



# Cultivating Character Values Through Entrepreneurial Activities Members of the Indonesian Institute of Education Garut Student Cooperative

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**Abstract.** The cultivation of character values in individuals is of paramount importance, as it instills a sense of responsibility within each person. This process of character development can be effectively nurtured through educational organizations, including cooperative organizations designed for their members. Character, as a set of values and traits, is most effectively formed through consistent and repeated practice until it becomes ingrained as a habit. These character attributes serve as essential assets in the development of an entrepreneurial mindset. This study endeavors to explore the cultivation of character values in the context of entrepreneurial activities within student cooperatives operating within Indonesian educational institutions. The research methodology employed here is qualitative and descriptive, utilizing a phenomenological approach. Qualitative research methods, often referred to as naturalistic research methods, are particularly apt for investigating natural phenomena, wherein researchers serve as key instruments. The data collection process primarily relies on interviews, and the analysis approach is inductive, with an emphasis on deriving meaningful generalizations. The findings of this study reveal that the cultivation of entrepreneurial character values yields the following character traits, namely positive empowerment, self-control, leadership, independence, problem solving abilities, effective communication, creativity, strong work ethic, risk taking, patience, and diligence. In sum, this study highlights the importance of character development in the context of entrepreneurial activities within student cooperatives. The identified character values play a crucial role in shaping individuals into responsible and effective entrepreneur.

**Keywords:** Character Values, Entrepreneurship, Student Cooperatives.

## 1 Introduction

### 1.1 A Subsection Sample

Character education is an integral part of shaping individuals into responsible and virtuous citizens. In the Indonesian educational context, character education emphasizes

noble values rooted in the nation's culture. Education is not solely about imparting knowledge but also plays a significant role in molding the character of the nation[1]. The aim is to produce intelligent individuals who excel in achievements and exhibit politeness in line with the nation's core values.

Previous research has consistently focused on character education, often equated with moral education, with the shared objective of nurturing well-rounded individuals. This effort has manifested in the implementation of character education in various educational institutions[2]. However, in practice, there is a gap between these ideals and the reality of education in Indonesia.

The implementation of character education, as envisioned in the 2013 curriculum, has fallen short of expectations. The development of knowledge, attitudes, and skills should be balanced, but the current education system predominantly emphasizes cognitive aspects, neglecting students' values and attitudes in the learning process[3]. This skewed focus on quantitative measures hampers the holistic development of students.

Entrepreneurs make significant contributions to solving economic challenges, including the creation of businesses, job opportunities, and driving economic growth[4,5]. They are pivotal agents of change, innovation, and creators of excellence and competitiveness. Cooperatives, on the other hand, play a vital role in addressing economic issues and can bolster the national economy. They are structured on principles of kinship and embody the people's economic movement[6].

In addition, promoting an entrepreneurial spirit among students can be achieved through active involvement in cooperatives within their educational institutions[7]. Student cooperatives serve as practical platforms for applying entrepreneurial theories and principles. These cooperatives, founded on the principle of kinship, provide a space for instilling cooperative values and enhancing the well-being of members and the nation.

Character development is an ongoing process that can be nurtured through regular and repetitive activities until they become ingrained as habits. Student cooperatives, through their dual roles as subjects and objects, contribute to shaping students' entrepreneurial mindset[8]. There is a significant correlation between character formation and entrepreneurship subjects. These subjects impart an entrepreneurial spirit and foster independence among students. Research indicates that students exhibit faith, attitude, behavior, motivation, and skills that align with Indonesian culture and norms, reflecting Indonesian character traits. Cooperative knowledge, motivation, and services collectively influence students' interest in becoming members of student cooperatives[9]. To bolster the number of entrepreneurs, especially young ones, the government has introduced various initiatives, including entrepreneurship courses in the curriculum. These courses aim to provide students with insights into entrepreneurship and motivate them to become resilient young entrepreneurs[10]. Students hold a crucial role as agents of change within society. They should set positive examples and inspire creative lifestyles, ultimately promoting self-reliance and contributing to the betterment of the nation.

## 2 Methods

This research adopts a descriptive qualitative approach with a phenomenological perspective. Qualitative research, as defined by Bogdan and Taylor, involves the generation of descriptive data through written or spoken words, as well as the observation of behaviors among individuals. It is a method used to investigate natural phenomena, where the researcher plays a pivotal role as the primary instrument. Data collection is primarily achieved through interviews, and the analysis process is characterized by inductive reasoning. In qualitative research, the emphasis lies in extracting meaning from the data, rather than attempting broad generalizations.

## 3 Result and Discussion

The functions of cooperatives within educational institutions for students encompass two primary objectives: (a) To provide training and education that facilitates the development of entrepreneurial potential among students, aligning with their individual interests and aptitudes. (b) To impart essential skills to students in the management of cooperatives, particularly in the context of delivering optimal services that cater to diverse needs essential for the smooth progression of the learning process[11]. Interview results conducted on April 7, 2023, further emphasized the pivotal role of Student Cooperatives in nurturing future leaders within the KOPMA IPI Garut organization through comprehensive entrepreneurship training. This training equips individuals with the ability to harness latent talents and apply them effectively. Additionally, Student Cooperatives play a crucial role in promoting the concept of cooperatives, fostering an environment conducive to member prosperity. A similar sentiment was echoed by another interviewee, who highlighted the cooperative's role in problem-solving and education regarding cooperative operations[12]. Furthermore, they emphasized the importance of providing exceptional customer service[11].

