

## Study of Communication Ethnography for Entrepreneurship Culture in the Interpersonal Relations of Teachers and Students

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### ABSTRACT

Entrepreneurship is an important issue in the era of intense competition because it involves how businesses always build new ideas that add value and are knowledge-based and the emergence of innovations. The actors in the school are teachers, students, parents of students and the surrounding community build that entrepreneurship culture, those which are driven through teacher and student relations. The purpose of this paper is to map the relationships built between teachers and students, how teachers built credibility on these relationships, how the motivation was conveyed by the teacher, and map the entrepreneurial culture built up at the school. The method used was communication ethnography to track and map the interpersonal relationships of teachers and students in entrepreneurial learning in the cases studied. The research case chosen was primary schools which had the concept of a natural school, where entrepreneurship was an important part of learning. The entrepreneurship culture was developed by teachers and students as the main actors and supported by other important actors, namely parents and the community around the school. These actors built a culture of entrepreneurship. Relationships that were built between teachers and students through interpersonal communication would explain the culture of entrepreneurship built in schools. The culture of entrepreneurship in schools was built through the contribution of effective communication to the key actors involved, namely teachers, students, parents, and the surrounding community. The main driving force was the relationship between teachers and students built through interpersonal communication.

**Keywords:** *Entrepreneurial culture, interpersonal communication, teachers, students, relationship.*

### INTRODUCTION

The competitive power of a nation is determined by the competitive ability of a person or group of people. One of the ways to build competitiveness is through entrepreneurship. Entrepreneurship is both a practice and a process that results in creativity, innovation and enterprise development and growth. It means that the capabilities of a person involve and participate in socially-useful wealth creation using innovative thinking (Sai et al, 2019).

Entrepreneurial culture can be developed through education and instilled in children from an early age. Entrepreneurship values embedded early on are expected to be able to shape the character of children so that when they grow up they will have high competitive power, which is one of the requirements for successful entrepreneurs. Since in the beginning, children have been introduced to the importance of entrepreneurship (for survival and competitiveness) and local potential as an entrepreneurial basis. Given the importance of instilling entrepreneurial values in children, it is necessary to create innovation in learning. Some schools have started to include entrepreneurship material in the learning curriculum at the level of basic education, by training those youths on entrepreneurship from the primary and secondary schools. The child will be ready to be an entrepreneur even the government

of the country is not able to provide job opportunities for him. There is no worry about his future because of his entrepreneurial skills and training which were provided for him in his education system. He can create his own enterprise and business firm (Issoufou, 2019).

Introducing entrepreneurship to students at school can be done through learning activities. The role of the teacher is very important in the learning process at school. Building relationships between teachers and students is done through daily interactions in learning activities at school. For this interaction to be achieved, communication is an important factor. Good communication within a school guarantees optimal interaction between the speech community in it, namely students, teachers, and other parties involved such as students' parents and surrounding communities (Triwardhani, 2012).

This paper aimed to map the way teachers developed entrepreneurial material, to explain how teachers built credibility in children in conveying entrepreneurial values, how teachers motivated in developing children's creativity, and how entrepreneurship culture was developed in schools. Submission to children should be done early. When delivered early on, children will have a great opportunity to be able to internalize values and to familiarize themselves, to build great abilities to implement these values (Harji & Balakrishnan, 2019).

Communication of teachers to students to build relationships in learning entrepreneurship in schools will be the focus of this paper. Teachers who accompany children in learning will be an important point because they are directly involved in learning for children. The communication made by the teacher is based on the understanding of the child's behavior in learning entrepreneurship. Then through a process of interpretation (interpretative process), the child receives communication made by the teacher. To then form the character and values of entrepreneurship in children.

The research case chosen was primary schools that applied entrepreneurial learning as the main material in their education. Various educational materials such as science, social, mathematics, art, sports, religion would always be associated with entrepreneurship. With the concept of formal schooling, the paradigm of learning through nature and the surrounding environment, then the school has implemented entrepreneurship education in its curriculum and is developing a vision of how entrepreneurial learning also involves sensitivity to the surrounding environment. Communication patterns will be built in entrepreneurial learning between teachers and students. This paper used an ethnographic approach to communication, by tracking communication patterns built from the interaction of actors in a particular group of people.

#### LITERATURE REVIEW

Entrepreneurial culture becomes important because it involves how new ideas based on certain knowledge can provide added value economically. In economic activities, this social dimension talks about how the distribution of business risk can be divided among the actors involved but also concerns the aspect of justice in economic progress.

