

The Role of The Learning Cycle Method in The Form of Entrepreneurial Behavior in Early Childhood

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Abstract. Entrepreneurship has essence of a good character which is expected to be the driving force of the nation's development. Entrepreneurship is taught not to lead the child to be an entrepreneur, yet it is rather to form the basic behavior that is in the soul of an entrepreneur and it can be formed through a learning process. This paper discusses about theory of learning cycle method and its roles to form the entrepreneurial behavior on early childhood. There are several variations of learning cycle method that can potentially form the entrepreneurial behavior.

Keywords: entrepreneurship, entrepreneurial behavior, learning cycle method

1. Introduction

Tilaar (2012, 213) adapted Ciputra opinion that entrepreneurship might boost the Indonesian's progress in the future. His dream that the Indonesian will be able to generate entrepreneur about 7-10 percent of the total population of Indonesia in 25 years to come. If the population of Indonesia in the next 25 years is about 300 million, they will be required about 30 million people. Aligned with Ciputra's dream, through Kompas daily dated November 24, 2012, Jusuf Kalla use the Chinese state as a model, which 30 years ago was underestimated, then they strive hard with entrepreneurial system, so today China has been a respected nation and became one of the strength world.

Why is entrepreneurship? That's because entrepreneurship has the essence of good character that is expected to be the driving force of the nation's progress.

An entrepreneur has a different way of thinking and acting because it shows the values, attitudes and behavior as a human character, such as brave, creative, independent, not easily discouraged and so forth. As same as the principle of character building, then to form entrepreneurial behavior that is expected to be a character therefore need habituation since early age, because at the early age is the most appropriate time for build character when all aspects of growth and development of children begin to form and children absorb and receive information quickly. Besides family, early childhood education institution has an important role in the process of character building. In education, entrepreneurial values can be internalized through the learning process. But entrepreneurship is taught to the child does not refer him to be an entrepreneur or trader but to build of entrepreneurial basic behavior, like spirit, attitude, confidence and if those behaviors consistently be a habitual it will shape the characteristics of entrepreneurship or trait personality. When these basic values have been imprinted on the child's inner self, it is possible to make them survive in an unpredictable life situation.

The process of internalizing entrepreneurial behavior can be done through the approach of learning methods that are appropriate to the child's development. Learning cycle method is one of the learning method that is oriented to learners' learning experience and this method has been used and able to stimulate the development of entrepreneurial behavior.

2. Discussion

2.1. Entrepreneurship

Some experts define entrepreneurship into three main concerns. Firstly, entrepreneurship is related to creativity and innovation presented by Kao (1995, 66), Lambing (2000, 14), Zimmerer (2005, 35) and Kuratko (2004, 43) which means a process of doing something new (creative) and something different (innovative) for the purpose of creating wealth for individuals and added value to society. The second, entrepreneurship is related to the assessment and utilization of opportunities presented by Meredith (1995, 5) and Bowman (1991, 12), which means a process of looking at and estimating business opportunities, gathering

profitable resources and taking appropriate action to ensure success. The third definition presented by Katzenbach (2000, 16, 105) that entrepreneurship is related to freedom and independence in leadership, that entrepreneurial spirit as one of the path of approach toward high-performance labor.

2.2. Entrepreneurial Behavior

Tu'u (2004, 64) says that behavior is a concrete reflection that appears in attitudes, actions and speech as a person's reaction that arises because of the experience of the learning process and the stimuli of his environment, and this behavior can be positive or negative.

Donald and Nancy argue that some of the psychological traits attributed to entrepreneurship can also be associated with successful people in general. They are 'the movers and shakers' in government, profits or nonprofits, in the academic domain and in other occupations (Donald 1987, 17-18).

According to Meredith (1995, 5-6) every entrepreneur has unique characteristics that can be applied also to various careers. Being an entrepreneur at work means being flexible and imaginative, willing to work in conflict, able to plan and make decisions. Here are the traits and characteristics of an entrepreneurial individual among others:

1. Self confident, which means: confidence, independence, individualism, optimism.
2. Task-oriented and results, which means: Need for Achievement, profit-oriented, persistence, fortitude, determination to work hard, have a strong drive, energetic and initiative.
3. Risk Taker, which means: the ability to take risks, like the challenge.
4. Leadership, which means: behave as leaders, can get along with others, respond to suggestions and criticism.
5. Originality, which means: Innovative and Creative and, flexible, knows a lot.
6. Future Orientation, which means: Foresight.

