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MANAGEMENT OF INTEGRATION OF VALUE AND ENTREPRENEURS EDUCATION IN INDONESIA (*Multicultural Economic Review*)

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ABSTRACT

The integration of entrepreneurship value education can deliver creative and innovative Indonesian people, is a necessity, urgent in terms of necessity/regulation and the demands of community needs. Law-No.20/2003/National Education System, implies that education is carried out in a democratic, non-discriminatory manner, Human Rights are upheld, cultural/cultural values, religion, and national diversity are respected. The implementation is expected by the community. Assessed through literature studies, the data comes from books/documentation, journal writing, relevant media and is still feasible. The data obtained is compiled, analyzed, and concluded so as to get conclusions about the problem under study. The results of the study show that; The management of the integration of entrepreneurship education can give a person freedom to self-actualization, in the end it will create creative and innovative Indonesian people based on the cultural, religious, and pluralistic values of the Indonesian people. Consistency The implementation of management in integrating entrepreneurial values will be useful in facing the challenges of the industrial revolution 4.0, and can even become new opportunities in the life of the social, economic and educational fields. For this reason, it demands a policy of increasing hours of study for religious, moral and cultural education. The use of information technology in learning with blended learning; and learning in the network is a necessity that must be followed in integrating entrepreneurial values, both in formal and non-formal educational institutions.

Contribution/Originality: It contributes to the analysis of the moderation of quality education, that professional teachers actually can integrate cultural and entrepreneurial values, eventually students possess attitudes, knowledge, skills, and actions in accordance with the demands of the industrial revolution 4.0.

1. INTRODUCTION

The world in general and Indonesia in particular, are entering a new industrial era marked by the era of digitization in various sectors of life. Experts refer to this as the era of the industrial revolution 4.0. Changes in the dynamics of the movement that was originally centralized that humans as subjects are *vital* in the growth and development of the pulse of the economy that has shifted slowly but surely replaced by mechanical automation and

digitalization of technology in moving the wheels of the economy. Borrowing research results from McKinsey in 2016 that the impact of *digital technology* towards the industrial revolution 4.0 in the next five (5) years will create 52.6 million types of jobs that will experience a shift or disappear from the face of the earth. The results of this study give the message that every one who still wants to have a presence in global competition must prepare mentally and *skills* that have competitive advantages (*competitive advantage*) from others. The main way to prepare the easiest skills to be taken is to have good *behavior* (*behavioral attitude*), increase self-competence and have a spirit of literacy. The preparation of self-preparation can be passed through the path of education (*long life education*) and self-concept through the experience of working across generations/across disciplines *(experience is the best teacher)* (Suwardana, 2017).

Mental revolution is a program of the leadership of President Joko Widodo's administration, 2014-2019, in response to changes in character that occur in the midst of the Indonesian nation. The character of polite, virtuous, friendly, and mutual cooperation is the original character of the Indonesian nation that lately began to disappear from the character of society. A change in character that is damaging mentally is one of the causes of rampant corruption, nepotism, intolerance, inequality of development, and various other problems in the community. But this revolution cannot be carried out sporadically without the right goals and approaches. The mental change of the nation that has been going on for decades or even hundreds of years must be corrected through a revolution that is planned, effective, and touches all walks of life. Mental evolution related to the national person is found among people in a nation formed on the basis of its culture. Analysis related to the national person must first examine the culture of the nation, such as life in the fields of technology, economics, organization, art, religion, faith and language. The purpose of mental revolution is to change the way of thinking, views and attitudes of each individual in adjusting to his will to encourage more active progress in all areas of life (Muhammad, 2017).

Mental revolution is as an effort to educate the life of the Indonesian people, in accordance with the mandate of the opening of the 1945 Law and the government is very obliged to carry out this constitutional duty. The government must be able to design the right scheme in striving for a mental revolution. Mental revolution cannot be carried out in sector way, but mental evolution must be carried out holistically so that the return of the true character of the Indonesian nation can occur as a whole. To answer that, family education, schools, boarding schools, organizations, institutions, etc., can be said to be the only way to be able to return the Indonesian people to their true character. In essence, education is an attempt to form human beings of the academic community who think independently and be responsible for the actions he did. Education has been experienced by humans since young to adulthood. It is hoped that education can create a better life for the people themselves, as well as family, society, nation, and human civilization.