The values of entrepreneurship in education include building an entrepreneurial culture in children's education through effective communication with the key actors involved, namely teachers, students, parents of students, and surrounding communities. The ethnographic approach to communication can read the values that are built in the interaction between actors in various efforts to increase the economic value of a community group through the development of new ideas based on certain knowledge. Communication is believed to be a channel to build mutual understanding between actors to develop certain knowledge in order to have added value economically and socially (Rogers, 1983).

Building entrepreneurship is building character. According to McGraith and Mac Millan, the basic characteristics possessed by an entrepreneur are action-oriented, think simple, always look for new opportunities, pursue opportunities with high discipline, only take the best opportunities, focus on execution, focus everyone's energy on a business they are in. The basic characteristics referred to as an entrepreneurial mindset will give strength in the community while providing positive values for increasing the nation's competitiveness. They have a number of experiences that have been accumulated into a set of knowledge that is used to interpret events or events to come (Yu, 2009).

The concept of entrepreneurial culture, which is derived from the idea of innovation, is how businesses that provide economic added value from a certain knowledge can involve many parties fairly. In innovation, there will be diversity, collectivity, variation, and selection in interactions between actors, which can be mapped in 4 aspects: involvement, interests, self-placement, and the formation of shared concerns (Fuglsang, 2008).

Frances explains that entrepreneurs are creative, dynamic and innovative people, willing to take various types of risks, and having the confidence to face all unpredictable challenges, through their creativity and determination to succeed. Meanwhile, Soemanto said that entrepreneurship is self-confidence, virtue/courage, trust, and confidence to meet needs and solve problems in life with strength from within oneself. These terms indicate that entrepreneurship is an embodiment of optimization to become a whole person who has a strong personality (Christianti, Cholimah, & Suprayitno, 2015).

The scope created in building entrepreneurship culture in schools is through the actors in the school, namely teachers, students, parents of students and surrounding communities. The field built is driven by the relationship between teachers and students. Interpersonal relationships are created and built by the individuals involved in them. Each relation is constructed differently. The depth and breadth of the relationship built depends on how to construct the relationship, including how to evaluate the relationship. The quality of a good relationship will make both parties interdependent, will influence each other, will mutually have consequences for each other. However, conversely when the quality of a low relationship does not cause interdependence, then it does not have an impact on others, and there are no consequences for others (DeVito, 2013).

Relationships built by teachers and students include interpersonal communication. Communicating with children ideally pays attention to the child's unique principle. Each child is not in the same condition. For this reason, ideal communication is through interpersonal communication between teachers and students. Interpersonal communication is included in building strong relationships. The stages in building relationships are begun with building contact. Children are seen differently in the eyes of their teachers (Triwardhani & Chaerowati, 2019).

Interpersonal communication in its implementation has various motives. Fun is one of the motives of why people are engaged in interpersonal communication. Communication is intended to build a variety of fun. Other motives that make interpersonal communication exist are to build affection or care, move problems through conversation, build a relaxed atmosphere, exercise control with specific topics, and share feelings with others (Saraih, Azmi, Sakdan, Mohd Karim, & Amlus, 2019).

In this paper, interaction occurs between teacher and student in which the teacher consciously communicates with students in the context of entrepreneurial learning in children, which includes how the approach of the teacher in teaching, how the teacher

interacts with children, how the learning process takes place, and how the teacher evaluates what children have achieved in learning. Interpersonal communication is regarded as one of the strategies to build and maintain effective relationships between an organization and the public. (Interpersonal communication is considered as one of the strategies to build and maintain effective relationships between organizations and the public) (Effendi, Sukmayadi, & Pandjaitan, 2019).

One of the goals of interpersonal communication is to influence both attitude and behavior. Also, the provision of convenience in various forms is important. For convenience, we can consider these strategies under three headings that are particularly appropriate for an interpersonal communication analysis of power: (1) power in the relationship, (2) power in the person, and (3) power in the message. In the final section in this part, we address the issue of resisting power and influence (DeVito, 2013).

In the context of communication between teacher and students, the communication that occurs is by the characteristics of interpersonal communication, that encourages the effectiveness of communication between the teacher and students. Communication is established between the teacher and students, in which the teacher often acts as a communicator. There is a process of delivering information, the ability of teachers to convey messages, how students receive information and deliver feedback. In this context, the teacher also tries to influence students both understanding of the material delivered, or affecting student behavior. More than that, communication is also intended to build a good relationship to achieve the goals in learning. To achieve the goal of building effective communication, attitudes need to be established through: openness, empathy, support, positive thinking, and equality (Sembiring & Purba, 2019).