2.3. Learning Cycle Method

Learning cycle method at first was developed by Karlplus and Thier, which is based on constructivist-learning theory and uses inquiry method at each activity during its application. Karlplus study cycle method consists of three stages of learning are exploration, concept introduction and concept application. Huda (2013, 265) says that the learning cycle method is one of the strategies derived from the experiential and constructivism learning theory. Constructivism learning theory focuses on the importance of learning through experience such as Bruner's statement that constructivism learning method is the process of seeking knowledge, which means the child builds his own knowledge through experience while the teacher becomes facilitator (Paseleng 2009, 17).

There are several benefits of learning cycle method, such as Cohen and Clough's opinion as identified by Munir et al (2009, 2), learning cycle method can help to develop children become more active, motivated, think and be scientific and make learning more meaningful. David Walbert added that this method encourages children to develop their own understanding of scientific concepts, explore and deepen the understanding and apply concepts to new situations (learnnc 2003). So that the learning process is more characterized on student centered rather than teacher centered. Huda (2013, 37-40) presents Dewey and Kolb's thoughts on experiential learning theory that all knowledge, thought, and learning can develop through experience, that learning acts involve sensory or experimental components as well as mental or cognitive components. Learning can be successful only if the child has a chance to show his appearance, both mentally and physically, and then reflect on the meaning of action or performance. David Kolb describes the learning process as a four phases cycle in which learners will do something concrete or have some experience that can be the basis for their observation and reflection on the experience and their response to the experience themselves (Huda 2013, 266). Then the observations are assimilated into a conceptual framework or linked to other concepts in prior experience or knowledge of the child whose implications appear in concrete

action and then tested and applied in different situations. More details of the four phases of the learning cycle are described as follows:

Concrete experience, children should be actively involved in exploring the learning experience if they want to get the best results. This can be done by making a checklist of something they want to learn, actively observing what's going on, making long records about some events, and formulating the right questions.

Reflection, the reflection includes returning to the beginning point of the task and review what is done and tried. Children and teachers discuss, reflect on what they have learned, how and why they learn a material, whether the learning experience can be more effective and so on.

Interpretation, through discussion also aims to relate actual learning experiences to theories that describe them, or to a broader understanding of them. In that phase, the adjustments, values, and beliefs have influence on the interpretation of the results.

Prediction, the child should be involved in planning the learning experience so that children can get the maximum benefit from the next program. This can be done by planning and preparing for a learning contract (Huda 2013, 268).

In addition to the four phases of the learning cycle according to Kolb, Munir et al (2009, 2) put forward the method of learning cycle 5E Rodger W. Bybee as follows:

Engagement, the introduction phase of a lesson that is can create a desire to learn more (motivational period). This phase is done by asking questions, images, reading, demonstrations or other activities to build the child's knowledge and generate children's curiosity.

Exploration, the phase that help children to build knowledge with concrete learning experience. Children are encouraged to develop skills and concepts by observing, questioning, testing predictions and investigating the concepts of learning materials.

Explanation, this phase is an essential, minds-on part of the learning cycle 5E which is the phase that encourages children to describe their understanding about

the concepts they have been exploring. This phase give a opportunity to share their own explanations and ideas to the teacher and to their peers.

Elaboration (Extend phase), the activities that encourage children to apply their new understanding of concepts and skills in new situations or to other disciplines through advanced practicum and problem solving activities. This phase includes investigation, problem solving and decision making.

Evaluation, the assessment phase of all learning and teaching. Both formal and informal assessment approaches are appropriate should be included. The teacher continuously making observations of their students and looking for evidence that the students have changed or modified their thinking.

2.4. The Role of Learning Cycle Learning Methods in the Form of Entrepreneurial Behavior in Early Childhood

The basic values of an entrepreneur are possessed by a person with a mental attitude and behavior in daily life. Mental attitude and behavior that became a lifestyle is a character. Lickona (2012, 15-20) says that good character is a good objective of human qualities, whether for human being known or not. The content of good character is virtue. Therefore inculcating entrepreneurial values is the same as instilling character values because they share the same essence, ie good values which is expressed in good behavior. The cultivation of values to the child aims to change in the child's self, from the inappropriate to be in accordance with social values.

