

Chinese Ethnic Family Entrepreneurship Education Pattern: Study of SMK students in Pasuruan

Rachmad Hidayat¹; Danardana Murwani²; Mohammad Arief³

Faculty of Economics, State University of Malang

Email : rachmad.hidayat.fe@um.ac.id

Abstract: The purpose of this study was to reveal the pattern of entrepreneurship education in Chinese ethnic families of SMK students at Negeri 1 Pasuruan. The research approach was a descriptive qualitative case study. The results of the study showed that Chinese ethnic students' families taught their children entrepreneurship from childhood by getting used to participating in business practices that had been done, family education was able to shape students' perspectives to be more open and broad-minded, key principles taught was the unique values that they had been held and believed for generations. The element of the entrepreneurial spirit that was formed includes self-confidence, willingness, and interest in entrepreneurship, and locus of control.

Keywords: entrepreneurship education, Chinese ethnic, entrepreneurial spirit

INTRODUCTION

Chinese ethnic is one of the ethnic groups in Indonesia and has always been known as a successful ethnic in business. Chinese culture or Chinese people teach them to work hard to achieve success. In general, entrepreneurs in Indonesia are dominated by Tionghoa ethnic or well known as Chinese ethnic. Most of the individual businesses or private companies in Indonesia are owned by Chinese ethnic communities. Most Chinese family businesses are founded by the family itself (i.e. the dominant generation) and are characterized by marital ownership and management control held by the family itself (Poutziouris, Wang, & Chan, 2002). Chinese ethnic families develop family businesses to make their children and grandchildren happy. The wealth they accumulate is mostly only circulated among their children and offspring. This causes that those who can enjoy the fruits of their hard work are the only offspring so that others cannot interfere in it (Zein, 2000: 128).

In carrying out the business of trading ethnic Chinese people have informal procedures. They make trading as easy as possible. This is what makes the culture they think is right, but practical in Chinese trade. For example, a transaction that is worth hundreds of millions is only enough to be done with a piece of paper, so the process is not complicated but trustworthiness is an important basis in entrepreneurship.

The success of the Chinese ethnic in entrepreneurship cannot be separated from their high work ethic, their courage in entrepreneurship, the ability to speculate and invest (Wijayaputra & Wibisono, 2013). Chinese ethnic is one of the ethnic groups who have a high work ethic and outlook on life (Dimitratos et al., 2016). Chinese ethnic has a strong desire to become successful people by working hard, especially in entrepreneurship and investing (Dou et al., 2019).

One of the stereotypes most often attached to Chinese ethnic is their intelligence in doing business (Abdi et al: 2015). Chinese ethnic people tend to choose trading because it is not limited by space, time, and place. Apart from being free from trading activities it also provides a great roar for someone who wants to develop their abilities. This perspective makes Chinese ethnic people succeed in the field of commerce or entrepreneurship. For them the form of respect for Chinese ethnic to their parents is

through wealth, with the wealth of a child can honor his parents. One way to get that wealth is by trading (Soenjoto, 2015: 29).

Family education contains two interrelated meanings. First, education that takes place within the family of children born into the family or children who are dependent on the family. Second, education on how to organize family life to achieve a family life that is *sakinah, mawaddah, warahmah* (Rifai, in the UPI Faculty of Social Sciences Education Development Team, 2007: 81).

Education has subjects in the process. Seran (2015) stated that the educational process is carried out well when the education process involves three stakeholders or the main users of education, which are parents, the community and schools optimally. Educational planning, processes, and outcomes need to be controlled in a variety of understandings from parents, the community and schools. Based on this explanation, it can be interpreted that all the roles that exist in the education process are very important in achieving goals, especially in the family, therefore in entrepreneurship education the Chinese ethnic families help their children in forming an entrepreneurial spirit (Olokundun et al., 2018).

Entrepreneurship-based education is education that in addition to applying the principles and methodologies towards life skills, it also develops an entrepreneurial culture to instill positive values of entrepreneurship in various aspects (Winarno, 2010). One of them is entrepreneurship education in Chinese ethnic families. The formation of aspects of entrepreneurship education and its introduction can start from the family environment. The characteristics of the family in Indonesia, especially the indigenous people themselves are still quite difficult in the introduction and education of entrepreneurship, in contrast to families of Chinese ethnic who have long been accustomed to trade and business so that it is easy to apply entrepreneurship education (Nugraha, Soesilowati, & Prasetyo: 2015).