Teacher and student relationships that are built through interpersonal communication require strength in the relationship. The basics of the strength of these relationships are developed through various things. There are six basic types in building relationship strength, namely referent, legitimate, expert, information or persuasion, reward, and coercive power. Each type is complementary (DeVito, 2013).

Referent power is very attached to the teacher. Teachers in the context of implementing learning in schools are communicators who together with students establish communication. As a communicator, the teacher becomes a reference for students in various ways. The teacher builds and has the power to be able to direct communication and students obey the teacher. The power of referrals over students and makes students want to be like their teacher or identify something that makes it easier to get their compliance. Referral strength is the type of power that a teacher might have over their students, because of the desire to be like their teacher. The strength of referrals is very dependent on attractiveness and desire to be more. When that power increases, as a result, the power of the communicator to get obedience also increases. When teachers are liked and respected and have the same attitude and experience, the teacher's reference power will be very strong.

Students always see that something conveyed by the teacher is the correct information. What is conveyed by the teacher must be obeyed because the teacher also represents the school? Legitimate power is attached to the teacher. Thus it is not difficult for teachers to influence and control student behavior and fulfill what is conveyed by the teacher. The teacher has legitimate authority in the school where the role occupied by the teacher has the powerful ability to influence students in the school.

The teacher also has expert power as a communicator. The teacher has expertise or knowledge so as to give expert strength. Usually, the power of experts is specific to a subject. For example, in certain subject areas. This is supported by the education sector owned by the teacher or teaching experience that is already owned. The power of the expert will increase when the teacher acts objectively, the teacher will be seen as impartial and has no personal advantage from influencing others. It decreases when the teacher is seen as biased or has something to gain from influencing others.

The credibility that teachers should have to communicate with students is the ability to convey information. The strength in conveying information is creativity so that the information conveyed is quite interesting and in accordance with the conditions and interests of students. This power should be supported by the ability to persuade. When the teacher has the ability to communicate logically and persuasively, it will make the students understand and agree to change their thoughts and attitudes and behavior. Influencing students is done by presenting reasonable arguments so that the teacher will have the power of information.

The teacher in communicating with students tries to build a pleasant atmosphere so that the information conveyed hits the child. One way that teachers use to attract children's attention is by giving rewards. Give praise when the child's success in doing something positive is always accustomed to be done by the teacher. Give a star on a child's test paper, or give a small gift. The ability to appreciate or give appreciation to others becomes the strength of a communicator. The reward can also be in the form of respect, love, friendship. The ability to reward others at the same time becomes the ability to control them for what they want. The teacher has the power to appreciate students because the teacher also functions to control the material delivered, their social relations with their environment and so on. Students, in turn, have the power of gifts from the teacher because they together with the teacher receive the material and understand it, then involve themselves in building an atmosphere of learning.

Besides, communicators also have the power to force. Force is used to obtaining compliance under certain conditions. For students who are still children, the force of force must still be done slowly and still make a sense of comfort in the child. The power of giving rewards and coercive makes communicators have the power to communicate including the coercive power. Teachers can not only give prizes with high grades, preferred letters of approval, and social approval but can also punish with low grades, disliked letters, and social disapproval. Teachers can refuse and give privileges to their students. Therefore, they have the power of coercion and also appreciation. It is ideally carried out in a balanced manner, and it still pays attention to the psychological condition of children, who must be in a comfortable and pleasant condition. Coercive power depends on two factors, namely the amount of punishment that can be given and the consequences of coercion given as a result of disobedience. Appreciation and force are opposite, and the consequences of their use are very different.

In communicating, communicators will build the context of communication among them by managing messages. Verbal and nonverbal messages are used to build relationships. The use of nonverbal messages appropriate to the culture of the local community will accelerate the building of relationships because the atmosphere of intimacy is built. Relationship-oriented communicators treat their communicants with kindness, respect, trust; pay attention to communication, and show appreciation for contributions, and in return.

Appreciation given to interpersonal relationships will be more likely to be seen and oriented toward relationships positively (Halim & Azizan, 2017).

In interpersonal communication, motivation becomes a factor to build successful communication. Motivation starts to be built from the level of individuals who in this case are students. Students' high interest and trust will build considerable involvement in a communication. However, motivation must continue to be fostered among others through user interactions and provide knowledge and experience to the parties involved in the communication process itself. Benefits in communication should be felt directly by the individual. The choice of topics and situations must support the communication process to be more ideal (Deveci & Ayish, 2018).

