
FORMATION OF STUDENT ENTREPRENEURIAL CHARACTER THROUGH THE ROLE OF SCHOOL COOPERATIVES**Triesninda Pahlevi¹⁾**

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Abstract

Business today cannot be School cooperatives do not have a legal entity but are considered as cooperative associations consisting of students, while teachers and school principals act as coaches. School cooperative activities are buying and selling goods and services. Therefore, school cooperatives are one of the media for learning entrepreneurship practices. The purpose of this study is to conduct a study to identify the role of cooperatives as forming entrepreneurial character. The research methodology used is to use a literature review or systematic literature review (SLR). The article was obtained from the search results on Google Scholar with the keywords school cooperative and entrepreneurial character. The results showed that entrepreneurial characteristics can be formed through the role of school cooperatives.

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1. Introduction

The world of education is a place to create a golden generation. The world of education, especially schools, is the printer of a superior generation, in this case, superior human resources such as the ideals of the Indonesian nation. For this reason, it is necessary to have good quality education and the government's contribution to make it happen. A good quality of education can be seen from the curriculum, teaching staff, and the infrastructure that supports it. Of course, the absorption of superior human resources must be balanced with the number of needs in the workforce.

In the era of the COVID-19 pandemic, the unemployment rate is increasing. Data from the Central Statistics Agency (BPS) shows that 1.82 million Indonesians are unemployed due to COVID-19. (Department of Communication and Information Technology of East Java Province, 2021). As the unemployment rate increases, the solution is to add entrepreneurship (Royani & Wuryandini, 2019). In his speech, vice president Ma'aruf Amin said that entrepreneurship in Indonesia in 2021 is 3.1 percent which is far from neighboring countries such as Malaysia and Singapore and to make Indonesia advanced, 10 percent are needed to become entrepreneurs (Antaraneews.com, 2021). For this reason, it is important for schools to foster entrepreneurial character in students (Susanto, 2017). As a form of developing entrepreneurial skills, it is necessary to introduce the entrepreneurial spirit from an early age to the younger generation (Suparmi, Suwena, & Meitriana, 2020). It is hoped that they will open a business so that it opens up job opportunities for the surrounding community (Sapka & Marazeenal, 2019).

Entrepreneurial character to students can be done through two strategies, first, namely through learning activities in class, and secondly through school cooperative activities (Armiati, 2011). If both strategies are implemented optimally, the results will follow.

People assume that entrepreneurship is a science that cannot be learned and taught, but now this knowledge must be learned and taught

through entrepreneurship education given in schools. As a means for these entrepreneurial activities, namely through school cooperatives (Kurniawan, 2014; Suparmi et al., 2020). School cooperatives are not only used to satisfy student needs but are also used as learning entrepreneurship practices (Sari, 2013)

School cooperatives include consumer cooperatives that involve students while teachers and school principals act as coordinators (Lindawati & Suyanto, 2015; Royani & Wuryandini, 2019). The school cooperative was established in 1975 based on a joint decision of the Minister of Trade and Cooperatives and the Minister of Education and Culture Number 719/Kpb/XII/79 and Number 282a/P/1979 (Suyati, 2016). School cooperatives were established starting from the level of basic education (SD), secondary education (SMP), upper education (SMA/SMK) and higher education (University). School cooperatives do not have a legal entity like cooperatives in general because their members are students with an average age of 6-18 years. However, school cooperatives are still recognized as cooperative associations (Saraswati, 2019).

Through the participation of cooperatives, students can increase their income as well as schools and can build the people's economy (Nurbudiyani, 2013; Rukajat, Abas, & Sudrajat, 2020; Sapka & Marazeenal, 2019). Cooperatives are also considered as a place of training for students to hone their potential that is not found in classroom lessons (Cantisa, Herkulana, & Khosmas, 2019).

