

# Entrepreneurship Spirit of the Child Raised by the Single Parent

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## Abstract

The objectives of this research is to know the entrepreneurship spirit of a child raised by the single parent and to know the factors that influence the source which creates the spirit of entrepreneurship. This research employs the qualitative method and the approach used is the case study. The technique in collecting the data is semi structural interview in which the main informant of this research is a child raised by a single parent. Meanwhile, the supporting informant of the current research is the parent. The result shows that the spirit of entrepreneurship owned by a child raised by a single parent is very high. This is proved by the existence of several characteristics of an entrepreneur in this child. Those characteristics are responsibility, independence, discipline, orientation to the business opportunities, good risk-taking, communication ability, future orientation, and leadership skill. This internal factor is the profit orientation that reflects an independence from relying onto the parent and orientation also challenges the business capability of the child. On the other hand, it is found there is an external factor which has influence to create the spirit of entrepreneurship too. That is the education given by the parents and the school.

**Keywords:** Entrepreneurship spirit, Single parent

**Introduction**

Basically, the spirit of entrepreneurship is owned by every child. However, not every child realized this gift. An individual with the low spirit entrepreneurship tends not to realize it while a person with high spirit of entrepreneurship tends to realize it easily. A person with spirit entrepreneurship must have had a creative and innovative thought. This individual is also a great risk taker. Suryana (2006) said that an individual who has the spirit of entrepreneurship will have a high confidence, initiatives, and achievement motives. An individual who has the spirit of entrepreneurship has some certain characteristics, such as passion for responsibility, independence, opportunity orientation, brave to take the risk, communication ability, future orientation, result orientation, and leadership skill (Meredith, 2002; Zimmerer 2008). To grow the spirit of entrepreneurship, there must be several factors that influence it.

Family is an appropriate environment to develop entrepreneurship spirit. This is because family is the first place that gives a person an education since he was born. The condition of the family also highly affects how the spirit of entrepreneurship can emerge from a child. Every condition of family is not similar. Family commonly consists of father, mother and the children. However, there are several families with imperfect condition. The example is like when the family only has one parent. Maybe it is only a father or only a mother. Then, it is usually known as a single parent. Single parent can happen when either father or mother cannot accompany the child because of the divorce or death (Greenberg, 2002). According to Hurlock (1999), single parent is the parent that becomes a widow or widower in which father or mother should take the responsibility to look after the child because of death, divorcee, or the child outside the wedlock. Thus, it is clear that the duty of single parent to take the children is heavier.

The existence of single parent status in a family must have influenced the psychology of the child. The way of the parenting method given by a single parent is usually lack of affection for the child. It is like less strict in building the discipline character of the child. The parent can also communicate less often and the child is demanded to become an adult (Mussen, 2005). Meanwhile, Suryasoemirat (2007) stated that the parenting style of the single parent tends to give more freedom to the child. It tends to shape the characteristics of the child to be independent especially in dividing the duty. The children raised by the single parent tends to be less assertive in deciding certain thing but more aggressive in doing an act. Still, the level of the obedience is higher than the children with the complete parents (Usakli, 2013). Egbochuku & Oliha (2014) said "...the fact that life in a single-parent family can be traumatic and children brought up in such family structure often suffer some emotional problems such as lack of warmth, love and disciplinary problems, which may hinder their academic performance".

Based on the visit done by the researcher, it is found that Arifin, Alfifah, Anissa, Cepi and Citra in which all of them are as the informants of the research, are raised by the single parent with classification. Based on the background above, the focus of this research is (1) to describe the spirit of entrepreneurship raised by the single parent and (2) to explain the factors that influence the spirit of the entrepreneurship of the child raised by the single parent.

It is expected that this research can contribute in the development of general education science related to entrepreneurship spirit in children who are raised by single parent. It is expected that this research can also add insight to parents about entrepreneurship spirit in children who were raised by single parent and improve the pattern

of care applied to their children. For the school can be used as a reference to improve entrepreneurship education provided in schools, so as to improve the entrepreneurship of children who are raised by a single parent.

