

## Doc vs Internet

98.34% Originality	1.66% Similarity	97 Sources
--------------------	------------------	------------

### Web sources: 93 sources found

1. <a href="https://en.wikipedia.org/wiki/Symbolic_interaction_theory">https://en.wikipedia.org/wiki/Symbolic_interaction_theory</a>	0.31%
2. <a href="https://en.wikipedia.org/wiki/Interactionist_perspectives">https://en.wikipedia.org/wiki/Interactionist_perspectives</a>	0.31%
3. <a href="https://en.wikipedia.org/wiki/Symbolic_interactionism">https://en.wikipedia.org/wiki/Symbolic_interactionism</a>	0.31%
4. <a href="http://ibimapublishing.com/articles/JERP/2016/792385/792385.pdf">http://ibimapublishing.com/articles/JERP/2016/792385/792385.pdf</a>	0.29%
5. <a href="http://eprints.uthm.edu.my/6702/1/Entrepreneurial_Motivation_and_Entrepreneurship.pdf">http://eprints.uthm.edu.my/6702/1/Entrepreneurial_Motivation_and_Entrepreneurship.pdf</a>	0.29%
6. <a href="https://akhmadsudrajat.wordpress.com/2011/06/29/konsep-kewirausahaan-dan-pendidikan-kewirau..">https://akhmadsudrajat.wordpress.com/2011/06/29/konsep-kewirausahaan-dan-pendidikan-kewirau..</a>	0.27%
7. <a href="https://epubs.scu.edu.au/cgi/viewcontent.cgi?article=1440&amp;context=theses">https://epubs.scu.edu.au/cgi/viewcontent.cgi?article=1440&amp;context=theses</a>	0.27%
8. <a href="https://quizlet.com/17665777/effective-small-business-management-flash-cards">https://quizlet.com/17665777/effective-small-business-management-flash-cards</a>	0.27%
9. <a href="https://www.flashcardmachine.com/creating-competitive-strategieskeyterms.html">https://www.flashcardmachine.com/creating-competitive-strategieskeyterms.html</a>	0.27%
10. <a href="https://quizlet.com/89418102/chapter-1-flash-cards">https://quizlet.com/89418102/chapter-1-flash-cards</a>	0.27%
11. <a href="https://quizlet.com/136068230/entrepreneurship-final-flash-cards">https://quizlet.com/136068230/entrepreneurship-final-flash-cards</a>	0.27%
12. <a href="http://jurnal.fkip.uns.ac.id/index.php/snpe/article/view/7005">http://jurnal.fkip.uns.ac.id/index.php/snpe/article/view/7005</a>	0.27%
13. <a href="https://quizlet.com/93275537/retl-351-small-business-test-1-flash-cards">https://quizlet.com/93275537/retl-351-small-business-test-1-flash-cards</a>	0.27%
14. <a href="http://www.e-campus.fkip.unja.ac.id/eskripsi/data/pdf/jurnal_mhs/artikel/A1D109144.pdf">http://www.e-campus.fkip.unja.ac.id/eskripsi/data/pdf/jurnal_mhs/artikel/A1D109144.pdf</a>	0.27%
15. <a href="http://lib.unnes.ac.id/23461/1/5302411226.pdf">http://lib.unnes.ac.id/23461/1/5302411226.pdf</a>	0.27%
16. <a href="https://www.studyblue.com/notes/note/n/entrepreneurship-ch-1-6/deck/12042531">https://www.studyblue.com/notes/note/n/entrepreneurship-ch-1-6/deck/12042531</a>	0.27%
17. <a href="http://digilib.uinsby.ac.id/13351/9/Daftar%20Pustaka.pdf">http://digilib.uinsby.ac.id/13351/9/Daftar%20Pustaka.pdf</a>	0.27%
18. <a href="http://jurnal.fkip.uns.ac.id/index.php/snpe/article/download/7005/4792">http://jurnal.fkip.uns.ac.id/index.php/snpe/article/download/7005/4792</a>	0.27%
19. <a href="http://ejournal.upi.edu/index.php/JPAK/article/download/15381/8644">http://ejournal.upi.edu/index.php/JPAK/article/download/15381/8644</a>	0.27%
20. <a href="https://www.studyblue.com/notes/note/n/mgmt-3850-exam-1/deck/21259767">https://www.studyblue.com/notes/note/n/mgmt-3850-exam-1/deck/21259767</a>	0.27%
21. <a href="http://eprints.ums.ac.id/57248/1/NASKAH%20PUBLIKASI.pdf">http://eprints.ums.ac.id/57248/1/NASKAH%20PUBLIKASI.pdf</a>	0.27%
22. <a href="https://assetanita.blogspot.com/2012/12/pendidikan-kewirausahaan.html">https://assetanita.blogspot.com/2012/12/pendidikan-kewirausahaan.html</a>	0.27%
23. <a href="https://quizlet.com/30390848/entrepreneurship-study-guide-flash-cards">https://quizlet.com/30390848/entrepreneurship-study-guide-flash-cards</a>	0.27%
24. <a href="https://adhehopkins.blogspot.com/2013/01/pengaruh-kreativitas-dan-gaya-belajar.html">https://adhehopkins.blogspot.com/2013/01/pengaruh-kreativitas-dan-gaya-belajar.html</a>	0.22%
25. <a href="https://core.ac.uk/download/pdf/20333561.pdf">https://core.ac.uk/download/pdf/20333561.pdf</a>	0.22%
26. <a href="https://fierohpunya.blogspot.com/2015/12/karakteristik-siswa-dalam-kelas.html">https://fierohpunya.blogspot.com/2015/12/karakteristik-siswa-dalam-kelas.html</a>	0.22%
27. <a href="http://repository.unikama.ac.id/view/year/2017.html">http://repository.unikama.ac.id/view/year/2017.html</a>	0.22%
28. <a href="https://smansatuanjirpasar.blogspot.com/2010/08/meningkatkan-hasil-belajar-siswa-kelas.html">https://smansatuanjirpasar.blogspot.com/2010/08/meningkatkan-hasil-belajar-siswa-kelas.html</a>	0.22%
29. <a href="https://wargashare.blogspot.com/2012/09/penerapan-model-pembelajaran-problem.html">https://wargashare.blogspot.com/2012/09/penerapan-model-pembelajaran-problem.html</a>	0.22%
30. <a href="https://aditazizi.blogspot.com/2011/06/pengaruh-lingkungan-belajar-terhadap.html">https://aditazizi.blogspot.com/2011/06/pengaruh-lingkungan-belajar-terhadap.html</a>	0.22%
31. <a href="https://makalahugasmu.blogspot.com/2015/09/makalah-motivasi-dalam-belajar-dan.html">https://makalahugasmu.blogspot.com/2015/09/makalah-motivasi-dalam-belajar-dan.html</a>	0.22%
32. <a href="http://digilib.uin-suka.ac.id/19751/1/12220022_BAB-I_IV-atau-V_DAFTAR-PUSTAKA.pdf">http://digilib.uin-suka.ac.id/19751/1/12220022_BAB-I_IV-atau-V_DAFTAR-PUSTAKA.pdf</a>	0.22%
33. <a href="http://repository.unja.ac.id/2553/1/A1A113009%20-%20ARTIKEL%20ILMIAH.pdf">http://repository.unja.ac.id/2553/1/A1A113009%20-%20ARTIKEL%20ILMIAH.pdf</a>	0.22%
34. <a href="https://eprints.uns.ac.id/4016/1/169662309201010371.pdf">https://eprints.uns.ac.id/4016/1/169662309201010371.pdf</a>	0.22%