Law of the Republic of Indonesia Number 20 of 2003, concerning the National Education System has provided a definition of education. According to this law, education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, the community, the nation and country. According to Article 3, the aim of national education is to develop the potential of students to become human beings who believe in and fear God Almighty who have noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Mirnawati, 2017).

Quality education will produce a quality nation. Quality nation will show the character of an original and quality nation. The quality of this nation's character will eradicate various mental ugliness such as corruption, nepotism, intolerance, and so on, which could exist in Indonesian society. National development can only be realized if the character and knowledge of the community are developed through education.

Therefore, the government must be more serious in fixing public education from an early age to adulthood, evenly distributed in rural areas, urban areas, as well as borders and small islands. Indonesian people, wherever they are, are entitled to a quality and equitable education so that they can educate their lives.

Learn from the experience of neighboring countries in Asia. In a seminar on the Mental Revolution of Indonesian and Korean Development at the UGM (2015) Park Hee Young, an academic from Hankok University saiys the mental revolution movement in South Korea had begun since 1960 with the concept of *Saemul Undong*, namely nation building from the village. This movement was included in the concept of national education. Through this movement, Korea's mentality can change, previously pessimistic and irrational negative thinking, to be optimistic and rational positive. Today we can see the results of mental revolutions through their education. South Korea has been able to match and even exceed Japan and China in various fields such as technology, industry, sports, and others (Mirnawati, 2017).

Unfortunately in Indonesia, efforts to educate the nation's life still face many obstacles. Quality educators are not yet available equally in each region. In some remote areas, schools are only visited a few times a month by educators. In addition, some educators only focus on providing knowledge and ignore the importance of educating the character of student children. There are still many schools that do not have complete facilities such as textbooks, libraries or laboratories. School managers sometimes also do not make optimal efforts to improve the quality of teachers and school facilities. The government does not provide oversight of school managers. As a result, there are many schools that do not meet national education standards. Even in some areas there are illegal universities that do not have an operating permit from the government.

In response to this, the government needs to improve the quality of school facilities and infrastructure, the quality, quantity and distribution of teachers, and educational methodologies that develop, rather than curb students. A large education budget should be sufficient to improve the quality of Indonesian education. Unfortunately, in practice, this budget is not fully used for education. In addition to allocations that did not meet needs, some of these budgets have also been corrupted by various elements. The government must strictly monitor the use of the budget and crack down on any deviations that occur.

The nation's children not only need a diploma and letter of graduation from school. More than that, the children of the nation must get an intellectual mindset and character. With this, they can be independent and responsible for themselves, their families, their communities, their nation and their country. The government and education managers must make students as the main goals that must be developed. Therefore, the education infrastructure must be able to support the children of the nation to learn and improve their intelligence in mindset, knowledge, and character.

The government's strong commitment with the awareness of every citizen will give great contribution to this mental revolution program. Educating the life of the nation is a shared task. Mental revolution through education must continue to be pursued so that Indonesian people can be formed who are able to fully humanize Indonesian people.

2. PROBLEM STATEMENT

This study, taking the problem of integrating entrepreneurial values in multicultural education is needed to deal with the challenges of character change that occur in the midst of the Indonesian nation. Lately it has begun to disappear from the original character of society, Indonesian people. The integration of entrepreneurial values in multicultural education aims to provide abilities and skills in entrepreneurship, with different cultural backgrounds. The values of entrepreneurship that are the basis for building an entrepreneurial spirit are, in fact, found in character education. Someone who has an entrepreneurial spirit, certainly has a very high tenacity, is not easily discouraged, and is able to be independent, creative, and innovative. Different backgrounds of people cause different choices to become entrepreneurs. When the education system is not strengthened by character education, the ability to appreciate something is lower (Suyahman, 2017).