Sutanto (2002, 11-12) suggest it is necessary to instill entrepreneurial character and behavior by providing entrepreneurship education early because the nature of entrepreneur can train children more independently, curious to see opportunities so that have a higher creativity. As well as character education, entrepreneurial behavior will be firmly entrenched as basic personality if it is internalized into the person from an early age through character education which it begins with the family and extends to the faith community, organization, business, government and even the media. Internalization is the process of developing social activities into internal mental activity (Omrod 2008, 57). The process of internalizing entrepreneurial behavior can be done through the

approach of learning methods that are appropriate to the child's development. Class is a 'learning structure' that allows children to practice goodness (Lickona 2012, 157). Munford says that knowledge is gained through the experience of daily activities which are then understood and become concepts and value systems useful for future success. Further, Hall says that the short-term benefits of learning will change one's attitudes and performance while long-term benefits can foster one's identity and adaptability that is crucial to its success. Montessori created a program that emphasizes the development of children independently, namely designing a classroom that encourages children to work independently, exploring their environment through touch and manipulation. The child has the natural ability to grow on his own, has a natural desire to learn and work while getting pleasure. Montessori believes that learning independently will build initiative, concentration and self-discipline (Wardle, 2003, 100). Therefore learning is the process of change and the form of knowledge, skills, attitudes and abilities of an entrepreneur, either through education, training and experience.

Based on the benefits of the learning cycle method mentioned above, this method is in accordance with the characteristics of early childhood development, especially applicable to children aged 4-6 years. At the stage of cognitive development, the thinking of children aged 4-7 years develops gradually toward conceptualization, where it evolves from the symbolic and preconceptual stages to the commencement of operations. Children begin to know how to classify, measure or relate objects, but this development is not yet full because the child is still undergoing an incomplete operation with a semi-symbolic form of thinking or illogical intuitive reasoning. At the stage of social development according to Erikson, children aged 4-6 years enter the phase of the sense of initiative. At the stage of social development according to Erikson, children aged 4-6 years enter the phase of the sense of initiative. In this period children begin to enjoy new tasks, children look active and start playing and establish communication with other children. Because in this phase the child has a high curiosity with many 'why' questions to do dangerous things then the challenge for parents to give extra attention to guide children can experience a good phase. If they too much is prohibited, rebuked or children not allowed to use initiative, it will develop a

sense of guilt regarding their desire for independence and an overdependence on others (Wardle 2003,376). Social skills that are expected to be developing in children are cooperation, rotation, initiative/leadership, sharing, discipline and participation (Utami et al. 2013, 108). Therefore, if the child successfully completed the task of development in this golden age, then it would also have the potential to form entrepreneurship behavior.

Learning cycle method can accommodate the development of children potencies in the golden period, for example, high children's curiosity encourages them to enjoy exploration, this can be done in the first phase of learning cycle method according to David Kolb that is concrete experience phase, and also the second phase of the 5E learning cycle method Rodger W. Bybee that is the exploration phase. This phase accommodates the needs of children who have a very high curiosity to have experience exploring in order to know the world around them. In accordance with Montessori's opinion above, through activities explore, children have a natural desire to learn and work at once to get pleasure. If regarding to entrepreneurial behavior, the high curiosity that is well accommodated will build confidence, self-reliant and courage to take risks. If the child's self-confidence has developed, it will develop an initiative drive. If the encouragement of children's initiative is well accommodated then it can encourage children to be creative, develop leadership attitudes, take risks, future orientation and other entrepreneurial behaviors. Through the learning cycle of the next phases, such as the phase of reflection, interpretation, prediction, explanation, elaboration and evaluation, the child has a learning experience that can help develop such entrepreneurial behavior.

3. Conclusion

The personality traits of entrepreneur refers to values, attitudes and behaviors as human beings of character, such as confidence, independence, individualism, optimism, need for achievement, profit-oriented, persistence, fortitude, determination to work hard, have a strong drive, energetic and initiative, the ability to take risks, like the challenge, behave as leaders, can get along with others, respond to suggestions and criticism. Innovative and Creative, flexible,

knows a lot and foresight. The learning cycle method can accommodate the development of children potencies in their golden period, which the child enters the phase of sense of confidence, initiative and creativity. Learning cycle method can develop child become more active, motivated so the learning will be more meaningful. Through the phases of the learning cycle such as experiencing, reflection, interpretation, prediction, explain, extend and evaluation, the child has a learning experience that can develop the entrepreneurial behavior.

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5. References

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