## **Literature Review**

### **Spirit of Entrepreneurship**

Spirit is an entity which is nonphysical but it is owned by every human. Spirit lingers in every human. It is reflected through the behavior in the form of an action or the real deeds. According to Kamus Besar Bahasa Indonesia, Spirit means the soul of human, that exist in the human's body and it causes the human alive. The soul also means as a whole inner life of the human that creates feelings, thought, dreams, and et cetera. Meanwhile, an entrepreneur according to Hisrich et al, (2008) "is the process of creating something new in a certain value using the required time and effort, financial risk burden, accompanying social risk, receiving monetary rewards, and the personal freedom and satisfaction".

Zimmerer et al, (2008) said "that entrepreneurship is the result of systematic and discipline process in implementing creativity and innovation toward the need and opportunity in the market". Tagraf & Akin (2009) said "In addition to these characteristics, entrepreneurship focuses on newness and novelty in the form of new products, new process, and new markets as the drivers of wealth creation". Entrepreneurship is an ability in creating a business opportunity and brave to take the risk. From the explanation above, it can be concluded that spirit of entrepreneurship is an individual's ability to think creatively and innovatively so that the individual can create a business opportunity and brave to take the risk reflected in an action or the concrete deeds.

### **The Characteristics of the Person with the Spirit of Entrepreneurship**

Basically, every human has the spirit of the entrepreneurship. However, most of them do not realize it. The spirit of the entrepreneurship of every human has different standard. There is an individual with the high spirit of entrepreneurship and the other has a low spirit of entrepreneurship. An individual with the low spirit of entrepreneurship often do not realize about this thing. It is different from the individual who has a high spirit of entrepreneurship will be easier to know it. The characteristics of the individual with the spirit of entrepreneurship, according to Meredith (2002) is confidence, result orientation, brave to take the risk, leadership skill, and the future orientation.

In line to this point of view, Zimmerer (2008) conveyed that the characteristics of the individual who has spirit of the entrepreneurship is passion for the responsibility, middle risk preference, belief for the ability to be success, passion to get the quick feedback, high energy level, future orientation, organization skill, and seeing the achievement as a higher thing rather than money.

### **The Factors to Influence the Source that Emerges the Spirit of the Entrepreneurship**

The internal factor in shaping the spirit of entrepreneurship, according to Slamet (2014) is some motivational factors that influence the intention to do entrepreneurship, such as self efficacy and perception of the desire. Self efficacy is a belief that an individual can succeed in doing the entrepreneurial process. Meanwhile, the perception of the desire is the level where an individual has a preferred or unpreferred evaluation for the result of the entrepreneurial activities done. The motivation inside the children can grow the spirit of the

entrepreneurship is the profit orientation, freedom to manage the business, personal dream to achieve the desirable life standard, and the independence (Salman, 2009).

The external factor to the child as the shaper of the entrepreneur spirit is in the form of encouragement from the family, school, or the environment. The external factor becomes the background in shaping the entrepreneurship spirit, such as education, personal values, and the work experience (Hisrich et al, 2008). If the parents become entrepreneur, it is more likely for the children to have owned the spirit of the entrepreneurship. This is in accordance to the statement Alma (2008) saying that there is a big influence to the child if the parent works independently and own personal business. As a result, the child usually becomes entrepreneur too. The related condition becomes the push toward the child to work independently.

### ***Single Parent***

According to Hurlock (1999), single parent is the parent that becomes widow or widower, it can be father or mother. Then, the parent has responsibility to take care the children after one of the parents are dead, divorced or the child is out of the wedlock. Obieke & Uchenna (2013) said "Single parenting is a situation in which one of the two individuals (i.e., mother or father) involved in the conception of the child becomes solely responsible for the upbringing of the child". There are two kinds of single parents stated by Santrock (2002), they are single parent mother and single parent father. There are several factors that cause the emergence of single parent. According to Suhendi and Ramdani (2001), the factor that influences the status of single parent is the death, the divorce, adoptive parents, and the parents living separately before the divorce.

The form of the parenting way given by the single parent usually lack of affection to the child, less strict in building the discipline character toward the child, lack of communication, and demand the child to become adult (Mussen, 2005). Meanwhile, Suryasoemirat (2007) stated that the way the single parent gives parenting tends to gives more freedom to the child and tend to train the child to be independent in dividing the duty.