Education is an important aspect in social life. Someone who gets enough education will be able to think logically and systematically. A person who lacks sufficient education will think practically. It is possible that in societies with

diverse backgrounds, such as in Indonesia, they have diverse responses. On the one hand, in economic conditions it is too expensive to meet daily needs, considering that looking for money and meeting family needs are more important than high school, because of being not necessarily guarantee for more comfortable life. On the other hand, it is assumed that with education, a person will be able to manage himself well and be able to compete in the international world (Rahmat, 2017).

Thus, this study will shortly explore the concept of integrating the principle entrepreneurial values in multicultural education, in order to support the achievement of mental revolution program in Indonesia, which was initiated by the government since 2014. Data for the current study was collected through documentation including legal archives, books and journals on government policies and their implementation manuals. Explorative survey methods were adopted in this study to understand the problem first and suggest useful solutions. Attention is given to triangulation of survey findings from actual cases and questions raised in the study. However, the focus of research remains on understanding the integration of entrepreneurial values in multicultural education , and the challenges faced to develop the potential of students to become human beings who believe in and fear God Almighty, noble, healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens.

3. LITERATURE REVIEW

3.1. The Concept of Integration of Science and Learning Systems

The concept of integration was proposed by John F. Hought. This theory contains that the universe is a limited, coherent and rationally organized loyalty. Humans with their minds always seek a dynamic understanding of truth and try to unite the universe that is being investigated. Science and Religion continue to bear the task of investigating coherently (neatly arranged ideas, facts, and ideas) become a logical sequence so that it is easy to understand the message they connect. Religion, if understood correctly, can confirm scientific exploration and strengthen our belief in the nature of reality that can continuously be understood (Istikomah et al., 2017).

The concept of integration of the learning system is the height of the ability to master both religious and general knowledge which is characterized by high professionalism in a linear relationship with the high attitude through the mastery of civilization as a benchmark for every action in life. Integration in the learning system of general subjects is done so as not to lose relevance to the real needs faced by the education community.

3.2. The Concept of Multicultural Education

Etymologically, multicultural consists of two words, multi, which means many, and cultural, which means culture. Literally we can interpret multicultural concepts as many cultures. While multicultural values can be seen in the form of tolerance, mutual respect, realizing diversity, promoting equality/ equality and so forth. The concept of multiculturalism or cultural diversity is apparently not an easy problem, especially the Indonesian people who have cultural diversity. There are many important things to consider in a multi-cultural society. Heri Susanto explaines that the concept of multiculturalism is a place for learning communities from various different cultures, through the process of communication, giving birth to social behavior, agreeing on shared norms and values, and building the structure of development (Sutjipto, 2017).

James Banks and Cherry McGee Banks call multicultural education "a field of study designed to improve educational equity for all students". To review his definition, James Banks developed the five dimensions of multicultural education, agreed as follows. (1) content integration; (2) knowledge construction process (2) reduction of prejudice (3) equity pedagogy, and (5) empowerment of school culture and social structure (Sarfika, 2018).

One of the efforts of the Indonesian government to educate the nation's life with multicultural education, or multicultural education , refers to Law Number 20 of 2003 concerning the National Education System, which implies that, "education is carried out democratically, not discriminatory, where human rights (Human Rights) upheld. Cultural

values (cultural), religious values, as well as the diversity of the Indonesian people are also respected (Mirnawati, 2017).

This multicultural education reflects the spirit of diversity that exists in Indonesia without discriminating against any one party. This means that every human being has the right to education with dignity (Bunyamin, 2016). NKRI (Unitary State of the Republic of Indonesia) is a form of a pluralistic state with a variety of cultures that exist in the archipelago. The plurality can be seen from the composition of very large religious adherents. The largest followers of Islam are in the islands of Java, Madura, Sumatra, Kalimantan, Sulawesi, North Maluku, Sumbawa and Lombok. While the largest Christian followers are in Papua; for Catholics there are more adherents in Flores and East Nusa Tenggara. While the largest Hindu religion adherents are on the island of Bali (Nasrul and Endang, 2016).