## METHODOLOGY

The ethnographic approach to communication can track communication patterns that are built from the interaction of actors in a particular group of people. By looking at the characteristics, background, goals, the teacher and student relations through interpersonal communication to build entrepreneurial culture in schools are obtained through an understanding of the phenomena experienced by communication actors both in behavior, perception, motivation of action, by describing what phenomena are arrested. The ethnographic approach to communication will focus on the relationships that teachers build with students as the speech community in schools. Also, the existence of parents of students and surrounding communities who took part in building an entrepreneurial culture is observed. This method can describe, explain, and build relationships from data that has been found. The purpose of the ethnographic study of communication is to describe, analyze, and explain the behavior of a particular social group, which in this case is a group that is in school.

The schools observed in this paper were several schools that use natural concepts in their learning. Entrepreneurship was an important subject and applied in almost all subjects. The portion given to entrepreneurship was greater. The field was built in which learning actors in schools, namely teachers, students, parents, and the surrounding communities were mobilized through teacher and student relationships, examined by communication ethnography, i.e. tracking the roles of these actors.

The ethnographic approach to communication looks at the use of language in a community's communicative behavior on a particular cultural theme. With this approach, the writing will focus on the communication patterns of the actors of communication in inclusive entrepreneurship learning at schools. The ethnographic context shows that communication ethnography can explore phenomena, imply a signified meaning in the communication process, each of which has a different character (Untari, Asiyah, & Anggraini, 2019).

With the ethnographic approach to communication, this paper can build patterns of teacher's interpersonal communication with students in entrepreneurial learning. The subjects in this study were actors in inclusive entrepreneurship learning in schools, namely teachers, students, parents and the surrounding community in elementary schools that build an entrepreneurial culture in schools. Fields were built through actors at school and driven through relationships between teachers and students. The school had implemented entrepreneurship learning in the school curriculum. Entrepreneurship became an important material in learning. All materials were related to entrepreneurship. The following figure illustrates the culture of entrepreneurship in the relations of teachers and students.

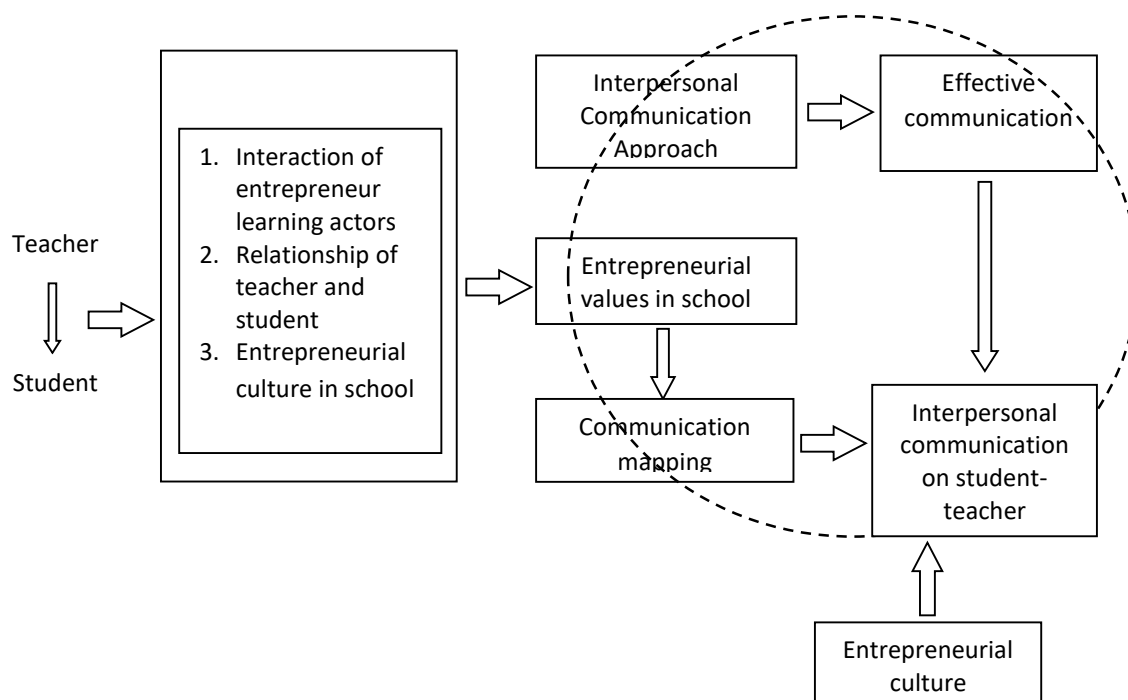


Figure 1: Interpersonal Communication Patterns on teachers and students in building an entrepreneurial culture

## RESULTS AND DISCUSSION

Entrepreneurship is built in various aspects of life. Schools as places of education where students begin to study are also introduced to entrepreneurship education. In some schools with the concept of natural schools, entrepreneurship becomes the main material in their subjects. Various subjects such as mathematics, Natural Sciences, Economics, Art, Religion, and even sports are associated with entrepreneurship. Natural primary school's entrepreneurship curriculum includes production, distribution and promotion skills. The concept of growth and development in business is also taught according to the age level of the child. Even the simple concept of entrepreneurial business design always starts with a business design that involves children, teachers, even parents of students.