### **Method**

The approach used in this research is qualitative. The qualitative approach is an approach that conducts the research with orientation to the natural symptom. Because of its natural symptom, the researcher should involve directly in carrying this qualitative research so this kind of research is known as field study (Nazir, 2005). Based on this explanation, this research then employs field study as the kind of the research. Field study is a certain strategy in which there is a researcher analyzing thoroughly a certain program, occasion, activity, process, or the group of individual (Creswell, 2013). The qualitative research with the field study as the kind of the research is selected because the research tries to look into how the spirit of the entrepreneurship of a child raised by a single parent and also to look into the source of the spirit of the entrepreneurship.

This research is conducted toward five children raised by single parent in Kediri city. The main informants in the current research are Arifin, Alfifah, Anissa, Cepi and Citra. Meanwhile, the supporting informants are the parents and the related main informants.

The procedure to collect the data in this research is by using the semi structural interview technique and also documentation. The interview done is used to reveal the data from the main informants and the supporting informants. The analysis of the data done by using the model of Miles-Huberman-Saldana (Miles et al, 2014). This model covers the data

collection, data reduction, data display, and drawing the conclusion. To check the validity of the data in the current research, the researcher uses data triangulation and peer investigation. The data triangulation is used to check the validity of the data from various source or the due time (Creswell, 2013).

## Findings And Discussion

### **The Spirit of the Entrepreneurship to the Child Raised by the Single Parent**

Every child must have owned the spirit of the entrepreneurship. It is just not every one of them realizes about it. There is a child who has a high spirit of entrepreneurship while the others have low spirit of entrepreneurship. The spirit of entrepreneurship is an ability of an individual to think creatively and innovatively in the effort to create the business opportunity and brave to take the risk reflected in the real action or deeds. The spirit of the entrepreneurship to every child is different. This condition depends on several factors that influence it. The condition of the family is also a dominant thing in the process of growing the spirit of the entrepreneurship.

Based on the interview with five informants (Arifin, Alfifah, Anissa, Cepi and Citra) related to the characteristics of the spirit in the form of the desire for the responsibility. Those five informants have high responsibility toward all the duties given by the parents. From the result of the interview, it can be seen that those five informants are given the responsibility by the parents when they are in their houses. The responsibility is in the form of house chores or that they should help the business carried by the parent.

“The responsibilities given to me by my mother are school and helping the house chores. I am also given by my mother to deliver the selling item to the market.” (Children 1).

“Yes, father gives me responsibilities. Those are cleaning the houses, cooking, washing my own clothes and my father. All of the house chores are done by me. The main point is that I replace what becomes the duty of my late mother. Every day I have this kind of responsibility that my father has given to me.” (Children 2)

“There is no responsibility given by my mother. But sometimes, I help to clean the houses and wash the dishes. Now there is a craftsman in my house so I have to help my mother cook for them. It is just that way for the work that I have. Mother never orders me to always do the house chores because she just asks me to focus on the school activities.” (Children 3)

“My mother gives responsibility to me in the house such as cleaning the house, cooking, washing the clothes, and washing the dishes. I also accompany my mother to go shopping to the market. She buys the things that she is going to sell.” (Children 4)

“Father gives me responsibility to do the house chores such as cleaning the houses and cooking. Besides, I am ordered to study in the school diligently.” (Children 5)

Related to the characteristics of the spirit of the entrepreneurship, that is the independence, it can be seen that four informants (Arifin, Alfifah, Cepi, and Citra) have high independence to the responsibility given by the parents. In addition, they don't ask for help to another people as long as the responsibility can be taken by their own selves. Meanwhile, there is one informant that is Anissa, who has low independence. It can be explained that Anissa often asks for help to her mother when the responsibility is given. Actually, the duty can be done by her own self. However, she still becomes dependent to her mother.