35. <a href="https://core.ac.uk/download/pdf/151617203.pdf">https://core.ac.uk/download/pdf/151617203.pdf</a>	0.22%
36. <a href="https://basorpoenya.blogspot.com/2015/04/masalah-masalah-dalam-pembelajaran-dan.html">https://basorpoenya.blogspot.com/2015/04/masalah-masalah-dalam-pembelajaran-dan.html</a>	0.22%
37. <a href="https://www.online-journal.unja.ac.id/EDP/article/download/2954/2200">https://www.online-journal.unja.ac.id/EDP/article/download/2954/2200</a>	0.22%
38. <a href="https://eprints.uns.ac.id/7202/1/192131011201112581.pdf">https://eprints.uns.ac.id/7202/1/192131011201112581.pdf</a>	0.22%
39. <a href="http://repository.unib.ac.id/8949/2/IV,V,LAMP,I-14-fit-FK.pdf">http://repository.unib.ac.id/8949/2/IV,V,LAMP,I-14-fit-FK.pdf</a>	0.22%
40. <a href="http://eprints.walisongo.ac.id/6560/7/DAFTAR%20PUSTAKA.pdf">http://eprints.walisongo.ac.id/6560/7/DAFTAR%20PUSTAKA.pdf</a>	0.22%
41. <a href="https://mafiadoc.com/pengaruh-pembelajaran-partisipatif-terhadap-hasil-belajar-biologi_5a3020c41">https://mafiadoc.com/pengaruh-pembelajaran-partisipatif-terhadap-hasil-belajar-biologi_5a3020c41</a>	0.22%
42. <a href="https://mafiadoc.com/karya-ilmiah_59c1d4451723ddc052bf183e.html">https://mafiadoc.com/karya-ilmiah_59c1d4451723ddc052bf183e.html</a>	0.22%
43. <a href="https://slideplayer.info/slide/13203564">https://slideplayer.info/slide/13203564</a>	0.22%
44. <a href="https://repository.ar-raniry.ac.id/4287/2/Helvy%20Aprianty.pdf">https://repository.ar-raniry.ac.id/4287/2/Helvy%20Aprianty.pdf</a>	0.22%
45. <a href="http://repository.unikama.ac.id/view/subjects/soshum=5Fkonwork.html">http://repository.unikama.ac.id/view/subjects/soshum=5Fkonwork.html</a>	0.22%
46. <a href="http://repository.unikama.ac.id/view/subjects/soshum=5Fartikel.html">http://repository.unikama.ac.id/view/subjects/soshum=5Fartikel.html</a>	0.22%
47. <a href="http://pustaka.unp.ac.id/file/abstrak_kki/abstrak_TESIS/5_HARI_YANTO_PURNAMA_SURYA_5...">http://pustaka.unp.ac.id/file/abstrak_kki/abstrak_TESIS/5_HARI_YANTO_PURNAMA_SURYA_5...</a>	0.22%
48. <a href="http://jurnal.unsil.ac.id/index.php/bioed/article/view/632">http://jurnal.unsil.ac.id/index.php/bioed/article/view/632</a>	0.2%
49. <a href="https://lib.unnes.ac.id/26329/1/7101412140.pdf">https://lib.unnes.ac.id/26329/1/7101412140.pdf</a>	0.2%
50. <a href="https://repository.ar-raniry.ac.id/5316/2/Ramsyiah.pdf">https://repository.ar-raniry.ac.id/5316/2/Ramsyiah.pdf</a>	0.2%
51. <a href="https://core.ac.uk/download/pdf/53060408.pdf">https://core.ac.uk/download/pdf/53060408.pdf</a>	0.2%
52. <a href="http://lib.unnes.ac.id/22735/1/3101411082.pdf">http://lib.unnes.ac.id/22735/1/3101411082.pdf</a>	0.2%
53. <a href="https://lib.unnes.ac.id/17287/1/1401409116.pdf">https://lib.unnes.ac.id/17287/1/1401409116.pdf</a>	0.2%
54. <a href="http://repository.upi.edu/1935/9/S_FIS_0905884_Bibliography.pdf">http://repository.upi.edu/1935/9/S_FIS_0905884_Bibliography.pdf</a>	0.2%
55. <a href="http://jurnal2.webuir.com/index.php/AKS/article/download/816/592">http://jurnal2.webuir.com/index.php/AKS/article/download/816/592</a>	0.2%
56. <a href="https://docplayer.info/144577819-Laporan-tugas-akhir-topik-tugas-akhir-penelitian-pendidikan-mate">https://docplayer.info/144577819-Laporan-tugas-akhir-topik-tugas-akhir-penelitian-pendidikan-mate</a>	0.2%
57. <a href="http://eprints.radenfatah.ac.id/1458/1/RINTO%20%2813270105%29.pdf">http://eprints.radenfatah.ac.id/1458/1/RINTO%20%2813270105%29.pdf</a>	0.2%
58. <a href="http://repository.iainpurwokerto.ac.id/2162/2/Cover_Bab%20I_Bab%20V_Daftar%20Pustaka.pdf">http://repository.iainpurwokerto.ac.id/2162/2/Cover_Bab%20I_Bab%20V_Daftar%20Pustaka.pdf</a>	0.2%
59. <a href="http://www.hillpublisher.com/UpFile/201807/2018072561263417.pdf">http://www.hillpublisher.com/UpFile/201807/2018072561263417.pdf</a>	0.2%