The ultimate goal in multicultural education is to make students of good character and endurance in dealing with problems and be able to be plural, or respect diversity, be democratic, and respect human rights in a humanist way, so that they do not only understand lessons learned from school, but also is able to apply it Bunyamin (2016).

Values in multicultural education, according to LA Blum, are studying the value of one's cultural heritage ; able to respect and learn other than their own culture; as well as being able to view the existence of a different cultural group into a culture of positive value to be valued, respected, and maintained together (Tolak, 2018).

Learning based on multicultural values is education that teaches students to always be able to develop an attitude of tolerance and respect for diversity. The multicultural values-based learning model is an example of education that has high relevance to the condition of a multi-cultural Indonesian nation. Through this it will seek to develop students' social skills, tolerance and mutual respect for differences.

3.3. Values of Entrepreneurship in Education

Entrepreneurship values in the world of education cannot be separated simply because, basically, a person has different characteristics in each choice. The choice to become an entrepreneur is a fundamental choice for everyone, especially among students at school. Capable entrepreneurs are those who are able to seize opportunities, think innovatively and creatively, and are able to read the needs of consumers by providing the best in their business.

There are several values or *values* that are general, can be observed as characteristics of success in entrepreneurship, namely: (1) the desire to produce superior products; (2) quality services to consumers; (3) flexible; (4) management capabilities; (5) polite manners and ethics; and (6) the attitude of an entrepreneur that always tries to create business opportunities by arousing courage and a sense of freedom to create something (Suryaman and Hari, 2018).

The basic values that are important to be held and used as the basis for an entrepreneur include: creativity, being innovative, being brave to face risks, having business ethics and norms, and being passionate and responsible.

3.4. Management of Integration of Entrepreneurship Values in Learning in a Multi-Cultural Economic Environment

Zakiyah&Rusdiana views "Integration", is a unified whole, not divided and divorced. Integration includes the needs or completeness of the members who form a unit with a tight and harmonious relationship between the members of the unit. Suruti's view, on "Integration of value education", is the process of combining certain values with other concepts so that it becomes a coherent whole and cannot be separated or a process of blending to become a unified whole and round, Nenin (2017).

The purpose of value education was put forward by the Asia and the Pacific Program of Educational Innovation for Development (APED), value education specifically aimed at: (1) applying value formation to children; (2) produce attitudes that reflect desired values; (3) guiding behavior that is consistent with these values (Zakiyah & Rusdiana, in Nenin (2017)).

From a number of views above, the management of character formation and the integration of values in students require the right time and process, in this context, the management of values-based and character-based education is needed, so students are able to understand and implement correctly as well. To that end, Kabul

Budiono (Bambang and Rusdiana, 2019) suggested that management methods that can be used in scouting and shaping student character are: (1) introduction of various good characters, can be done in the family and school environment; (2) understanding can also be obtained by students in the family environment or at school, for example children see their parents always disciplined in their environment, as well as at school children see and feel, education from their teacher always teaches discipline, exemplified by his teacher, coming to class always on time , the conversation is always consistent and the like. From this learning, children notice it and practice it in everyday life. (3) Application, through understanding has been obtained from the environment of parents and teachers in schools. The children will try to apply it. Firstly, child only imitates the habits of his parents or his teacher. At that time the child initially did not realize and understand the shape of the character he was implementing. (4) Repetition/habituation. This is also based on the understanding and gradual application that is done directly the child will get used. Over time become a habit that is commonly done, even parents habits, will carry over to adulthood later. (5) Cultivation; good habits repeated every day will become a character. (6) internalization/integration as the final stage, it is believed that the source of motivation for responding is conscience. This character will be stronger if supported by an ideology. Children will be more confident and believe that what they are doing is good, and continue to strive to find and apply better.

