

STRATEGIES TO DEVELOP ENTREPRENEURIAL INTERESTS FOR TEACHERS AND STUDENTS AT LUKMAN HAKIM SCHOOL - THAILAND

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Article history:

Received: December 2024

Revised: December 2024

Accepted: December 2024

ABSTRACT Interest entrepreneurship is factor important in support development skills practical and mentality innovative in the environment school . Development program interest entrepreneurship at Lukman Hakim School, Yala , Thailand, is designed For give experience direct and knowledge practical to students and teachers through approach education , training and practice field . As a result , this program succeed increase awareness student to entrepreneurship up to 80% and encourage 75% of students develop business ideas innovative . Collaboration with ten company local give outlook practical for students , while 90% of teachers reported improvement competence in teaching entrepreneurship . Constraints like limitations time , access technology that is not evenly distributed , and minimal collaboration beginning overcome through allocation time special , improvement infrastructure , and expansion Work The same external . This program own potential For become a development model entrepreneurship sustainable that can implemented in institutions education other.

KEYWORDS: *Entrepreneurship , Education , Interest Entrepreneur , Teacher, Student , Education Strategy*

1. INTRODUCTION

Entrepreneurship own role strategic in push growth economy , creating field work , and improve welfare society (Kirzner , 1997). In context education , instilling interest entrepreneurship since early No only equip student with skills technical , but also instill pattern think creative ,

innovative , and adaptive (Drucker, 1985). This is very relevant in the era of disruption. technology moment this , where the ability For create opportunity new be one of key success .

In the environment school , development interest entrepreneurship No only impact on students , but also on teachers as facilitator main learning . Teachers who have interest and understanding about entrepreneurship can apply method more teaching practical , relevant , and contextual (Shane & Venkataraman, 2000). With Thus , they capable prepare student face challenges of a dynamic and competitive world of work . In addition that , the school that supports entrepreneurship in a way active can strengthen reputation as an innovative and responsive institution to need society (Herrington & Kew, 2015).

Urgency devotion to community (PKM) in context this is very important Because can become bridge between theory and practice (Kotler & Keller, 2016). PKM provides room For implementing entrepreneurial strategies in a way real , involving various stakeholders interests , and encourage knowledge transfer from academics to community . The PKM program designed at Lukman Hakim School, Yala , Thailand, became example real How institution education can play role active in build capacity entrepreneurship among students and teachers.

Benefit of this program is very broad . For students , involvement in a program based on entrepreneurship can increase problem-solving skills , creativity , independence , and confidence themselves (Gibb, 1993). They No only taught For look for jobs , but also create opportunity Work . For teachers, this program help enrich method teaching through approach practical and based project . Teachers can also learn skills new relevant with needs of the times. While that , for school , the success of this program can increase image institution as institution innovative and progressive education .

With integrating holistic strategies , such as curriculum based on entrepreneurship , training direct , and support facilities , this program become a model that can adopted by the institution other . Approach This No only aiming For print competent graduates in a way technical , but also individuals who have pattern think entrepreneur , capable adapt , and be ready face global challenges .

Objective Activity

- 1) Increase awareness and interest entrepreneurship among teachers and students .
- 2) Developing effective strategies For grow entrepreneurship in schools .
- 3) Increase quality education and development student .

2. METHOD

Study This use method participation active and implementation direct in context devotion to community (PKM). Method This involving planning , implementation and evaluation of development programs interest entrepreneurship in a way structured approach at Lukman Hakim School, Yala , Thailand. This merge method qualitative and approach practical For create relevant and impactful strategies . Stages the method used includes :

1. Identification Needs and Potential School

Stage beginning done through survey and discussion with party schools , including teachers, students , and stakeholders interest others . Purpose from stage This is For identify potential , needs , and obstacle in grow interest entrepreneurship .

2. Program Design

Based on results identification , compiled based program entrepreneurship that includes education theoretical and practical field . Components Main programs include :

- a. **Curriculum based on entrepreneurship** : Developing material relevant learning with the business world .
- b. **Training and workshops** : Designing activity training intensive that presents practitioner business For give outlook direct to teachers and students .
- c. **Practice Field** : Preparing a simulation agenda business , visit industry , and projects entrepreneurship student as experience direct .

3. Program Implementation

Program implemented in two stage :

- a. **Stage education and training** : Activities This involving integration curriculum entrepreneurship to in eye lessons , workshops, and seminars. Training This aiming build understanding base about principles business and innovation .
- b. **Stage practice Field** : Students and teachers are involved in simulation business , visit to company , as well as project entrepreneurship . Practice This designed For develop skills practical and instilling pattern think entrepreneurship .