The results of previous studies indicate that the purpose of establishing a school cooperative is to foster entrepreneurial character and student independence (Armiati, 2011; Lindawati & Suyanto, 2015; Royani & Wuryandini, 2019; Sukidjo, Ali, & Mustofa, 2016; Susanto, 2017). Independent in this case is defined as not depending on others so that students can innovate, be creative and productive. Whereas in general the characteristics of entrepreneurship are independent, creative, innovative, disciplined,

hard working, positive thinking, and always ready to accept risks.(Royani & Wuryandini, 2019). Meanwhile, according to Meredith (2000) Entrepreneurship has the characteristics of being confident, task and result oriented, daring to take risks, having a leadership spirit, being creative, dynamic, and innovative and oriented towards the future.

In cooperatives, the entrepreneurial character is very important for students to have for their experiences while being members of the cooperative so that they can apply it in the community. (Jayatri & Yanuarindah Putri, 2019). The school cooperative itself has an important role. First, to satisfy student needs. Second, as a business unit in schools so as to create school finances independently. Third, cultivate the entrepreneurial character of students so that they can sell their products and practice entrepreneurship.

This article aims to examine the results of previous research, namely the role of school cooperatives in growing entrepreneurial character.

2. Methods

This study uses a literature review or systematic literature review (SLR). SLR is a particular research methodology or research where development is carried out through the collection and evaluation of research with a particular topic (Lusiana & Suryani, 2014). The results of the research are studies, evaluations, and interpretations of the results of previous studies. This study aims to identify the journals in each process according to the steps set

(Triandini, Jayanatha, Indrawan, Werla Putra, & Iswara, 2019).

Articles obtained from Google Scholar through topics that match the keywords of school cooperatives and entrepreneurial character. Articles published between the time span 2011-2020. From the search results based on keywords, 14 articles were found. Then the articles that deserve to be reviewed are 8 articles. The results of the review are expected to obtain conclusions that are used as the basis for the role of school cooperatives in growing students' entrepreneurial character. Data analysis was taken from the results of data tabulation which included the name of the researcher, year of publication, research title, research methodology, and research results.

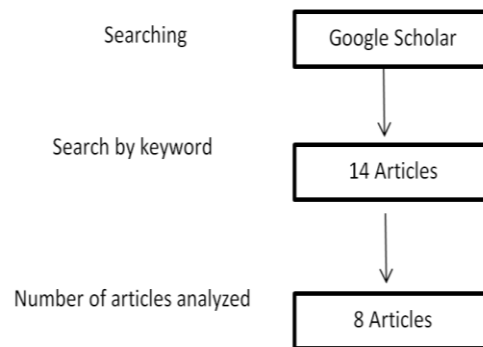


Fig. 1. *Flowchart* of The Literature Review Process

3. Results and Discussion

Search articles according to keywords totaled 14, then articles were selected and 8 articles were selected for analysis. The following results of the article analysis in table 1.

Table 1 The Following Results Of The Article Analysis

Researcher Name and Year	Research Title	Research methodology	Research result
(Armiati, 2011)	Strategies for Creating Entrepreneurship-Based Vocational Schools in Increasing Student Independence and	Case study	The strategy adopted by the school to foster the entrepreneurial spirit of independence and

	Creativity Through School Cooperatives		creativity of students through cooperatives is through school education and training programs, and learning strategies.
(Kurniawan, 2014)	The Role of School Cooperatives as Entrepreneurial Skills Developer	Descriptive research	School cooperatives play a role in increasing students' knowledge and experience of entrepreneurship, as well as developing entrepreneurial skills.
(Lindawati & Suyanto, 2015)	The Role of School Cooperatives in Improving Entrepreneurial Attitudes of Students at SMK Negeri 1 Wonogiri	Case study qualitative approach	School cooperatives can improve entrepreneurial attitudes, and train students' entrepreneurship skills.
(Sukidjo et al., 2016)	School Cooperatives as a Place for Student Character Development	Descriptive research	The benefits of school cooperatives are to shape the character of students, namely democracy, kinship, responsibility and independence.
(Sapka & Marazeenal, 2019)	The Role of Student Cooperatives in Building the Entrepreneurial Spirit of SMAN 1 Mataram students	Qualitative	Through cooperatives, entrepreneurial character is formed through independence, responsibility, independence, the