In that context "habituation" is the key to success. That is if parents and teachers are not consistent in applying and implementing it, then the child will be half-half either in believing it or doing it. Entrepreneurship values in the world of education cannot be separated simply because, basically, a person has different characteristics in each choice. The choice to become an entrepreneur is a fundamental choice for everyone, especially among students at school. Capable entrepreneurs are those who are able to seize opportunities, think innovatively and creatively, and are able to read the needs of consumers by providing the best in their business. Suggested by Budiono (Bambang and Rusdiana, 2019) in forming the character of students, namely through: (1) the introduction of various good characters; (2) understanding can also be obtained by students in the family or school environment; (3) Application, through understanding has been obtained from the environment of parents and teachers at school; (4) Repetition/habituation. This is also based on the understanding and gradual application that is done directly the child will get used; (5) acculturation; good habits repeated over and over every day will become a character; and (6) internalization/integration as the final stage, it is believed that the source of motivation for responding is conscience.

4. RESULTS, FINDINGS, AND DISCUSSION

4.1. Implementation of the Concept of Multicultural Education in Indonesia

The concept of multicultural, education refers to the National Education System, which is in accordance with Law Number 20 Year 2003 that education is conducted in a democratic, non-discriminatory manner, where human rights are upheld. Cultural values (cultural), religious values , as well as the diversity of the Indonesian people are also respected (Mirnawati, 2017). This multicultural education reflects the spirit of diversity that exists in Indonesia, without discriminating against any party. The essence of the concept of multicultural education, basically, is to appreciate and understand the various cultures that exist in Indonesia, by accepting and prouding of having a very large cultural diversity (Suryana & Rusdiana, in Suryaman and Hari (2018)). In implementing multicultural education, all aspects involved must be able to recognize differences and appreciate them. In addition, multicultural education must provide freedom, or the absence of coercion to respect one particular culture (Cahyono and Iswati, 2017). This means that it is subjective, but still respects cultural differences as a form of cultural diversity. In its implementation there are five dimensions of multicultural education, which need to be developed, namely: (1) content integration; (2) knowledge construction process (2) prejudice reduction (3) equity pedagogy, and (5) empowerment of school culture and social structure

The condition, diversity in Indonesia shows the existence of cultural property owned by the Indonesian people. This cultural wealth should not be followed by sensitivity regarding issues of ethnicity, religion and race that will cause conflict, and can divide the unity and integrity of the nation. In general, we must admit that development has not been evenly distributed. Infrastructure development also tends to be concentrated in the Java region, so that the largest economic turnover in Java, which causes the island is a magnet for someone who wants to get a large income (Binekasri, 2017).

Multicultural phenomenon, has an initial goal and an end goal, which is meant by the initial goal is temporary, while the final goal is a target that is the desired result. Achieving the final goal requires planning on the initial goal, so that the initial goal in this case becomes an intermediary so the end can be reached: (1) The initial objectives in the context of multicultural, or multicultural, education can be carried out in an integrated manner from all educational actors. In general, education practitioners are educators and education staff, as well as other personnel components involved, namely education experts, teachers, lecturers, students, and policy makers in the world of education. Integration between educational actors is expected to have a deep multicultural discourse, in order to achieve the initial goal which is not only able to provide character education to students, but also has broad discourse and become a transformer in the concept of multicultural education, while still heeding diversity and freedom of religion and toleranc. (2) In addition to the initial objectives, with their expectations, there are also final objectives that are targeted. The initial goal is the infrastructure to achieve the final destination. Therefore, this final goal is guided by the National Education System in Indonesia. The ultimate goal in multicultural education is to make students of good character and endurance in dealing with problems and be able to be plural, or respect diversity, be democratic, and respect human rights in a humanist way, so that they do not only understand lessons learned from school, but also is able to apply it Bunyamin (2016).

Values in multicultural education, according to LA Blum, are studying the value of one's cultural heritage; able to respect and learn other than their own culture; as well as being able to view the existence of a different cultural group into a culture of positive value to be valued, respected and maintained together. The ability to understand the concept of multicultural education is one way to build a society that has different backgrounds. These differences, indirectly, will shape a person's motivation in dealing with one another; because in conditions of diverse differences, a person will be contained in a single unit so that harmony occurs (Adibah, in Suryaman and Hari (2018)).