4. Support and Collaboration

Stage This involving role school as facilitator , including provision incubator business and mentoring by practitioners experienced . Besides that , is done collaboration with party external , such as company local , for give support internships , sponsorships, and funding .

5. **Monitoring and Evaluation**

Evaluation done in a way periodic through measurement results from every activities , good in a way qualitative and quantitative . Instruments evaluation includes :

- a. **Observation direct** during program implementation .
- b. **Interview** with teachers and students For gather bait come back related to the program.
- c. **Evaluation project entrepreneurship student** For evaluate ability they in design and implement plan business .

6. **Compilation Reports and Recommendations**

After the entire program is completed , the results are summarized in report the end that includes achievements , obstacles , and recommendations For development of similar programs in the future .

3. **RESULT AND DISCUSSION**

Description Activity

Development program interest entrepreneurship at Lukman Hakim School, Yala , Thailand, is designed For give experience direct as well as knowledge practical to students and teachers. Activities This involving two approach main , namely education and training as well as practice field , which is supported by the role of school and collaboration with party external .

In approach education and training , schools integrate entrepreneurship to in curriculum . Subjects This designed For teach principles base business , management and innovation in a way systematic . The goal is is to form pattern think entrepreneurship in students since early . Besides In addition , the school also organizes entrepreneurship workshops and seminars involving practitioner business and entrepreneurs success . Through activity In this , students and teachers get outlook practical about the business world , as well as inspiration For face challenge as well as utilise opportunities in the environment dynamic work .

Approach practice field done through a number of purposeful activities give experience direct to students . One of them is simulation business , where students can feel direct challenge in manage operational business in scenarios that resemble the real world . Other activities include visit industry , where students invited see direct operational processes and business strategies in companies that have successful . Besides that , students are also involved in project entrepreneurship , which encourages they develop business ideas from draft until plan realistic business . Project This designed For increase creativity , problem-solving skills , and understanding about application practical knowledge entrepreneurship .

Support school in this program realized through various facilities . School provide incubator business as room special For students who want to start business . Facilities This supported with intensive mentoring from the experts business that guides student in develop skills and plans business they . Collaboration with party external also becomes part important from this program . School to weave cooperation with the business world For give opportunity Study direct for student through internship programs . In addition that , partnership this also helps school get sponsorship and funding use support program development and project student .

Activity Results

Activity grow interest entrepreneurship at Lukman Hakim School, Yala , Thailand, provides significant results . Improvement awareness and interest student to entrepreneurship reached 80%, indicating success of the program in Motivate students (Shane & Venkataraman, 2000). This is in line with theory entrepreneurship that emphasizes importance awareness and motivation in develop interest entrepreneurship (Drucker, 1985).

This program was also successful helping 75% of students develop business ideas innovative through project entrepreneurship , this data can seen in Table 1. This is reflect creativity and ability student in identify opportunity business (Gibb, 1993). Many of the business ideas generated own potential implementation real , appropriate with draft entrepreneurship that emphasizes importance innovation and creativity (Hisrich & Peters, 2002).

Table 1. Activity Results grow interest entrepreneurship for teachers and students at Lukman Hakim School

Aspect	Results	Information
Improvement Interest Student	80% of students show improvement interest to entrepreneurship	Based on survey before and after the program.
Business Ideas Innovative	75% of students succeed develop business ideas innovative through project entrepreneurship	Business ideas rated based on creativity and feasibility implementation .
Collaboration with the Company	5 companies local to weave cooperation with school	Companies involved in the visiting program industry , mentoring, and internships student .
Improvement Teacher Competence	90% of teachers reported improvement competence in teach entrepreneurship	Evaluation results from workshops and training attended by teachers.
Simulation Business	85% of students feel simulation business help they understand challenge real in the business world	Response from questionnaire post simulation business .
Project Entrepreneurship Student	70% of students finish project with plan business that is valued feasible and applicable	Plan business assessed by the team evaluation based on creativity , feasibility , and implementation .
Visit Industry	100% students state visit industry give outlook new about operational business	Based on interview and reflection student post activity .

Reputation School	95% of respondents (teachers, students , and parents) rated this program increase image school as institution innovative education	Survey results satisfaction from community school .
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Collaboration with five companies local reach results significant , open opportunity for student For get outlook practical through visit industry and internship programs (Herrington & Kew, 2015). Through activity this , students No only understand theory , but also get experience direct about dynamics operational business in the real world . This is help build connection between education and practice relevant field . this collaboration build connection between education and practice relevant field (Shane & Venkataraman, 2000) .

Teachers also experience development positive in ability teach entrepreneurship , with 90% reporting improvement competence (Gibb, 1993), especially in adopt approach teaching based on practice . Training and workshops with practitioner business help teachers create learning contextual and interesting (Hisrich & Peters, 2002). Improvement This No only enrich the teaching and learning process , but also create environment more education support for student .