			courage to take actions carefully and innovatively
(Royani & Wuryandini, 2019)	The Role of School Cooperatives in Developing Entrepreneurial Characters in Students of SMK Negeri 1 Sragi	Qualitative research with a case study approach	The role of school cooperatives in fostering entrepreneurial character is still lacking.
(Jayatri & Yanuarindah Putri, 2019)	Study on the Role of School Cooperatives as a Means of Building Entrepreneurial Character at SMPN 01 Kedungjajang	Qualitative research with a phenomenological approach.	School cooperatives form entrepreneurial characters such as being responsible, cooperative, creative, independent, honest, and very high entrepreneurial motivation.
(Suparmi et al., 2020)	The Role of School Cooperatives in Developing Entrepreneurial Spirits in Students	Descriptive research	The entrepreneurial spirit through cooperatives is measured in five dimensions, namely establishing good and independent rescue practices, assisting in creating an atmosphere of direct training to practice management and trading techniques, having the characteristics and elements of democracy among generations, promoting an

			attitude of cooperation and mutual respect. help each other, foster leadership talent among the younger generation with the results of the criteria playing a very strong role.
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Analysis of the research methodology of 8 articles using descriptive and qualitative research. The research subjects of each article were taken in different places, namely Junior High School and Senior High School as well as the equivalent of Vocational High School (SMK). The results of the study show that school cooperatives play a very important role in growing entrepreneurial character (Armiati, 2011; Jayatri & Yanuarindah Putri, 2019; Sapka & Marazaenal, 2019; Sukidjo et al., 2016; Suparmi et al., 2020). There are several entrepreneurial characters formed through school cooperatives from the article. First, independence is defined as always doing activities independently without the help of others (Armiati, 2011; Jayatri & Yanuarindah Putri, 2019; Lindawati & Suyanto, 2015; Royani & Wuryandini, 2019). Second, student creativity is formed from student independence. Creativity will provide valuable experience to students (Sukidjo et al., 2016). Third, be responsible for yourself, school, and the surrounding environment (Armiati, 2011). Fourth, cooperate with the team, namely members of the school cooperative (Suparmi et al., 2020). Fifth, leadership where students are given the opportunity to become administrators of school cooperatives (Kurniawan, 2014; Suparmi et al., 2020). Sixth, dare to take risks because students are involved in buying and selling in cooperatives (Jayatri & Yanuarindah Putri, 2019; Kurniawan, 2014; Lindawati & Suyanto, 2015; Sapka & Marazaenal, 2019).

The active role of students in running school cooperatives is needed so that they can run optimally. The role of teachers and school principals is as supervisor of school cooperatives. For this reason, collaborative efforts are needed between school principals, teachers and students. A school cooperative consisting of students as a place for cooperative education and training (Jayatri & Yanuarindah Putri, 2019).

School cooperative activities are buying and selling goods. This activity introduces students to the practice of entrepreneurship (Lindawati & Suyanto, 2015). Thus, school cooperatives are also useful as a learning resource (Laviani, Haris, & Tungga Admaja, 2018; Susanto, 2017). Cooperatives will grow if students have creativity and innovate to develop products sold in school cooperatives (Bijman, Muradian, & Schuurman, 2016). Not only needs for schools, other products and or daily needs even services can be traded here. This is contrary to the results of research Royani & Wuryandini (2019) that the creative and innovative attitude of cooperative members at SMKN 1 Sragi is still lacking because they have not developed the products sold in school cooperatives. It is necessary to implement a strategy to increase the creativity of cooperative member students through education and training programs and school cooperative learning strategies (Armiati, 2011; Singh, Gurcharanjit Singh Veer; Che Senik & Hanafiah, 2020).

4. Conclusion

Cooperatives as a driver of the people's economy. One form of consumer cooperatives is school cooperatives. School cooperatives form entrepreneurial characters including independence, student creativity, responsibility, collaboration, leadership, and the courage to take risks. The active participation of students, and the cooperation of teachers, principals and students are needed so that school cooperatives run optimally.

Subsequent research focuses more on how the school's efforts to attract students' interest as members of school cooperatives through learning about cooperatives that are integrated with the school curriculum and school cooperative management training for students.

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