Multicultural concepts are patterns that can have a positive impact on enriching culture. Multicultural looks contradictory with differences, but these differences make culture with existing ethnicities more diverse. This group or ethnicity is an inseparable part of Indonesia, because it has been a cultural heritage since time immemorial (Suryadinata et al., in Suryaman and Hari (2018)).

Multicultural-based education, which is associated with entrepreneurship, refers to the concept of success in entrepreneurship, namely: Pray, Attitude, Knowledge, Skill, and Actions, better known by the abbreviation for PAKSA with the explanation as follows:

Pray; Used to shape ones' character so that they always pray and endeavor to run a business, so that they are always ready in any condition. attitude is an attitude that must be possessed by an entrepreneur to always be honest, respectful, and able to position themselves.

Knowledge; Used as a basis for forming entrepreneurs who have broad insights, with the hope of being able to create creative and innovative ideas.

Skill; is the ability of an entrepreneur in terms of managing all forms that occur in business, including overcoming risks.

Actions, which are an entrepreneurial spirit to not only wait and doubt all of their actions, but also rather to think realistically and dare to take risks in each of their businesses (Suyahman, 2017).

Of course, the implementation of multicultural-based education, which is associated with entrepreneurship all that, requires careful consideration so that every action can be done well.

4.2. Implementation of Entrepreneurial Values in Learning in Indonesia

Entrepreneurship values are related to national character and the implementation of character values in learning. There are character values that can be integrated in student learning. Regarding some examples of character values that can be integrated, Albantani and Madkur state that there are four characters that can be integrated in learning; they are polite, appreciative, creative and communicative. Whereas in its implementation, the character of respecting others is taught in the temporary-activity phase, while the teacher contains another character namely social care which is also applied in the pre-release phase of activities (Azkia and Ahmad, 2016). The value inculcation has been echoed since the concept of character education became one of the focuses of emphasis in the 2013 curriculum.

The values of entrepreneurship that are the basis for building an entrepreneurial spirit are, in fact, found in character education. Someone who has an entrepreneurial spirit, certainly has a very high tenacity, is not easily discouraged, and is able to be independent, creative, and innovative. Different backgrounds of people cause different choices to become entrepreneurs. When the education system is not strengthened by character education, the ability to appreciate something is lower (Suryaman, 2014b). The integration of entrepreneurial values in multicultural education aims to provide abilities and skills in entrepreneurship, with different cultural backgrounds. Nevertheless, the essence remains on one goal, which is to have an entrepreneurial spirit, which will form a self-character with a variety of fundamental values of entrepreneurship (Bunyamin, 2016).

Phenomenon as a diversity of cultures in Indonesia is a challenge, when it has to give the concept of entrepreneurial values effective and easy to understand. Effectiveness and ease in understanding entrepreneurial values is necessary to have fun actions without having to burden students with a variety of practices, which in turn will hamper their academic development.

The pleasant concept of education in transferring knowledge about entrepreneurship has been carried out in several previous studies, including: Nieto, conducting a study of: "Affirming Diversity: The Sociopolitical Context of Multicultural Education", his study shows that as a fundamental, it is the concept of learning to provide values multicultural-based entrepreneurship that is not only done formally in schools, but can also be done informally. Entrepreneurship values are carried out informally, among others, by broadening understanding of entrepreneurship through cultural diversity; revitalizing entrepreneurial techniques; visually showing various forms of entrepreneurship with different cultural backgrounds; and able to provide and shape creative and innovative attitudes in improvising (Nieto, 2016).

Suyahman, studying the "Strengthening of Entrepreneurial Character through Family Education", this study concluded that: to strengthen entrepreneurial character must be built from an early age through family education, so that adolescents even to adulthood have an independent mental attitude and do not always depend on others. In this way it also arouses creativity and innovative strength in facing many challenges in living together in Indonesian society. This means that creative and innovative attitudes have a close relationship because creativity means the ability to think of something new and different; while innovation is the ability to do and apply something different. Thus, the most important thing in entrepreneurship is the ability of entrepreneurs to be more creative and utilize innovation in their daily business activities. An entrepreneur will succeed, if he is always creative and uses his creativity (Suyahman, 2017).