Entrepreneurship education practiced by Chinese ethnic is generally passed on by their ancestors to their descendants or future generations. They emphasize education in the business world to gain wealth. Wherewith the wealth of a child can glorify his parents and one of the proven effective ways to become rich is to trade (Suharyadi, et al, 2007: 46).

One of the most influential Chinese ethnic families in shaping the entrepreneurial spirit is the support and education they get from their parents and family. In Chinese ethnic families, they have entrepreneurship education using Chinese business philosophy (Chand and Ghorbani, 2011). Chinese business philosophy, among others: (1) to achieve a successful business, Chinese ethnic must trade, (2) trading can be used as a hobby but not to fill leisure time because it is considered as a serious job, (3) trading experience is given to children and grandchildren so they know the knowledge of trade also they have a mature mental attitude and skill in trading, (4) the benefits obtained should not be used haphazardly but must be used as additional working capital or additional investment, (5) Chinese ethnic like trade that provides benefits in term a long and continuous time, (6) traders who fall will feel pain, but the pain is what makes them able to get back up.

The role of parents or Chinese ethnic families in educating their offspring is very vital. The results of Nugraha, Soesilowati, & Prasetyo (2015) research, showed some ways in which Chinese ethnic families educate their children in entrepreneurship, including: (1) most of the parents or Chinese ethnic families educate their offspring for entrepreneurship, but without coercion by the parents in the future. he does not want to be entrepreneurial, (2) parents provide adequate or even more education than their parents and most importantly the knowledge of entrepreneurship, (3) gives the

opportunity to solve problems in business is also often given to training the thinking of their offspring, (4) knowledge and experience from parents is often given as a secret from the success of hereditary Chinese family business, and (5) everything that their parents know about business is given to their offspring after they are deemed acceptable.

Understanding how this entice is in educating entrepreneurship for future generations into interesting knowledge, entrepreneurship is a process of ability to change things for the better or create something truly new, or have a creative and innovative spirit. These creative and innovative characteristics are found in an entrepreneur (Suharyadi, 2007: 7). Suryana (2006: 2) stated that entrepreneurship is a creative and innovative ability of a person that is used as a basis and resources to find opportunities for success. Based on some of the opinions above, it can be concluded that entrepreneurship is a creative, dynamic and innovative process by creating an idea that produces a product for profit and success.

The importance of entrepreneurship education comes from the importance of entrepreneurs in the economic system (Maresch et al., 2016). Entrepreneurship is a permanent concern in most countries because new and small companies are the main contributors to new employment in the country (Mansor & Othman, 2011).

The focus of this study was to identify how entrepreneurship education of Chinese ethnic families in shaping entrepreneurial spirit in their families, the way Chinese ethnic students viewed the business world also supporting and inhibiting factors in shaping entrepreneurial spirit

METHOD

This research approach was qualitative descriptive. The key informants were four students from SMK 1 Pasuruan and four parents from ethnic Chinese families. Data collection methods used in-depth interviews and field observations. The validity of the data was used through prolonging observations and triangulation of techniques and methods, data analysis was done by reducing data, presenting data, highlighting conclusions and verifying.

RESULT & DISCUSSION

The results found that the entrepreneurial spirit in children was obtained from their parents. Entrepreneurship education from parents since childhood begins with trivial matters such as managing finances, frugality, making a product that is of use-value and so forth but must remain focused on education in schools. Understanding entrepreneurship education early on is essential for someone in running a business. Entrepreneurship education taught by parents to their children stems from the ability of parents to master the science of entrepreneurship. Parents who have experience running a business that has been undertaken, then these parents teach their knowledge or skills and have been believed to be true as a form of education to their children.

In general, parents of Chinese ethnic students had taught entrepreneurship education in the family by involving family-run business practices, the learning process had occurred since their children were small, so that a strong entrepreneurial spirit was embedded in the child. Growing adolescents their abilities were increasingly visible from the businesses they live. Armed with the abilities taught by their parents and hereditary skills as well as guidelines and principles that were held for generations were also the key to the success of the Informants in entrepreneurship. For the future, parents only need to guide and support the decisions chosen by their children. Entrepreneurship education that is taught in the family also has an impact on following learning in schools,

namely in entrepreneurship subjects. Where these students have an active ability to follow learning both in practice and in theory.

The way students looked at entrepreneurship is different to one another. They view entrepreneurship as a way to find additional allowance; they view entrepreneurship as an exciting challenge that tests mentally, consider entrepreneurship as a hobby that can make money, even looking at entrepreneurship as a scary thing because too much risk can be borne by them. Most of them want to open a business in the future and become entrepreneurs in the footsteps of their parents.