60. <a href="https://jurnalbioma.blogspot.com/2016/09/penerapan-model-pembelajaran-creative.html">https://jurnalbioma.blogspot.com/2016/09/penerapan-model-pembelajaran-creative.html</a>	0.2%
61. <a href="https://amirdapir.blogspot.com/2013/05/proposal-skripsi-hubungan-antara-minat.html">https://amirdapir.blogspot.com/2013/05/proposal-skripsi-hubungan-antara-minat.html</a>	0.2%
62. <a href="http://stars.library.ucf.edu/cgi/viewcontent.cgi?article=1273&amp;context=etd">http://stars.library.ucf.edu/cgi/viewcontent.cgi?article=1273&amp;context=etd</a>	0.2%
63. <a href="http://repository.unib.ac.id/11411/1/2.hermansyah%20amir%20ko.pdf">http://repository.unib.ac.id/11411/1/2.hermansyah%20amir%20ko.pdf</a>	0.2%
64. <a href="https://www.westeasinstitute.com/wp-content/uploads/2014/06/RONATO-S.-BALLADO.pdf">https://www.westeasinstitute.com/wp-content/uploads/2014/06/RONATO-S.-BALLADO.pdf</a>	0.2%
65. <a href="https://www.slideshare.net/ramadhinny/skripsi-ria-ramadhinny-rahesanim1101045253">https://www.slideshare.net/ramadhinny/skripsi-ria-ramadhinny-rahesanim1101045253</a>	0.2%
66. <a href="http://jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/31/26">http://jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/31/26</a>	0.2%
67. <a href="http://eprints.ums.ac.id/30079/12/NASKAH_PUBLIKASI.pdf">http://eprints.ums.ac.id/30079/12/NASKAH_PUBLIKASI.pdf</a>	0.2%
68. <a href="http://digilib.unila.ac.id/32209/16/SKRIPSI%20TANPA%20BAB%20PEMBAHASAN.pdf">http://digilib.unila.ac.id/32209/16/SKRIPSI%20TANPA%20BAB%20PEMBAHASAN.pdf</a>	0.2%
69. <a href="http://digilib.unila.ac.id/27270/12/SKRIPSI%20TANPA%20BAB%20PEMBAHASAN.pdf">http://digilib.unila.ac.id/27270/12/SKRIPSI%20TANPA%20BAB%20PEMBAHASAN.pdf</a>	0.2%
70. <a href="http://repository.upy.ac.id/215/1/JURNAL.pdf">http://repository.upy.ac.id/215/1/JURNAL.pdf</a>	0.2%
71. <a href="http://www.karyatulisku.com/2017/10/contoh-penelitian-tindakan-kelas-ptk-sd.html">http://www.karyatulisku.com/2017/10/contoh-penelitian-tindakan-kelas-ptk-sd.html</a>	0.2%
72. <a href="https://ainamulyana.blogspot.com/2014/02/hubungan-antara-persepsi-minat-sikap-hasil-belajar.htm">https://ainamulyana.blogspot.com/2014/02/hubungan-antara-persepsi-minat-sikap-hasil-belajar.htm</a>	0.2%
73. <a href="https://www.edtpa.com/Content/Docs/edTPAMGC.pdf">https://www.edtpa.com/Content/Docs/edTPAMGC.pdf</a>	0.18%
74. <a href="https://files.eric.ed.gov/fulltext/EJ1132736.pdf">https://files.eric.ed.gov/fulltext/EJ1132736.pdf</a>	0.18%
75. <a href="https://mafiadoc.com/the-1st-international-seminar_5b7b795d097c47b7288b45fb.html">https://mafiadoc.com/the-1st-international-seminar_5b7b795d097c47b7288b45fb.html</a>	0.18%
76. <a href="http://stars.library.ucf.edu/cgi/viewcontent.cgi?article=2806&amp;context=etd">http://stars.library.ucf.edu/cgi/viewcontent.cgi?article=2806&amp;context=etd</a>	0.18%
77. <a href="http://gent.uab.cat/conxitamarquez/sites/gent.uab.cat.conxitamarquez/files/IJSE_Critical%20read...">http://gent.uab.cat/conxitamarquez/sites/gent.uab.cat.conxitamarquez/files/IJSE_Critical%20read...</a>	0.18%
78. <a href="https://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1594&amp;context=ehd_theses">https://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1594&amp;context=ehd_theses</a>	0.18%
79. <a href="https://www.mcgill.ca/connections/connectionslab/files/connectionslab/independent_learning_lesson_plans.pdf">https://www.mcgill.ca/connections/connectionslab/files/connectionslab/independent_learning_lesson_plans.pdf</a>	0.18%
80. <a href="https://www.todayshospitalist.com/Handoff-problems-Speak-the-same-language-as-your-colleagu...">https://www.todayshospitalist.com/Handoff-problems-Speak-the-same-language-as-your-colleagu...</a>	0.18%