This is where entrepreneurship learning has an important role because with entrepreneurship it will be able to shape character and be able to change the nation's economy. Besides, it is also able to unite a variety of differences by organizing and being realistic in attitude. In essence, education must provide something fun, so that the process of transferring knowledge and insights becomes easier to understand and apply in the reality of life. Providing an understanding of entrepreneurial values to those who are still in the school stage is indeed not easy, there needs to be fun creations.

Concepts that can be used to provide insight into values - the value of entrepreneurship can be done with fun. The concept of multicultural education offered in order to facilitate the understanding of entrepreneurship aims to hone the abilities of students, or individuals, who are still in the level of school education in terms of entrepreneurship, in a fun way, respecting the environment, and enriching entrepreneurship (Isaak, in Suryaman and Hari (2018)).

Entrepreneurship values in the world of education cannot be separated simply because, basically, a person has different characteristics in each choice. The choice to become an entrepreneur is a fundamental choice for everyone, especially among students at school. Capable entrepreneurs are those who are able to seize opportunities, think innovatively and creatively, and are able to read the needs of consumers by providing the best in their business.

The values of entrepreneurship that can be applied in multicultural education are disciplinary behavior, high commitment, honest, creative and innovative, independent, and realistic. Although with a variety of backgrounds, it does not rule out the possibility of an objective choice to address entrepreneurship in the world of education. The existing multicultural education concept gives color to every investment in entrepreneurial values. Not easy to be a transformer in the understanding of the value of the value of the entrepreneurial level learners in school, so that the necessary strategy is as strategy that provides ease in integrating the values of entrepreneurship.

4.3. Challenges in the Implementation of the Integration of Multicurtural-Based Entrepreneurial Values in Learning in Indonesia

The 4.0 industrial revolution opens wide opportunities for anyone to advance. Information technology that is increasingly accessible to all corners causes all people to be connected in a social network. The fourth industrial revolution provides not only opportunities, but also challenges for millennial generation. The progress of science and technology as a trigger for the industrial revolution is also followed by other implications such as unemployment, human and machine competition, and the demands for increasingly high competencies.

Rapid development towards Industry 4.0 will bring enormous changes to the socio-economic environment of the people in Indonesia. It has been explained before that besides strengths, it is undeniable that there are also deficiencies that occur when the Industrial Revolution 4.0 begins to enter into social life. One that is felt right now is the development of the internet to remote areas of Indonesia. The government has also begun to aggressively increase the speed and performance of the Internet through its programs (Herman, 2019). The reality faced today is that there are still many people who are not aware of the influence of the industrial revolution 4.0 which can even disrupt the life, especially the social and economic part. Even some people do not yet know clearly what is meant by the industrial revolution 4.0 itself.

The integration of entrepreneurial values in facing external challenges will develop more rapidly, namely the development of IT (Information Technology), which has an impact on learning in schools. Therefore, the integration of entrepreneurial values in schools cannot be separated from the use of IT, such as learning with blended learning. Learning in a network or online is a necessity that must be followed in integrating the value of the value of entrepreneurship, both in the early pension in formal and non-formal institution.

For this reason, there needs to be a balance in providing understanding and training regarding entrepreneurial values. In carrying out its business, one of the attitudes that must be possessed by an entrepreneur is to dare to take risks. Regarding the risks that must be faced by an entrepreneur, many opinions raised by entrepreneur experts, including: According to K. Hoffman & R. Russell, the challenge is meaningful for an entrepreneur, if there is a risk that can be calculated, with the following criteria: (1) it affects the business goals to be achieved; (2) it means to the entrepreneur personally ; (3) there is the ability to control self-entrepreneurial neurons; and (4) there is a feeling and satisfaction in the possibility of managing a business to succeed and fail (Hoffman & R. Russell. in Suryaman and Hari (2018).