"Yes, I always do the responsibility given by my parent. When I can do it by myself, I do it by myself. Sometimes, I am also assisted by my sister, especially in arranging the selling item in the market. (Children 1)

"Yes, when I am given the responsibilities, such as cleaning the house, washing the clothes, and cooking, I always do it by myself. However, there are some cases that make me have to ask for help to my father. As the examples, this can happen when I am sick or when I have a homework from the school. Still, this condition rarely happens. It is because when I have a homework from the school, I do not ask for help to my father. I just postpone finishing my house chores and I prioritize the homework from the school. I just feel pity to my father if I asks him for a help. I am sure he has been so tired after working the whole day. (Children 2)

"When I am given by the house chore by my mother, I usually do it by myself. It is just when I go home from the school very late, I still ask my mother to help me." (Children 3)

"When I have a house chore duty, I do it by myself. This is because I only stay with my mother. So, if mother works, I have to do the house chores by myself." (Children 4)

"Yes, when the responsibility is given by father, I always do it alone. This is because father works and I only stay with my father. So, I have to do the chores by myself." (Children 5)

Furthermore, the characteristics of the entrepreneurship spirit in carrying the responsibility can be seen in the three informants. They are Arifin, Alfifah, and Cepi). These informants have high discipline. It can be identified from how they do the responsibility given. These children have certain schedule about when they should do the task. So, without being reminded by the parents, the children can be discipline when doing the task. Meanwhile, the following two informants have less discipline. This is because the two informants always do the task but there is no exact schedule to manage it. So, the two informants postpone the responsibility more often and the time to do the task is then consequently based on their preference.

"Yes, I always do the responsibility given by my parent in the exact time. Every morning, I always wake up at 4. I have to deliver the selling item to the market. This has regularly becomes my daily activity." (Children 1)

"Yes, sure I will do the task given by father every day. If the school is off, I cook every day. If I should go to the school, I cook the meal in the afternoon. The main point is I have finished the cooking when my father comes from working. In the afternoon, I also clean the house. This daily activity has been managed by me in that way. (Children 2)

"Yes, I always do the responsibility given by my mother. It is only when I am so tired after coming home from the school, I will postpone the house chores. But, I always do the task although the time is flexible." (Children 3)

"The responsibility to me is directly done by me. Still, I postpone the task if I have something important to do. However, I will do the task and I never object my mother says. The main point is that every morning I wake up before the dawn to accompany mother going to the market. If it is for the house chores, there is no exact schedule when I should do the tack. The important thing is I have finished the task when mother comes home." (Children 4)

“If it is about doing the task, I am sure I will do it. Sometimes, I still refute my parent because I am too tired after school. But then I remember the responsibility that I have.” (Children 5)

In relation to the business, the following characteristics of the entrepreneurship spirit is the orientation to the business opportunity. From the five informants (Arifin, Alififah, Anissa, Cepi and Citra), it can be identified that they have high orientation to the business opportunity. It can be proven that the children have their own business. It starts from how they see the business opportunity that exists around them. The opportunity seen by them is in the form of business opportunity which is available in their surroundings. It can be in form of the condition of the near environment, the daily relationship, and the condition of the family.

“... I see something in the school and in the house. In my house, I sell lontong. In the school, I help my friend sell snack such as gorengan, bread, and donuts. I sell them because it is the easiest thing I can sell to them. They are also the most needed food searched by my friends. Sometimes, the food stock in the school canteen is limited while there are a lot of students staying in the school. As a result, there are my students who do not get the food or the snack they want from the school canteen. Because of this condition, I decide to sell some snacks in the school. When I sell lontong, I actually just help my mother because it is actually her business. I usually sell Lontong in the market. (Children 1)

“I sell yellow rice because in this area, many of my neighbors who makes yellow rice and then sell it in small package. I am interested to sell it in the school. Then, my neighbor entrust his yellow rice so I can sell it in the school. I also think that my friend in the school will like yellow rice too since it is not expensive and it can satisfy the stomach.” (Children 2)