To build an entrepreneurial culture in schools is also supported by an entrepreneurship learning curriculum design. Even it has been running for more than 8 years, it is still changing towards improvement. Exploration space is very high, by the character of the entrepreneur itself. This is enriched with internal studies, various internal and external studies carried out by other parties. Evaluation becomes part of designing curriculum in schools. Evaluation of success is related to building *akhlakul karimah*, the philosophy of knowledge.

Natural primary school's entrepreneurship curriculum includes production, distribution and promotion skills. The concept of growth and development in business is also taught due to the age level of the child. Even the simple concept of entrepreneurial business design always starts with a business design that involves students, teachers, and even parents of students. Two concepts emerge are daily concepts and scheduled concepts. Children also know the concept of selling and the concept of payday. The concept of payday is very interesting for children, so they also feel payday after every day trying.

Entrepreneurship is a basic ability that a person should have, including children. This ability makes a person can survive (survival). The concept of entrepreneurship is a concept that violates the level of publicity. In the past, children selling at school are often felt ashamed. However, nowadays, the children have trained their courage to trade. The concept of nature school returns to nature. This is to respond the conditions where there is a tendency to move to modern things.

As part of building an entrepreneurial culture in schools, students are also taught about ethics, which is also part of the entrepreneurship curriculum delivered at the School. Business ethics is very important to instill and develop early. Honesty, not harming others, maintaining politeness is important. The delivery is included in the relationship established between the teacher and students. The way teachers develop entrepreneurship education material can be seen in the following table:

Tabel 1: Develop Entrepreneurship Education Material

<b>Entrepreneurship Material</b>	<b>Base</b>
Production	Al-Qur'an and Sunah
Distribution	Al-Qur'an and Sunah
Promotion	Al-Qur'an and Sunah
Evaluation	Al-Qur'an and Sunah

The Natural Elementary School applies the concept of teachers such as father and mother in the family. The concept is male and female, so some teachers and teachers become homeroom teachers. The concept is father and mother approach, father as father figure, mother as mother figure, because to solve a problem needs father approach and mother approach. The characters of men and women are also different, their thinking patterns are also different. Besides ability, the teaching profession is a passion for most teachers in natural primary school. This is what started the teacher in building a learning atmosphere in their students. The teacher is not everything. Even teachers also learn from children. This entrepreneurship curriculum applies the concept of teachers and students partnering together in entrepreneurial activities.

Class teachers become the motor mainly for levels 1, 2 and 3. For children in grades one through three, the concept of entrepreneurial activities comes from the teacher. However, the implementation is a collaboration. As for students in grades 4, 5, and 6, the teacher accompanies the child, including management, which is an important part of the entrepreneurship curriculum. For example at cultural festival activities, the children wear traditional clothes and sell special foods of the area, according to their respective origins. Some are from Madura, Kalimantan, Papua. Diversity of food sold at cultural festivals such as papeda, satay, rendang, etc. Entrepreneurs with the theme of the archipelago culture. Students get to know various cultures in their entrepreneurial activities. They also collaborate with their parents, especially on providing regional specialties.

The teacher makes every effort to provide a complete experience for children, even though the levels are different, and each year the project is also different, but that diversity is introduced. For more details on how teachers build credibility in children in conveying entrepreneurial values can be seen in the following figure:



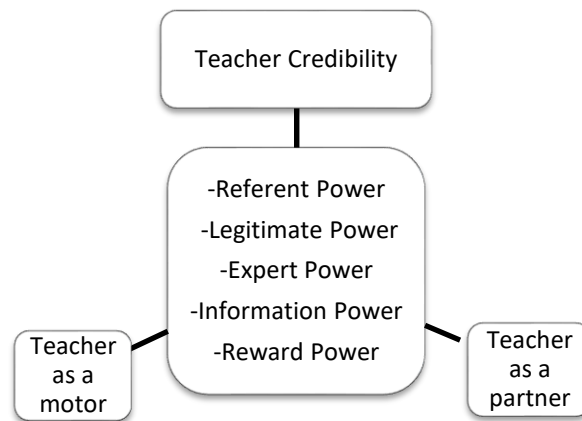


Figure 2: Teacher Credibility

Relationships built by teachers and students in interpersonal communication refer to the principles of referent, legitimate, expert, information or persuasion, reward, and coercive power. In schools, teachers apply these principles to increase credibility. The teacher is as a motor in building relationships with students, so that the quality of interpersonal communication, that is built between the teacher and students, the students who are still classified as the age of children can be controlled by the teacher.