A noteworthy aspect arising from the interviews was the introduction of the term "culturepreneurship." One interviewee, JM, elucidated this concept as an integral part of the early formation of Student Cooperative members. This approach instills a culture of entrepreneurship within students, encouraging them to embrace Indonesian products and culture as the foundation of their business endeavors. This concept aligns with H.P.'s perspective, asserting that Student Cooperatives also embody the essence of culturepreneurship. The cooperative operates with the objective of establishing a novel paradigm that celebrates Indonesian culture grounded in local wisdom, driven by students. Culturepreneurship is a creative endeavor aimed at preserving cultural heritage in an engaging manner, with the mission of introducing the intrinsic value of local culture to the global community[13]. The spirit of Culturepreneurship reflects a collective aspiration to foster a culture rooted in local wisdom and positive entrepreneurial values, contributing to progress and sustainability.

Entrepreneurs, as previously mentioned, must possess a set of soft skills that support their business activities[14]. In the context of cooperatives, students receive education

not only in entrepreneurship but also in organizational management. These dimensions—communication, leadership, and self-control—interact synergistically to shape the entrepreneurial character of students[15]. Regarding communication, it is a dynamic process of transmitting and receiving information with the primary objective of achieving mutual understanding between the sender (communicator) and the receiver. The effectiveness of communication hinges on the communicator's ability to convey information in a manner that facilitates comprehension by the recipient. In essence, successful communication is characterized by the clear and coherent transfer of meaning from the source to the recipient. It is a fundamental skill that underpins effective interpersonal interactions and plays a pivotal role in various facets of human interaction, including personal relationships, professional collaborations, and societal engagement.

On the other hand, leadership is a deliberate endeavor aimed at exerting non-coercive influence to inspire and guide individuals, typically through effective communication, toward the attainment of specific objectives. Within the context of an organization, leaders are entrusted with the responsibility of providing genuine and authentic guidance. Whether it pertains to a group leader, event coordinator, or any activity organizer, leadership is a ubiquitous requirement. In the realm of entrepreneurship, a business venture that lacks robust leadership is bound to remain stagnant and fail to evolve. Leadership serves as the driving force behind business growth and development, playing a pivotal role in steering an enterprise towards success.

Lastly, the capacity for self-control involves effectively managing organizational activities while maintaining a positive mental attitude. This includes traits such as discipline, perseverance, honesty, and self-confidence. In every job, there exists a set target time or deadline that must be met. Individuals, guided by their job descriptions, are expected to lead themselves, establish priorities, and exhibit discipline in executing a work plan to ensure timely completion. This process not only fosters discipline but also hones perseverance. It is important to recognize that not all responsibilities are straightforward; some tasks demand unwavering persistence. For instance, conducting interviews with elusive key figures can be challenging, but without diligence, such tasks remain unfinished. The position one holds within an organization is closely linked to the level of trust placed in them, highlighting the significance of self-control abilities in professional settings.

On the other hand, student Cooperatives play a pivotal role in the life of students, going beyond their function of providing campus equipment and supplies. They serve as veritable 'laboratories' for fostering entrepreneurial acumen. Insights drawn from observations and interviews with members of the Garut IPI Student Cooperative reveal that students are drawn to these cooperatives for experiential learning, organizational exposure, and the development of entrepreneurial competencies[13,14]. It is evident that these cooperatives have been recognized as experiential platforms where students can hone and nurture their entrepreneurial character. When queried about the impact of their cooperative involvement on their entrepreneurial aptitude, respondents indicated an affirmative albeit not absolute transformation. This underscores the understanding that character development is an ongoing process, one that necessitates continuous refinement to attain full maturation.

In light of the empirical findings pertaining to the Inculcation of Character Values through Entrepreneurial Activities within the Indonesian Institute of Education Garut Student Cooperative, it is evident that a spectrum of character values is nurtured through cooperative activities. These values encompass positive empowerment, resilience, leadership, self-reliance, problem-solving acumen, effective communication, creativity, diligence, risk-taking propensity, patience, and tenacity. These attributes collectively contribute to the development of well-rounded individuals prepared to embrace entrepreneurship and life's challenges.

#### 4 Conclusion

In conclusion, the study underscores the pivotal role of the Student Cooperative at Kopma IPI Garut in nurturing entrepreneurial character among students. It serves as an educational platform that fosters students' entrepreneurial potential, tailored to their interests and capabilities. This educational process encompasses the development of vital skills such as effective communication, leadership, and self-control, alongside augmenting students' entrepreneurial insights through structured training and mentoring provided by the IPI Garut Student Cooperative.

Furthermore, the research findings reveal a multifaceted array of character values cultivated through the activities within these student cooperatives. These values encompass positive empowerment, resilience, leadership, self-reliance, problem-solving acumen, effective communication, creativity, diligence, risk-taking propensity, patience, and tenacity. These character attributes collectively contribute to the holistic development of students, equipping them to not only thrive in entrepreneurship but also navigate the challenges of life.

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