Similarity



Citation



Similarity from a chosen source



References



Possible character replacement

---

81. <a href="https://www.ukessays.com/essays/general-studies/rising-interest-on-entrepreneurship.php">https://www.ukessays.com/essays/general-studies/rising-interest-on-entrepreneurship.php</a>	0.18%
82. <a href="http://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1069&amp;context=mathcs_etd_masters">http://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1069&amp;context=mathcs_etd_masters</a>	0.18%
83. <a href="http://eds-courses.ucsd.edu/eds379B/wi13/MakingGoodChoices.htm">http://eds-courses.ucsd.edu/eds379B/wi13/MakingGoodChoices.htm</a>	0.18%
84. <a href="http://www.edtpa.com/Content/Docs/edTPAMGC.pdf">http://www.edtpa.com/Content/Docs/edTPAMGC.pdf</a>	0.18%
85. <a href="https://www.wpunj.edu/coe/departments/field/assets/edtpa/Making%20Good%20Choice%20edTP...">https://www.wpunj.edu/coe/departments/field/assets/edtpa/Making%20Good%20Choice%20edTP...</a>	0.18%
86. <a href="https://steinhardt.nyu.edu/scmsAdmin/media/users/ga811/Makinggoodchoices_October.pdf">https://steinhardt.nyu.edu/scmsAdmin/media/users/ga811/Makinggoodchoices_October.pdf</a>	0.18%
87. <a href="https://studentshare.org/gender-sexual-studies/1622124-research-essay">https://studentshare.org/gender-sexual-studies/1622124-research-essay</a>	0.18%
88. <a href="http://iosrjournals.org/iosr-jnhs/papers/vol3-issue4/Version-1/A03410104.pdf">http://iosrjournals.org/iosr-jnhs/papers/vol3-issue4/Version-1/A03410104.pdf</a>	0.18%
89. <a href="https://www.visioncareproducts.com/unique-for-the-boutique">https://www.visioncareproducts.com/unique-for-the-boutique</a>	0.18%
90. <a href="http://eprints.ums.ac.id/62311/8/9.%20DAFTAR%20PUSTAKA.pdf">http://eprints.ums.ac.id/62311/8/9.%20DAFTAR%20PUSTAKA.pdf</a>	0.18%
91. <a href="https://www.helsinki.fi/sites/default/files/atoms/files/chemical_and_physical_changes.pdf">https://www.helsinki.fi/sites/default/files/atoms/files/chemical_and_physical_changes.pdf</a>	0.18%
92. <a href="https://socialstudiesmethods.blogspot.com/2007/09/social-studies-observation.html">https://socialstudiesmethods.blogspot.com/2007/09/social-studies-observation.html</a>	0.18%
93. <a href="https://core.ac.uk/download/pdf/160447544.pdf">https://core.ac.uk/download/pdf/160447544.pdf</a>	0.18%

### Web omitted sources: 4 sources found

1. <a href="https://jurnal.uns.ac.id/ijpte/article/download/4610/7866">https://jurnal.uns.ac.id/ijpte/article/download/4610/7866</a>	100%
2. <a href="https://id.123dok.com/document/q5ogwowz-peer-review-the-contribution-of-school-s-characters-to-...">https://id.123dok.com/document/q5ogwowz-peer-review-the-contribution-of-school-s-characters-to-...</a>	95.44%
3. <a href="https://jurnal.uns.ac.id/ijpte/article/view/4610">https://jurnal.uns.ac.id/ijpte/article/view/4610</a>	8.52%
4. <a href="https://jurnal.uns.ac.id/ijpte/article/download/15078/12422">https://jurnal.uns.ac.id/ijpte/article/download/15078/12422</a>	0.71%

---

 Similarity

 Similarity from a chosen source

 Possible character replacement

 Citation

 References

## The Contribution of School's Characters to the Effectiveness of Entrepreneurial Learning Based on Local Wisdom

Endah Andayani<sup>1</sup>, Lilik Srihariyani<sup>1</sup>, Suko Winarsih<sup>1</sup>, Rusno<sup>1</sup>  
<sup>1</sup>Kanjuruhan University of Malang, Indonesia