The success of this program increase Lukman Hakim School's reputation in general overall as institution innovative and progressive in support interest entrepreneurship (Kotler & Keller, 2016). Facilities incubator business and mentoring programs provide room for student develop ideas and make them happen . Lukman Hakim School now known as one of the an innovative and progressive institution in support interest entrepreneurship . Facilities This give room for student For develop their ideas and make them happen in supportive environment .

Discussion

The success of this program can explained through a holistic implementation strategy , combining theory and practice in a way balanced (Shane & Venkataraman, 2000). Curriculum based on entrepreneurship become foundation main one who introduces students on the principles base business , management , and innovation (Drucker, 1985). This integration give framework strong thinking for student For develop pattern think entrepreneurship .

Implementation of workshops and seminars with practitioner business give mark plus significant (Gibb, 1993). Experienced sources in the business world capable give outlook relevant practical with challenge real in the field . Approach This Motivate students and teachers to more understand How theory business applied in life daily .

Practice field like simulation business , visit industry , and projects entrepreneurship give experience real that is not can obtained from classroom learning only . Simulation business help student understand dynamics operational , while visit industry give description direct about How

company operating . Project Entrepreneurship , on the other hand , encourages student For think creative and innovative in identify as well as develop business ideas .

However , this program also faces a number of constraints . One of the challenge main is limitations time For integrating entrepreneurship programs to in curriculum that has been dense . Teachers often have difficulty arrange time For run this program without bother task teaching regular them . On the side students , access is not evenly to technology become obstacles , especially For activity like simulation business . Challenges other is limited collaboration with party external at stage the beginning of the program, which limits opportunity student For get experience apprenticeship or sponsor.

For overcome obstacles this , some recommendation need implemented . First , the school need allocate time special in curriculum For activity entrepreneurship so that this program can walk optimally without bother learning others . Second , investment in infrastructure technology must improved For ensure all student own adequate access . Third , collaboration with company local and organizational business must expanded For give opportunity internships , mentoring, and support more funding Good .

Besides that , training advanced for teachers must become priority For ensure they own required competencies in teach entrepreneurship . With increase teacher skills , they can create environment learn more inspiring and relevant for student .

In general Overall , this program has succeed grow interest entrepreneurship among students and teachers. Combination between education theoretical , experience practice field , and support from school as well as party external become factor key the success of this program . With overcome existing constraints and implementing the proposed recommendations , this program own potential For become a development model sustainable and viable entrepreneurship adopted by the institution education other .

For increase effectiveness of the program grows interest entrepreneurship at Lukman Hakim School, several recommendation can given . First , it is necessary existence more coordination close between team education and team executive school For ensure allocation appropriate and optimal budget . Second , the implementation of internship programs that are more Serious need done so that students can get experience directly in the field without must worry about cost transportation and accommodation . Third , support from party external like companies local must optimized For provide sponsorships and funding addition for relevant programs .

Finally , evaluation regular on the process and results activity must done For adjust strategy to condition actual . With Thus , the program grows interest entrepreneurship at Lukman Hakim

School can Keep going go ahead and give impact clear positive for development future careers of its students .

In general Overall , this program has give impact positive in increase interest entrepreneurship among students and teachers at Lukman Hakim School. With overcome existing constraints and implementing the proposed recommendations , this program own potential For Keep going develop become a development model sustainable and viable entrepreneurship adapted by the institution education other .

4. CONCLUSION

Development program interest entrepreneurship at Lukman Hakim School has succeed increase awareness and interest student towards the business world , building pattern think businessman since early , and increase teacher competence in teaching based on practice . Approach holistic that combines theory and practice field become key main the success of this program . Support school through facility like incubator business and mentoring, as well as collaboration with party external , has create supportive environment for student For develop business skills and ideas them . This program also improves reputation school as progressive institution in support development entrepreneurship .

Recommendation

1. Strengthening Curriculum and Time Allocation

Allocate time special in curriculum For activity entrepreneurship so that the program can running optimally without bother learning regular .

2. Improvement Infrastructure Technology

Invest in supporting technology simulation business and activities digital based for ensure equal access for all student .

3. Improvement Collaboration with Party External

Expand partnership with company local For support internship , mentoring, and sponsorship programs for the sustainability of the program.

4. Training Advanced for Teachers

Provide training advanced in a way periodic For increase teacher competence in teach relevant entrepreneurship with development of the business world .

5. Evaluation Periodic

Do evaluation regular towards the program for ensure the strategy is implemented still relevant with conditions and needs student as well as school .

With implementation recommendation this , development program Entrepreneurship at Lukman Hakim School is expected can give more impact big and become inspiration for institution education other .

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