Chinese ethnic do have the key to success in business, which is by upholding the guidelines or principles that they believe for generations from ancestors to grandchildren. That is what can make their business most successful and successful. Some business principles taught by Chinese ethnic parents included: (1) enthusiasm that must not be extinguished at all despite experiencing difficulties until ups and downs (mental steel), (2) self-confidence, (3) has broad and many relationships, (4) discard pride in starting an entrepreneur, (5) proficient in new knowledge and technology, (6) sympathy for others and must share, (7) do not forget to always give thanks and give offerings to God who has provided fortune, and (8) saving money in managing money.

In entrepreneurship certainly have inhibiting factors and supporting factors. Supporting factors of realizing the desires of Chinese ethnic students' entrepreneurship are family factors, where the encouragement of parents can help form a mental that is more ready for entrepreneurship. Some inhibiting factors are also experienced by ethnic Chinese students where time-sharing is a major factor in inhibiting entrepreneurial activities, but there are also other inhibiting factors namely capital, mental readiness, environmental factors that are less supportive can also be inhibiting in realizing student entrepreneurial desires.

Entrepreneurship Education in Chinese Ethnic Families

Based on the findings of research in the field, parents in each Chinese ethnic family had taught entrepreneurship education to their children since childhood. At the age of adolescents like now, their children could already implement the education that had been obtained from their parents. Armed with the ability taught by parents since childhood and eventually became accustomed to the entrepreneurial world, Chinese ethnic children could realize their entrepreneurial desire to achieve success on their own. Similar to the opinion of Nugraha, Soesilowati, and Prasetyo (2015) stated that Chinese ethnic families have always been accustomed to trade and business, so that it is easy to apply entrepreneurship education to be taught for generations. Aprilianty (2012) stated that the flexibility and independence of entrepreneurs have become ingrained in children from an early age. Children were inspired to become entrepreneurs because they saw the seriousness and hard work of their fathers and mothers or their parents working in the fields of agriculture that produced profits. Children were also inspired because they have been trained since childhood, asked to help ranging from light or easy work to complex and complex ones.

The Chinese ethnic believed that by entrepreneurship they could achieve more success, and therefore they always passed on assets, family businesses, teachings and education from their ancestors to the next generation. Following opinion (in Lestari, 2018) that in the Chinese ethnic culture there was a principle that future generations must be better than previous generations or commonly called succession, where succession is the whole business process to prepare for the transfer of power and control from generation to generation.

Parents of students taught entrepreneurship education in the family in an easy way that was by giving examples that were often found daily and through activities that were done every day such as managing finances from pocket money given, how to save money and save money. Then, students learned to be creative and innovative by creating a product/item that was use-value. Learning confident and independent by involving children to help businesses owned by parents following Rahayu's opinion (2012) the formation of entrepreneurial attitudes was also determined by the role of parents in providing support in the form of economic education in the family. As well as the opinion of Suryana (2006: 2), entrepreneurship was the creative and innovative ability of a person who was used as a basis and resources to find opportunities for success. Parents of Chinese ethnic students at SMK Negeri 1 Pasuruan had given all their knowledge and skills to their children. But they still gave their children the freedom to choose their own path. Parents had never force their children to become entrepreneurs. If the child had a business it meant that they like the world of entrepreneurship like their parents. Children' Ways of Viewing against the Entrepreneurial World.

Every student of Chinese ethnicity at SMK Negeri 1 Pasuruan had different views, but all of these perspectives still had high hopes for the world of entrepreneurship. Based on the findings of the study, students of Chinese ethnic descent had an idea and plans to open a private business in the future, and had already determined the products to sell later. The perspective of students of Chinese ethnicity lead to the education they had received from parents and were also influenced by internal and external factors. The real proof of the success of parents in shaping the entrepreneurial spirit of children that could be seen in the business run by students. The business chosen by students reflected the success of parents in their respective types of business. The results showed that one of these ethnic students still did not have their own business but still helped their parents in running their family business, then for the other 3 students was running businesses selling clothing products online to their friends, selling snacks and ice continued their practical business. Entrepreneurship subjects that had been taken with his friends, and selling cosmetics online.

The students' personality of Chinese ethnic descents who are strong and steadfast and have high self-confidence makes their thinking open to the opportunities that exist and dare to overcome problems and face the risks that will occur. Aprilianty (2012) stated that a successful entrepreneur, one of the keys has a superior personality. This personality sometimes distinguishes it from most people.