“I do the selling in my mother workplace and in my school. In the school, I sell the daily needs in which the product has been prepared by the school. The necessities are like soap, detergent, and many others. So I just need to take it from the school cooperation. I do not need to spend money for business modal. If the selling items are sold, I give the money as modal back to the school. Meanwhile, the profit belongs to me. In the other school, where my mother works, I sell yellow rice and fried rice. I sell them because my mother teaches in the elementary school. The kids there rarely have breakfast before the school starts. If I sell yellow rice and fried rice, the kids can have the breakfast in the school. Then, I can sell something in my own school because there is a product prepared by the school. So it would be useless if I don't use it. (Children 3)

“I ever sell fried soya bean. I choose to sell soya bean because my friends in the school love the bean. The story begins when I bring the leftover of the fried soya bean that my mother has sold in the school. Then, my friends taste it. They say they like it. Because of that, finally I can make a lot of fried soya bean in my home so I can sell many of them too in the school.” (Children 4)

“I ever sell cosmetic items and the clothes I buy from my own sibling in Surabaya. I decide to sell cosmetic and clothes because many of my friends need them. Even more, most of my friends are female. It is a clear thing that cosmetics can be something they really need.” (Children 5)

The other characteristic of the entrepreneurship spirit is brave to take the business risk. All of the five informants (Arifin, Alfifah, Anissa, Cepi and Citra) are brave to take the business

risk. Emami (2017) said "...risk bearing ability is a characteristic that helps entrepreneurs to recognise and exploit entrepreneurial opportunities". This can be seen from how they do the business and experience the business loss. Still, they are not afraid to continue the business. They are not just simple brave to take the business risk. Emami (2017) said "Although risk is an almost ubiquitous component of entrepreneurial opportunity, in the real world, entrepreneurs do not merely deal with risk distribution and calculation of the expected value of opportunity scenarios". The children have calculated how big the risk that can be tolerated.

"I ever get a loss but the loss is not that much and it does not happen every day. Actually it cannot be classified as a loss. Even though I still have some products left, the loss can be covered by the profit that I get. I have ever got a loss but I am not afraid. I keep doing the business until now." (Children 1)

"The obstacle that I get in selling the products is when there many buyers who buy many products but they are not honest. They do not pay for the products. I do not notice it because I am too busy to serve the other buyers. This can make me loss in profit but I am still not afraid. I keep doing the business again." (Children 2)

"The problem that I get in selling the products is when there is another seller coming to the school area. It really influences the number of the products I can sell. It also affects my business when the kids bring the meal box from their home. So my products are not sold out. Those are several things usually making me loss. However, the loss is not significant so I do not have reduce my business modal. It reduces the profit of the business." (Children 3)

"I ever get a loss but the loss is not that much. It is around Rp. 500 to Rp. 1000. Though I experience a loss, I still do the usual business. The loss is just little and the profit is still much. I get a loss if I still have the products left." (Children 4)

"I ever get a loss, it happens when the things have been ordered but the customers cancel the order. It means they do not pay the money. The other problem is when there are many competitors around. Finally, the result of my selling reduces. However, I still continue the business although I get loss or the number of sold products reduce." (Children 5)

The good communication ability is one of the characteristics owned by the individual who has the high entrepreneurship spirit. From the five informants, four of them (Arifin, Alfifah, Anissa and Cepi) have the ability to communicate very well. This can be seen from the result of the interview. It shows that those four informants can interact with other people very well, especially when directly offering the product they sell. However, it is not similar to one informant, namely Citra who a less ability in direct communication. This is because Citra is a shy girl. Meanwhile, this problem can be overcome by communicating with the costumers through the internet. She does not have to communicate with the costumer in a face to face.

"My strategy in selling the products is by directly approaching the candidate of the customers. I start to sell the products in the break time. I offer my product to the other classes. I also offer my products to the people that I meet." (Children 1)

"My strategy in selling the product is by bringing the yellow rice to the school. Then I offer it to the classes in break time. Because there are many competitors around, I should be friendly in serving the customers. I offer the product to everyone I meet. Though they refuse to buy my products with the inconvenient words, I still try to be friendly to them." (Children 2)

"I sell my products directly by offering it to the customers. It is done in a face to face. So, I offer the products to the children in elementary school, my friends, friends of my mother, and the teacher in my school." (Children 3)

"My strategy in selling the products is by offering the products to the other classes. Sometimes, I just sell the product only inside my class and the products are sold out." (Children 4)

"My strategy in doing my business is by directly offering the products to my friend. I also do the strategy by online because basically I am a shy girl.