To build communication with children, it is better to pay attention to the condition of each child, with their characteristic. Also, children will be maximized in comfortable conditions and psychologically free. This is when the teacher must take a position parallel to the child.

The power of building relationships in interpersonal communication requires the role of a communicator. The teacher who becomes the motor in communication with students will be the main reference for students. Whatever is conveyed by the teacher will be followed by students. As a students reference, behavior and attitudes of teachers are often students' role models. In some entrepreneurial practices, a very friendly attitude and trying to attract the attention of others is copied from the teacher. Then they try to make other people interested in the product they offere. Students also always refer to the teacher's attitude when the teacher teaching for commitment to what is being done, included in entrepreneurial activities that do require attention time, energy and thought, that sometimes make children bored and want to leave their jobdesk. This perseverance is also referred to by the teacher who remains involved in learning until completion. Likewise, the responsibilities that are always built through the relationship of teachers and students in entrepreneurial learning.

The teacher is a very influential figure for students. The teacher represents the school in various matters related to the school. Whatever is conveyed by the teacher is considered a student's orders from the school. The teacher's strength in building relationships on interpersonal communication with students is because students trust to the teacher. Whatever is conveyed by the teacher is the most correct information. This legacy power will encourage the achievement of effective communication. Giving various tasks to students related to entrepreneurship from making a business plan, seeking funding, to realizing their activities will be done by students because the instructions come from the teacher. The level of student compliance is very high. With the power of this legitimacy, entrepreneurial values

especially responsibility, commitment will be easily conveyed because of student compliance, but it must be balanced with the values of creativity that must grow from students.

Expertise becomes an important factor in establishing communication. The strength of expertise in one area, especially relating to the information conveyed will be easier to influence others. In teaching entrepreneurship the teacher must also have expertise. Teacher expertise is gained through various means. Schools always provide routine training on entrepreneurship to teachers by presenting competent resource persons. However, the experience of teaching teachers who, on average, have been more than 4 years will greatly support their expertise. The entrepreneurship curriculum is constantly being improved because the teacher's contribution includes from teaching experience. How to combine entrepreneurial material and establish relationships with students will make the teacher's expertise unique and strengthen its influence on students, such as teaching commitment to students through simple and striking things to children, namely commitment to the mandated goods, commitment to calculate profits with simple accounting techniques, commitment to provide appropriate product information, or the commitment to deliver results to investors. This teacher expertise makes the values of entrepreneurship well conveyed to students at school.

Entrepreneurship learning at the elementary school level is very interesting and dynamic. Relationships built by teachers and children are also very unique. Children as a unique person cannot be compared to one another. Communicating with students who are still young children holds the principle that children are unique. One person will be different from another person. Besides that, the comfortable atmosphere and free from psychological pressure become important factors. The context of communication built must be following the world of children.

The teacher must have the ability to build a communication context in entrepreneurship learning with the communication context in children. Submitting information must be interesting and rich in creativity, so that it can be understood by children. Entrepreneurship learning in schools does not only take classrooms as learning constraints. Nature is often used as a laboratory. The school garden is used as a teacher to teach how to introduce the product to other parties, how to put the product to be attractive. To teach production, the teacher takes a place on the farms of the surrounding community while at the same time to teach the values of respecting others and commitment to the time when the business is running. The market is also a medium, so students learn firsthand conditions in the field. The relationship between teacher and student in interpersonal communication is built in various spaces. Creativity and comfort are important factors for teachers in communicating with children. With the power of persuasion, students will more easily accept, but it must be accompanied by logical arguments to build critical reasoning power in students.

The world of children is different from adults. Fun in children also has its peculiarities. Children also really like to receive rewards to motivate both learning and the achievements they will achieve. Rewards are never separated in the relationships that teachers build for students. Various rewards are given by the teacher to motivate students. Praise, applause, drawing stars, publishing works, choosing the best, and the payroll system in entrepreneurial activities become teacher's creativity in conveying appreciation to students. Reward given will build a pleasant atmosphere, so that children more easily absorb the values conveyed in learning.