Corresponding email: endahandayani\_3@yahoo.com

### ABSTRACT

Entrepreneurial learning in SMK Negeri 2 Turen Malang was quite effective. The learning process was used in addition to learning theory in the classroom also apply the learning in the real world based on the values of local wisdom and economic potentials that exist around the school, so that students are able to have sufficient ability to forward, assess and put this potential in a strategic position to be developed towards the management of natural resources and towards a better environment. To achieve the ultimate goal of effective entrepreneurial learning, the necessary supporting character. This type of research is descriptive research for photographing like what the character of the students in entrepreneurial learning, with a sample of 52 students in class X and XI in SMK Negeri 2 Turen. The results showed that the students are very happy to work hard by 48%; risk-taking 69.3%; think carefully before taking the plunge 55.8%; think far ahead 57.7%; high spirit for entrepreneurship 67.3%; apply the principle of saving 51.9%; 75% had a constructive spirit; strong-willed to create jobs for themselves, 71.2%; 34.6% have a creative spirit; the desire to live independently 73%; appreciate the time, 61.5%; perform the act of earning more dominant than on the actions of the consumer, 30.8%; confident 48.1%; discipline, 76.9%; diligently 57.7%; difficult to take the initiative in making a work of 34.6%; reluctant to obtain enormous responsibility of 63.4%; happy if it can do the work efficiently 75%; quickly bored 55.8%; and meticulous task of 46.2%.

**Keywords:** *Character, Effectiveness of Learning, Entrepreneurship.*

DOI: <http://dx.doi.org/10.20961/ijpte.v1i1.4610>

## INTRODUCTION

Hope to be accepted in the world of work is certainly not a fault, but it can't be denied that employment opportunities are very limited and not directly proportional to graduates of educational institutions both primary, secondary, and higher education. Readiness graduate educational institutions to become new entrepreneurs and the plunge in the world of business is still relatively small, it appears that many of the graduates were assumed to be an employee works more promising than being a new entrepreneur.

Policy in the field of education in order to change the paradigm to optimize entrepreneurship skills, which not only focuses graduates being employed, but is able to create jobs for themselves and others, is a strategic policy to reduce the number of unemployed. The high unemployment rate does not mean illustrates that the unemployed do not have the expertise, but the ability of the industry to absorb labor is low or insufficient. One solution to these problems is to print graduate educational institution that has the ability to develop their skills in order to have a high soft skills, character, and ready to be a quality resource in the face of an increasingly competitive world of work.

Being an entrepreneur is one right choice and plays an important role in the economy of Indonesia, because entrepreneurial activity is considered to increase economic growth, productivity, innovation creation, and employment. Moreover, the 2 entrepreneurial activities that is characterized by the increase in self-employment will show the economic dynamics and optimization of efficiency and innovation required in the development effort. However, the true reality of the students currently supporting the growth of new entrepreneurs as expected. To understand this turmoil, you need to know what the real condition of the skills and character of the students spearheading the establishment of new entrepreneurs (tenants). Characters believed to be very influential in the formation of a person's behavior change, it is appropriate opinion of Alma (2013: 106-109), the road to entrepreneurial success are: willing to work hard, cooperate with others, good appearance, confident, smart decision making, would add science, ambition to get ahead, and good at communicating.

However, some analysis of Akbar (2015: 18-20) mentions that the poor character of a nation allegedly caused by: 1) going misallocation of direction and practice of education and learning, 2) imbalance between the development of "mind" and "heart", 3) learning practices in school less oriented to the values that should internalized, and 4) education and learning to appreciate the humanity of human beings who lack the character qualities have contributed to the students.

Scarborough and Zimmerer in Suryana (2009: 15-16) in the views of business people, stating that the entrepreneur is someone who creates a new business in the face of risk and uncertainty in order to obtain profit and growth by identifying opportunities and combine the resources that is required to take advantage of these opportunities. The views psychologists, entrepreneurs are people who have the drive strength within him to obtain an objective and like to experiment to show her freedom beyond the power of others.

Moreover, Geoffrey G. Meredith (1996) in Suryana (2009: 24) suggests the characteristics and nature of entrepreneurship are:

- Have a strong self-confidence, independence, against others, and individuality;
- The need for achievement, profit-oriented, have strong encouragement, energetic, determined and steadfast, determined hard work and initiative;
- Able to take reasonable risks;
- Spirited leadership, adaptable to others, and be open to suggestions and criticism; and
- Innovative, creative, and flexible; Having a vision and perspective on the future.

Suryana (2009: 33-37) suggests some common traits of entrepreneurship is as follows.

- It has a high achievement motive. An entrepreneur is always on the principle that what is done is an optimal effort to generate maximum value. Value achievement is that it differentiates between his work as an entrepreneur with others who do not have an entrepreneurial spirit.
- Have high creativity. An entrepreneur generally has the creativity and innovation that is more than non-entrepreneur. The things that have not occurred by someone else already thought of it.
- Has a commitment to work. An entrepreneur must be stuck strong commitment in his work, because otherwise it would be fatal against everything that has been blazed.
- Have responsibility. Ideas and behavior of an entrepreneur cannot be separated from the demands of responsibility, because of that commitment very mistreated in the work so as to bore responsibility.
- Have the courage to face risks. An entrepreneur must have the courage to face risks. The greater the risks it faces, the greater the opportunity for profit.
- Always look for opportunities. A true entrepreneur is able to see things in a different perspective or dimension at a time. In fact, he should be able to do several things at one time.
- Have the personal ability. Everyone who wishes to become an entrepreneur should enrich themselves with a variety of personal skills.