Students of Chinese ethnic descent had broader views in the entrepreneurial world because of the teachings of their parents. The experience of parents in terms of entrepreneurship had been very much; parents had run a business for a long time and had experienced a variety of ups and downs in running a business. So that parents knew very well how to forge entrepreneurship sciences to children because they have already been fully understand the entrepreneurial values to be taught. In this case, parents had a high interest in entrepreneurship and would teach their children to take advantage of business opportunities in their country to become leaders and manage resources in their own country to obtain maximum results. Similar to the opinion of Aprilianty (2012) which stated that several other entrepreneurial personalities such as self-confidence, results-oriented, leadership, hard work, and many more, will support the formation of human resources capable of managing businesses.

Parental Guidelines or Principles Taught Hereditary

Parenting in treating children every day which is democratic parenting, children were given flexibility in carrying out various things, always respecting the independence

of their children, encouraging children's creativity, parents continued to guide in making important decisions to be taken by their children, and parents still provided guidance in the form of guidelines or principles as the key to success in entrepreneurship. Although in the research that had been conducted there were different guidelines and principles between each Chinese ethnic family, all of them was still led to the achievement of success. Following the opinion of Suharyadi, et al (2007: 46) stated that the education implemented by Chinese ethnic was generally passed on by their ancestors to their descendants or future generations. They emphasized education in the world of entrepreneurship to obtain wealth. Wherewith the wealth of a child could glorify his parents and one of the proven ways to become rich is to trade.

Parents who had guidelines and principles that they had believed for a long time had indeed proven to be able to help them in running their family businesses, where some of these principles were like having a mentality that was brave enough to take risks and save money in managing money. Suharyadi et al (2006: 47-48) who stated that Chinese ethnic families have Chinese business philosophy to achieve successful business through trading with hard work and dare to take risks and being able to open new opportunities is the key to success. As well as having an optimistic attitude and it was not easy to despair and make a serious effort to succeed.

Every Chinese ethnic family has the key to success in business which is emphasized to be done by their descendants, which is from families where parents emphasize that a generous attitude and sharing with others can make their fortune smooth, and how to manage money properly. Then for other student families, the focus is on making small profits to find loyal customers of the products being sold, because they believe that the more customers there will be more sales and profits, and then in the family, the students will focus more on looking for relationships. the broadest possible, because the broader the relationship will be more insightful and more well-known products that we sell, for one student his parents were more focused on the key to success in entrepreneurship was self-confidence and high willingness and patience would run a business because in running a business for sure ups and downs. So it can be concluded that parents have succeeded in forming a child's soul to entrepreneurship through the guidelines and principles that they have held from their ancestors to the present.

Supporting and inhibiting factors

Based on the findings there were supporting and inhibiting factors both internal and external in shaping their children's entrepreneurial spirit. Supporting factors were the support given by the family and the willingness to enter the world of entrepreneurship, the other several supporting factors such as the school environment and the community environment could spur students to have a strong entrepreneurial spirit. This was in line with Suryana's findings (2006: 62) that in shaping life Entrepreneurship is needed support from internal and external factors which include personal/personal abilities, the environment, and sociology. Education within the family and at school was also a driving factor in shaping the entrepreneurial spirit and locus of control to be creative and innovative and grow into large entrepreneurs.

While the inhibiting factor of the average concerned the availability of venture capital, less time-sharing, and parents who required their children to focus on studying to face the National Examination. So that children's activities for entrepreneurship became sidelined. This finding was in line with what was stated by Suryana (2013: 110) that there are several factors that become obstacles in entrepreneurship causing entrepreneurs to fail, namely (1) incompetent managerial, (2) less experienced and less able to control finances, (3) fail in inadequate planning and location, (4) inability to make

entrepreneurial transitions, (5) uncertain income and fear of capital not returning, lastly not having high self-confidence and lack of discipline.

CONCLUSION

Vocational school students of Chinese ethnic descent had received entrepreneurship education in the family and had a good entrepreneurial spirit. This could be seen from some students who had private businesses such as selling products online. The way these ethnic students viewed business or entrepreneurship was recognized as a hobby and a challenge to make additional allowance. They also put great hope in the entrepreneurial world as one of achieving wealth and success in the future. Forms of entrepreneurship education given by parents were in the form of guidelines and principles in business through practice or theory, supporting factors for the development of an entrepreneurial spirit that was from the willingness and high self-confidence to be able to start a business and support from parents. The inhibiting factors were students' doubts about taking risks, managing business finances and lack of experience and future planning, and related to capital. Furthermore, this kind of atmosphere could have also be transmitted to other ethnic groups which could have an impact on the entrepreneurial learning experience in the actual concept of practice.

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