Beside building respect and affection for others, friendship is also a reward for building a culture of entrepreneurship at school. Students also learn not only to be self-oriented. Paying attention and helping others become an important value in entrepreneurship. For example, helping to sell eggs to small farmers around the school will teach many values to students. The power of appreciation will help children engage in learning activities. As the consequence, the strength of interpersonal relationships that teachers build will increase.

The strength of the reward will be balanced with the strength of coercive, which must still be by the context of educating children. Sometimes the teacher has to force for example in the condition of students who are not willing to commit to learning or are easily distracted. Different children need different treatments. Constructive punishment is used by the teacher to control the situation. The choice is usually to memorize short letters or explain the product to other friends. Reward and coercive must be done in a balanced way to build positive relationships.

Teaching entrepreneurship to elementary school age students has quite high dynamics. Students at a very potential age of creativity require the teacher to make room for the emergence of a variety of children's creativity by providing various motivations to students. Build creativity at the level of students who are still in the age of children can be done by introducing various types of fields of entrepreneurship, including exploring ideas from students through brainstorming first. Students start with brainstorming first. Creativity is not only limited to the idea of its activities, but also the production, assets, sources of funds. Even they can plan the results or benefits to be obtained. Even in creativity, they have thought about the assets to be owned even in a simple form by the help of parents and teachers. Then they understand the process to produce something requires hard work.

It is very common to find mental children who easily get something by just asking for help from parents. However, the culture built in this case is how with creativity students can get ideas to produce something and work hard to realize their ideas. The teacher continues to stimulate by guiding ideas generated by students. The teacher tries to help students realize their creativity. Forms of creativity are very diverse. For example, students have an Indonesian language project, which manifests their creativity in entrepreneurial activities. They play films, do promotions through flyers, leaflets, broadcasts, and sell tickets to the public. The teacher helps with the publication of groups of teachers, schools. Students are also taught creativity and the ability to add value to products or services, and they are introduced added value in the business, for example, delivery without cost, excellent service. Teacher's creativity helps motivate students in developing their ideas. The way the teacher builds children's motivation in creating something new and unique can be more clearly seen in the following figure:

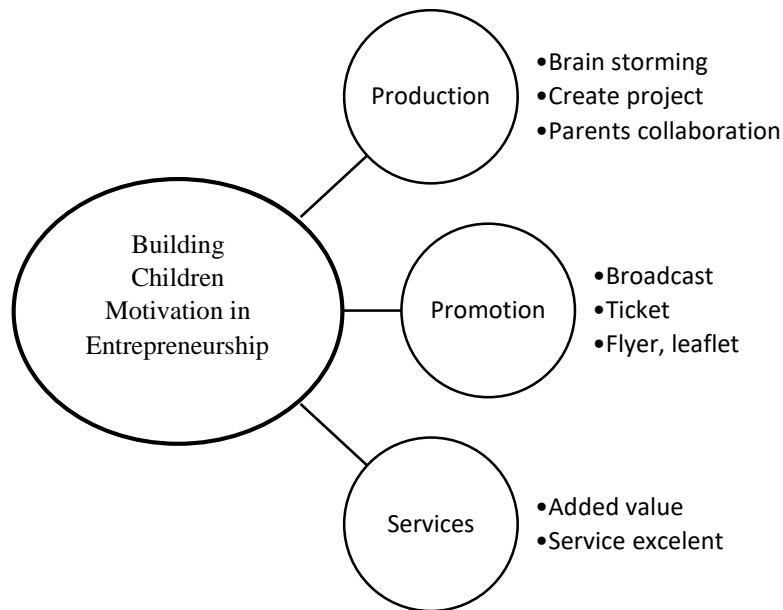


Figure 3: Builds Children's Motivation

Building entrepreneurship is not merely oriented towards production and distribution capabilities. Entrepreneurship is closely related to building character and values. The entrepreneurship culture in schools is built by teachers, students, parents, and the communities. The main driving force is through the interpersonal relationships between teachers and students.

The entrepreneurship culture developed in schools is established through the relationship between teacher and student. In the relationship between teacher and student, there is the role and background of the parents and the communities around the school. Parents of students indirectly play a role in the learning process at school either through the teacher or directly to students. Various entrepreneurial activities directly or indirectly also involve the surrounding communities. Various ideas behind the students' activities emerge from the community around the school. The relationship between teachers and students who build an entrepreneurial culture is built through interpersonal communication. Interpersonal communication is established in daily life in learning activities.