From the description above, the researchers wanted to see how the character values of the students towards readiness became new entrepreneurs, the overall condition of the person who made it ready to give an answer / respond in certain ways to the situation "(Slameto, 2010: 113). Or willingness to respond in opening a business with hard work or a way to get results.

Characters by Muchlas Samani and Hariyanto (2011: 43) are the basic values that build one's personal, well-formed because of the influence of heredity and environmental influences, which distinguishes it from other people, and is manifested in attitudes and behavior in everyday life. Character is developed through the stages of knowledge (knowing), implementation (acting), and custom (habit). Characters are not limited to knowledge alone. A person who has knowledge of goodness may not be able to act according to his knowledge, if not trained into the habit of doing goods.

Characters also covers all of the emotions and habits of self (Asmani 2012: 85-86). It can be concluded that character that would make a person take a decision on the attitude or course of action. Characters in a person not merely as a matter of inherited

but require a process. Strong character will form a strong mental mentally strong while will give birth to a strong spirit anyway, unyielding, daring to wade a long process and deal with any problems in life.

Of the various problems and paradigms mentioned above, the comprehensive approach to character education is an educational process that emphasizes balance Knowing Moral, Moral Feeling, and Moral Action (Lickon, 1991) in (Akbar, 2015: 1-2), that character education all activities conducted through education and learning that is learning in the classroom, the culture of school life, extra-curricular activities, and community participation.

## **METHODS**

The study aimed to identify the values of entrepreneurial character of the students of SMK Negeri 2 Turen during the implementation of entrepreneurial learning based on local wisdom as potential areas. Now we know the identification of the entrepreneurial character, continued the process of analysis to understand the portrait of character values that can be built on the students. The data were analyzed descriptively about the responses that respondents a number of 52 students on a questionnaire distribute. From the data collected through questionnaires, then change the strength of each indicator to percentage. To supplement the data, conducted interviews with school principals, teachers, and students to identify learning needs (approaches, strategies, methods, media, models, and evaluation) right and build character or revitalize characters converging on a "value in action", is values embodied in action.

## **RESULTS AND DISCUSSION**

### ***Work hard***

On item No. 1 variable character with a question I am happy to work hard on any activity or occupation is carried out. Of the total respondents 52, who received a score of 1 number 2, or 3.8%, which received a score of 2 number 1 or 1.9%, receiving a score of 3 number 24, or 46.2%, which scored four number 19 or 36, 5%, which received a score of 5 by 6 or 11.5%, which means that at SMK Negeri 2 Turen 48% of students have a hard-working character and 52% of students did not show the character to work hard. This means that students' ability to work hard is not maximized, from the observation and analysis of questionnaires some student happy procrastination and time management is not optimized as well, due to the hard work necessary to achieve success. Without their hard work may be long achieved success, not even success obtained but the failure. For that students need to be earnest, spirit, unyielding, and not easily discouraged.

### ***Dare to Take Risks***

On item No. 2 variable character with a question I took a risk on every decision I took. Of the total respondents 52, who received a score of 1 number 1 or 1.9%, which received a score of 2 number 3, or 5.8%, receiving a score of 3 number 12, or 23.1%, which got a score of 4 to 25 or 48, 1%, which scored five number 11 or 21.2%, which means that at SMK Negeri 2 Turen 69.3% of its students have the character to take risks, and 30.7% of students did not show courage in taking risks. The character

values of the students has been quite good, but needs to be improved in quality in risk management, in order to moderate the risk borne or in accordance with the remuneration received.

#### ***Think Mature***

On item No. 3 variable character with a question I usually think carefully first, before taking a decision on the number of respondents 52, who received a score of 2 number 7 or 13.5%, receiving a score of 3 number 16, or 30.8%, which gets score 4 number 18, or 34.6%, which scored five number 11 or 21.2%, which means that at SMK Negeri 2 Turen 55.8% of its students are able to think carefully before making a decision and 44.2% of its students yet able to think carefully before making a decision.

#### ***Think Far Ahead***

On item No. 4 variable character with a question if there will, I usually do not think that far ahead on the impact of the number of respondents 52, who received a score of 1 number 4, or 7.7%, which received a score of 2 number 11 or 21, 2%, which received a score of 3 number 15, or 28.8%, which got a score of 4 are 12 or 23.1%, which scored five number 10 or 19.2%, which means that at SMK Negeri 2 Turen 42, 3% of its students are not able to think to think far ahead, and 57.7% of students were able to think that far ahead of the impacts that will occur from what he had done. This means that students are able to think far enough ahead, namely behavioral think of things that need to be done or the consequences that would result from an act, so it has a cautious attitude toward everything that will happen in the future or the future.

#### ***The Spirit of the High***

On item No. 5 character variable with a question I have a high motivation to undertake entrepreneurial activities of total respondents 52, who received a score of 3 number 17, or 32.7%, which scored four number 15, or 28.8%, which scores 5 number 20, or 38.5%, which means that at SMK Negeri 2 Turen, 67.3% of students have a high motivation to undertake entrepreneurial activities, and 32.7% of students do not have a high motivation to undertake entrepreneurial activities. This means that most of the students were able to work harder, so that will make your work done faster and better results of its work.

