strategy*, 3(3), 147-161.
- Galloway, L., Kelly, S., & Keogh, W. (2006). Identifying entrepreneurial potential in students. *National Council for Graduate Entrepreneurship Working Paper*, 6(2006), 1-20.
- Gnyawali, D.R., & Fogel, D.S. (1994). Environments for entrepreneurship development: key dimensions and research implications. *Entrepreneurship Theory and Practice*, 18(4), 43-62.
- Hamilton, E. (2011). Entrepreneurial learning in family business: A situated learning perspective. *Journal of Small Business and Enterprise Development*, 18(1), 8-26.
- Hasan (2018) 'Informal Economic Education: A Study of Entrepreneurship Education in the Family. *Journal of Economix*, 6(1), 122-133.
- Hjelle, L.A., & Ziegler, D.J. (1992). Personality theories: Basic assumptions, research, and applications .
- Hurlock, E. B. (2010) Child Development. Volume 2. Ed. 6th edn. Jakarta: Erlangga.
- Jahja, Y. (2011) Developmental Psychology. Jakarta: Kencana.
- Lee, Y.J., Chao, C.H., & Chen, C.Y. (2011). The influences of interest in learning and learning hours on learning outcomes of vocational college students in Taiwan: using a teacher's instructional attitude as the moderator. *Global Journal of Engineering Education*, 13(3), 140-153.
- Neuman, S.B., & Roskos, K. (1993). Access to print for children of poverty: Differential effects of adult mediation and literacy-enriched play settings on environmental and functional print tasks. *American Educational Research Journal*, 30(1), 95-122.
- Obschonka, M., Silbereisen, R.K., & Schmitt-Rodermund, E. (2010). Entrepreneurial intention as developmental outcome. *Journal of Vocational Behavior*, 77(1), 63-72.
- Omoruyi, E.M.M., Olamide, K.S., Gomolemo, G., & Donath, O.A. (2017). Entrepreneurship and economic growth: Does entrepreneurship bolster economic expansion in Africa. *Journal of Socialomics*, 6(4), 1-11.
- Santrock, J. W. (2009). Psikologi pendidikan educational psychology. Jakarta: Salemba Humanika, 86.
- Simon, H.A. (1966). Theories of decision-making in economics and behavioural science 1-28.
- Singh, R.P. (2008). The shortage of academically trained entrepreneurship faculty: Implications, challenges, and opportunities. *Journal of Entrepreneurship Education*, 11, 117.
- Teasdale, J.D. (1978). Self-efficacy: Toward a unifying theory of behavioural change?. *Advances in Behaviour Research and Therapy*, 1(4), 211-215.
- Van Gelderen, M., Brand, M., Van Praag, M., Bodewes, W., Poutsma, E., & Van Gils, A. (2008). Explaining entrepreneurial intentions by means of the theory of planned behaviour. *Career Development International*, 13(6), 538-559.
- Wang, C.K., & Wong, P.K. (2004). Entrepreneurial interest of university students in Singapore. *Technovation*, 24(2), 163-172.
- Whitbeck, L.B., & Gecas, V. (1988). Value attributions and value transmission between parents and children. *Journal of Marriage and the Family*, 829-840.

<p>Received: 17-Apr-2023, Manuscript No. AJEE-23-13500; Editor assigned: 19-Apr -2023, Pre QC No. AJEE-23-13500(PQ); Reviewed: 03-May-2023, QC No. AJEE-23-13500; Published: 10-May-2023</p>
--