The culture of entrepreneurship developed is creativity. Students are always encouraged to bring out their creative ideas. Creating unique products, interesting events, unique packaging, ways to offer a variety, and interestingly present the results of production. This culture of creativity continues to be encouraged. By their digital capabilities, students have been able to create promotional events, so that this entrepreneurial event can involve people outside of school.

Unyielding culture is also embedded in students. They are so persistent in conveying various information about the products and services offered. Do not know the word tired when they have to continuously explain, offer and even accept complaints. The discipline attitude that will build an entrepreneurial culture is always instilled by the teacher through the relationship with students. The teacher will guide students to continue to learn discipline, fulfill the target in planning when going to carry out entrepreneurial events, and oversee the production time until the evaluation is on. Discipline is always emphasized by the teacher in building entrepreneurship in schools.

Independence is reflected in the daily behavior of children. It is difficult for teachers to build independence, but independence competency needs to grow continuously among them by guiding children to seek capital for entrepreneurship, for example, from setting aside allowance. The teacher also helps students in allocating business profits, even the amount is relatively small as capital for the next business.

This entrepreneurial culture continues to be developed in schools and is grown in everyday school life. Creation is maintained by the teacher in building relationships with students. As a consequence, this culture will increasingly grow in school.

Building the character of entrepreneurship should be done early, for example through educational activities. Building entrepreneurship character is done through interpersonal relationships that are built by teachers at school to students.

The following figure shows the results of research showing how entrepreneurship learning is carried out by teachers in schools:

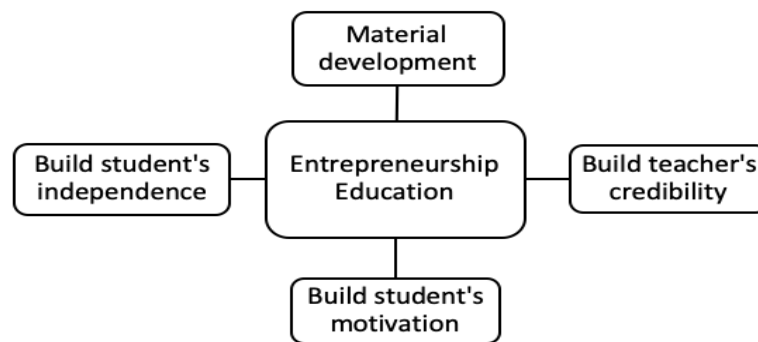


Figure 4: Entrepreneurship Learning

## CONCLUSION

The interpersonal relationships of teachers and students are built in entrepreneurship learning in schools to convey entrepreneurial values to children. In building relationships, the teacher builds various strengths to increase his credibility. The teacher has full power when they communicate with students. As a reference and person who is considered as experts by students, the teacher can utilize the influence, which is supported by the knowledge and experience the teacher has. Teaching entrepreneurship requires sufficient experience in the field so that it will add strength in teaching and confidence in students. The ability to design interesting teaching concepts will facilitate students in participating in learning because a comfortable and pleasant atmosphere is built. This will also encourage the growth of student creativity, which is always stimulated and accompanied by the teacher.

Motivation becomes an important part in building interpersonal relationships of teachers to students in fostering an entrepreneurial culture in schools. The condition of students who are still interested in various things makes the teacher must continue to motivate communication with students. Motivation is conveyed in various ways due to teacher's creativity. Always giving compliments when students achieve certain thing even it's the slightest achievement, encouraging student to complete assignments, and giving awards by publishing student work are the motivations that continues to be done by the teacher. The creativity of these students will continue to grow along with the motivation that is also always done by the teacher in building relationships with students.

Independence is an important character that must be built in children in developing entrepreneurial values. The development of independence starts from various activities related to physical activities. In physical activities children are trained to develop themselves socially. In addition to building self-strength, children are also trained to develop their social abilities. This independence will greatly help children develop their entrepreneurship.

The entrepreneurship culture in schools is built because of the role of actors in the school. Teachers, students, parents and the surrounding community have a role. All of them are driven through the interpersonal relationships of teachers and students. The culture of entrepreneurship that is developed is a culture of independence. With the portion of the assignment that is adjusted to their age, students with teacher assistance can complete their assignments. The culture of unyielding and consistency are seen in the daily lives of students, especially when introducing the work of their products. Culture of creativity will develop along with entrepreneurial learning, with the children's creativity as the main capital. This entrepreneurial culture continues to grow in schools with the shared role of teachers, students, parents and the communities to build better condition.

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