#### ***Principle Save***

On item No. 6 character variable with a question I get used to suppress all desire, in order to apply the principle of saving, of the number of respondents 52, who received a score of 1 number 4, or 7.7%, which got a score of 2 number 6 or 11.5 %, which received a score of 3 number 15, or 28.8%, which scored four number 18, or 34.6%, which scored five number 9 or 17.3%, which means that at SMK Negeri 2 Turen, 51, 9% of its students are able to apply the principles of thrift, and 48.1% of students have not been able to apply the principle of saving. This means that students are quite capable of frugality in spending that is not necessary, but it is still necessary to improve the quantity and quality. This is understandable because with increasing technology consumptive influential the students.

### ***Constructive Spirit***

On item No. 7 variable character with a question I have a constructive spirit, or continue to build itself into a better, than the number of respondents 52, who received a score of 2 number 3, or 5.8%, receiving a score of 3 number 10, or 19.2%, who scored four number 21, or 40.4%, which scored five number 18 or 34.6%, which means that at SMK Negeri 2 Turen, 75% of students have a constructive spirit, and 25% of students do not have a constructive spirit. This means that most students have a high desire to make a positive and make changes of their everyday behavior. From observations known, students often practice making a variety of culinary creations in the form of nuggets Know, shrimp nuggets, fish nuggets, and have not been developed in other fields.

### ***Strong-Willed***

On items No. 8 character variables with the question if I had graduated vocational school, I have strong-willed to entrepreneurship/create work for themselves, from the number of respondents 52, who received a score of 2 by 6 or 11.5%, which received a score of 3 number 9 or 17.3%, which got a score of 4 at 13 or 25%, which scored five number 24, or 4.62%, which means that at SMK Negeri 2 Turen, 71.2% of its students to entrepreneurship willed and capable of creating business for themselves or to continue the family business, and 28.8% of students do not have the willpower to entrepreneurship.

### ***Creative Spirit***

On item No. 9 variable character with a question I have a creative spirit in doing every job / work, from the number of respondents 52, who received a score of 1 number 1 or 1.9%, which received a score of 2 number 7 or 13.5%, which got a score of 3 total of 26 or 50%, which scored four number 10, or 19.2%, which scored five number eight, or 15.4%, which means that at SMK Negeri 2 Turen, 34.6% of students have a soul creative in doing any work, and 65.4% of students do not have a creative spirit in doing any work. This means that creative ability in all lines which contributed to its success still need to be nurtured and trained.

### ***Independent Living Desire***

On item No. 10 variable character with a question I want to live independently, so after graduating SMK I will open my own business, from the number of respondents 52, who received a score of 2 number 7 or 13.5%, which scored three number 7 or 13, 5%, which scored four number of 19 or 36.5%, which scored five number of 19 or 36.5%, which means that at SMK Negeri 2 Turen, 73% of students have a desire to independently open a business, and 27% of students do not have the desire to be independent in opening a business.

### ***Appreciate the time***

On item No. 11 variable character with a question for me appreciate the time is important, in daily life, from the number of respondents 52, who received a score of 2 number 4, or 7.7%, which scored three number 16 or 30, 8%, which scored four number 17, or 32.7%, which scored five number 15 or 28.8%, which means that at SMK Negeri 2 Turen, 61.5% of students feel it is important to appreciate the time and

are not used for things in vain, and 38.5% of students do not have a sense of importance in respect of time.

#### ***Take Action Productive***

On item No. 12 variable character with a question I used to perform the act of earning more dominant than on the actions of the consumer, from the number of respondents 52, who received a score of 1 number 1 or 1.9%, which received a score of 2 number 5, or 9.6%, who score 3 number 30, or 57.7%, which scored four number 11, or 21.2%, which scored five number 5 or 9.6%, which means that at SMK Negeri 2 Turen, 30.8% students accustomed to productive actions, and 69.2% of its students are not used to doing productive action. This means that on these variables should be encouraged formation of a habit of doing things that are positive, so that behavior can be followed at the time already passed the school.

#### ***Confidence***

On item No. 13 variable character with a question I have high confidence in interacting with others, from the number of respondents 52, who received a score of 1 number 5 or 9.6%, which scored two number 9, or 17.3% , which got a score of 3 at 13 or 25%, which scored four number 18, or 34.6%, which scored five number 7 or 13.5%, which means that at SMK Negeri 2 Turen, 48.1% of students have confidence in interacting with other people, and 51.9% of students do not have confidence in interacting with others. This is due, there is no shame in students or have mental gentry that confidence to start entrepreneurship in schools still should grow and encouraged by teachers and principals through various activities that are positive and relevant to business development.

#### ***Discipline***

On item No. 14 variable character with a question I often too late when it comes to school, from the number of respondents 52, who received a score of 1 for about 38 or 73.1%, which got a score of 2 number 8 or 15.4%, receiving a score of 3 number 3, or 5.8%, which scored four number 3 or 5.8%, which means that at SMK Negeri 2 Turen, 5.8% of its students are often late for school, and 94.2% of its students arrive on time at school ,

On item No. 15 variable characters with any questions on the Discipline is important in my life principle, of the number of respondents 52, who received a score of 3 number 12, or 23.1%, which scored four number 18, or 34.6%, who scored five number 22 or 42.3%, which means that at SMK Negeri 2 Turen, 76.9% of students in any discipline, and 23.1% of its students are not disciplined to anything. This means that these conditions should be improved and should be continued in other disciplines, such as: discipline in completing the task, the discipline of learning discipline in the family, in the community discipline, discipline in worship, and others.