The criteria for a risk, according to Leonardo and Pennypacker (2009) contains the potential for failure and the potential for success, so that it can be grouped into three groups, including: (1) high risk groups ; (2) low risk groups; and (3) moderate risk groups.

The characteristics of successful entrepreneurs, characterized by risk -taking behavior, among others: risk taking related to creativity and innovation which is an important part in turning ideas into reality; and risk-taking is related to self-confidence, realistic knowledge, and about the capabilities possessed, without displaying the cultural values of the original character of the community, Indonesian nation. That is the impact of the integration of entrepreneurial

values in multicultural education aims to provide abilities and skills in entrepreneurship with different cultural backgrounds.

The implementation of integrating entrepreneurial values in facing external challenges will develop more rapidly, namely the development of IT (Information Technology), which has an impact on learning in schools. Therefore, the integration of entrepreneurial values in schools cannot be separated from the use of IT, such as learning with blended learning. Learning in a network or online is a necessity that must be followed in integrating the value of the value of entrepreneurship, in institution of both formal and non-formal education.

5. RECOMMENDATION

In implication of the challenges in implementing the integration of Multicurtural-based entrepreneurship values in Learning in Indonesia, this study recommends:

1. Government adds hours of religious learning, because they want to give birth to people who are creative, critical, innovative, but full of normative material. With the addition of hours of religious learning, it is hoped the learning process is more flexible. Strengthening religious values and norms is one type of social norms. The religious label behind the term 'norm' indicates the source of the norm. As we all know, norms are a set of rules that govern social life. Religious norms imply the importance of religion in regulating the social life of certain people. This policy is important because today, fighting between groups of students, free sex, and drugs is very alarming. This is allegedly due to lack of religious education.

2. It is urgent to be immediately addressed so that the empowerment of school culture and social structure that the requirements of information technology do not rule out the value of multicultural characters. When the education system is not strengthened by the education of cultural character values, the ability to appreciate something is lower. The positive school culture will be formed when accompanied by a school performance is also good at promoting the empowerment pattern. Weather the school is good or bad school, one of the parameters is how strong school management is able to overcome the problems, one of which is related to the entrepreneurial culture based multiculturalism as the flagship program.

6. CONCLUSION

The concept of multicultural education shows the existence of diverse cultures with a variety of different backgrounds. The differences that exist make cultural wealth that needs to be respected and maintained with togetherness without distinguishing between ethnicity, religion, and race. Everyone, in essence, has the right to get a high education, without discriminating against their origin and background.

Integration of entrepreneurial values can be done by providing a pleasant educational concept and mutual respect for various cultures. It does not force the will to mutually like all cultures, but rather tolerance of respect for multicultural existence. Implementation of entrepreneurial values will form a soul that is sensitive, initiative, imaginative thinking and able to work with the latest innovations, has a good analysis, has an open mind to new things, dares to take risks and resilient, has a sense of responsibility high and has high trust. Direct experience is needed to further provide an understanding of entrepreneurship in the concept of multicultural education. This can be done by giving someone the opportunity to be placed in an activity that has a different culture. Of course, using learning methods that are fun and direct can be applied to different cultures.

Integrating entrepreneurial values into the concept of multicultural education will be more fun if it provides opportunities and freedom in self-actualization in the context of entrepreneurship without curbing the creative ideas of students or individuals. Concern and sensitivity in entrepreneurship, in the end, will have an impact on the economic contribution in Indonesia because young and new entrepreneurs will emerge by having superior character education. The excellence of human resources will be the greatest asset in nation and state development through multicultural education by implementing entrepreneurial values.

Finally, the integration of entrepreneurial values in facing external challenges will develop more rapidly, namely the development of IT (Information Technology), which has an impact on learning in schools. Therefore, the integration of entrepreneurial values in schools cannot be separated from the use of IT, such as learning with blended learning. Learning in a network or online is a necessity that must be followed in integrating the value of of entrepreneurship, in institution of both formal and non-formal education.

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