On item No. 16 variable character with each question there is a school project, I can do it diligently, from the number of respondents 52, who received a score of 1 number 1 or 1.9%, which received a score of 2 number 7 or 13.5%, which got a score of 3 number 14, or 26.9%, which scored four number 21, or 40.4%, which scored five

number 9 or 17.3%, which means that at SMK Negeri 2 Turen, 57.7% of students task diligently, and 42.3% of students do not do the work diligently.

### ***Difficulty Innovate***

On item No. 17 variable character with a question I can hardly take the initiative to resolve any issues or difficult to have an innovative idea to create a masterpiece, from the number of respondents 52, who received a score of 2 number 11, or 21.2%, which scored three number 23 or 44.2%, which got a score of 4 are 12 or 23.1%, which received a score of 5 by 6 or 11.5%, which means that at SMK Negeri 2 Turen, 34.6% of students take the initiative to resolve any difficult problems, and 65.4% of its students are not difficult to take the initiative to resolve any problems.

### ***Responsibility***

On item No. 18 variable character with a question Im reluctant to acquire a great responsibility in my career, from the number of respondents 52, who received a score of 1 number 2, or 3.8%, which scored two number 9, or 17.3%, which gets score 3 number 22, or 42.3%, which got a score of 4 are 12 or 23.1%, which scored five number 7 or 13.5%, which means that at SMK Negeri 2 Turen, 36.6% of students are reluctant obtaining a great responsibility, and 63.4% of its students are not reluctant to obtain enormous responsibility.

On item No. 19 variable characters with any questions I'm happy if it can do the job efficiently, from the number of respondents 52, who received a score of 1 number 1 or 1.9%, which received a score of 2 number 1 or 1.9%, which scores 3 number 11, or 21.2%, which scored four number 15, or 28.8%, which scored five number 24, or 46.2%, which means that at SMK Negeri 2 Turen, 75% of its students happy if i can do work efficiently, and 25% of its students are not able to do the job efficiently.

On item No. 20 variable character with a question I get bored quickly when faced with problems in the work, so it's easy to give up, from the number of respondents 52, who received a score of 1 number 2, or 3.8%, which got a score of 2 by 6 or 11.5% , which got a score of 3 number 15, or 28.8%, which scored four number 16 or 30.8%, which received a score of 5 at 13 or 25%, which means that at SMK Negeri 2 Turen, 55.8% of students quickly get bored if facing problems at work, so it's easy to give up, and 44.2% of students do not get bored quickly when faced with problems in the work, so it is not easy to give up.

On item No. 21 variable character with a question I do every task from school carefully, from the number of respondents 52, who received a score of 1 number 2, or 3.8%, which received a score of 2 number 3, or 5.8%, which scores 3 number 23, or 44.2%, which scored four number 21, or 40.4%, which scored five number 3, or 5.8%, which means that at SMK Negeri 2 Turen, 46.2% of students work through each assignment of schools carefully, and 53.8% of its students are not doing any task from school carefully.

## **CONCLUSION**

1. The values of entrepreneurial spirit has possessed character but must continue to be developed students of SMK Negeri 2 Turen is at variable: take risks, think carefully,

think ahead, high spirit, principles of saving, constructive spirit, willpower, independent living desire, cherish the time, discipline, and responsibility.

2. There are some character values are considered not strong enough is owned by students to support the creation of new entrepreneurs, so it needs to be developed, namely: the ability to work hard, creative spirit, productive action, confident, and hard innovate.

## REFERENCES

- Akbar, Sa'dun. 2015. Pendidikan Karakter: Best Practices. Universitas Negeri Malang. Malang.
- Alain Fayolle and Heinz Klandt, 2006. International Entrepreneurship Education. Edward Elgar Publishing Limited. USA.
- Alma, Buchari. 2013. Kewirausahaan Untuk Mahasiswa dan Umum. Bandung: Alfabeta.
- Asmani, Jamal Ma'mur. 2012. Tips Menjadi Guru Inspiratif, Kreatif, dan Inovatif. Yogyakarta. DIVA Press.
- Christopher A. Was, Dan J. Woltz, Clif Drew. 2006. Evaluating character education programs and missing the target: A critique of existing research. Elsevier. Educational Research Review 1 (2006) 148–156
- Lickona, Thomas. 2013. Pendidikan Karakter (Panduan lengkap Mendidik Siswa menjadi Pintar dan Baik). Jakarta: PT Bumi Aksara.
- Samani, Muchlas, Hariyanto. 2011. Konsep dan Model Pendidikan Karakter. Bandung Remaja Rosdakarya. 9
- Slameto. 2010. Belajar dan Faktor-faktor Yang Mempengaruhinya. Jakarta: PT. Rineka Cipta.
- Suryana. 2009. KEWIRAUSAHAAN Pedoman Praktis : Kiat dan Proses Menuju Sukses. Jakarta: Salemba Empat.
- Ural, Ayhan. 2009. "Good Elementary Education." Journal of World Conference on Educational Sciences: New Trends and Issues in Educational Sciences 1 (1) 1249-1254. Diakses pada 5 November 2015 (<http://www.sciencedirect.com/science/article/pii/S1877042809002262>).
- Wibowo, Agus. 2013. Manajemen Pendidikan Karakter Sekolah. Yogyakarta: Pustaka Pelajar.