The following characteristic of the entrepreneurship spirit is the future orientation. From the five informants (Arifin, Alfifah, Anissa, Cepi and Citra), it can be identified that all the informants have the good orientation to the future, especially the business future that they run. Besides arranging how the business survive, the five informants have planned on how to develop the business very well. It can be holding on the current type of their business or changing into another type of their business.

"I have a dream to develop my father's business that is selling meatball. However, I will do that after I have graduated from the school. Someday, I want to sell meatball in the certain place. It means that I do not have to sell the meatball by walking from one place to another place. I see that there is no one who sells meatball around my surroundings. There is no competitor yet. It means that when I sell the meatball, it can be profitable." (Children 1)

"I have a plan to develop my father's business that is the banana cracker. The cracker will be seasoned with various spices because this kind of product is still rare. It is unique. I believe my product will be accepted in the market." (Children 2)

"If I sell the same product monotonously, I am sure my business will be defeated by my competitor. I want to develop my business by selling new variant that is green fried rice. So the ingredient is from the green chili. The color of the rice will look attractive. If the product is unique, it will be sold much more." (Children 3)

"I want to develop my father's business that is selling the food. It can be by having a food stall or restaurant. In my opinion, everyone must need food. So culinary business is promising. Even more, I love cooking." (Children 4)

"My wish is to expand my business scale. I want to increase the number of the products which are sold through my business." (Children 5)

The next characteristics of the entrepreneurship spirit is the leadership ability. The five informants (Arifin, Alfifah, Anissa, Cepi and Citra) have leadership skill. It can be identified when they face the problem that needs them to be the leader. All of the informants have the similar behavior when they act as the leader. The behavior shown is being friendly to the employee. As the leader, they can guard the workers. They can ask the workers to be discipline and honest.

"When I become the leader, I will be friendly to my worker. When I am friendly, they can feel convenient with me. So, we can work together very well." (Children 1)

"The worker who works with me should be honest. He should be able to serve the customer in a friendly way. The workers should respect each other. They should not fight. Also, they have to be discipline. The worker should have come at 8 in the morning. They can break at 12 and go home at 4 in the afternoon." (Children 2)

“When I have a worker someday, I will make some rules. The first rule is about being discipline. They should be on time for working. The worker also should be ready with any kind of tasks.” (Children 3)

“When I become a leader, I will teach my worker about how to serve the customer. My worker is ordered not to speak rudely to the customer. I also will teach them to be discipline and not to be grumpy. We have to be friendly to the customer.” (Children 4)

“My employees should be discipline. They should not be vicious to the customer. The service must be in polite manner. When my employees make a mistake, I will not get angry. I basically cannot get angry but I have to be strict.” (Children 5)

### **Factors that Influence the Source Emerging the Entrepreneurship Spirit to the Child Raised by the Single Parent**

There are two factors that affect the source creating the spirit of entrepreneurship to the child raised by the single parent. These factors are internal factor in the form of self-motivation from the child and the external factor in the form of education in the school, family, or environment. The internal factor that stimulate the spirit of entrepreneurship is when the child has orientation to the profit expected, the freedom and independence of the business carried, independence and the other personal desire as it is stated by Saiman (2009). Every child must have owned the factors that influence the source stimulating the spirit of entrepreneurship in different way. The followings are the internal factors that influence the stimulation source of the entrepreneurship spirit of the child raised by the single parent.

#### **1. Internal Factor**

The inner encouragement can be very strong for the child with high spirit of entrepreneurship. Even more, if the child is supported by the condition in which the structure of the family is not complete. Among the five informants (Arifin, Alfifah, Anissa, Cepi and Citra), all of them have high encouragement that stimulate the existence of the entrepreneurship spirit. Still, the motives and the encouragement are not similar. From the five informants, three of them (Arifin, Alfifah, and Anissa) are being encouraged by their own desire in earning the profit. The profit is then saved and used to help the parent for paying the school tuition. This happens because the economy condition of the single parent family is usually less good.

Then, the situation is different for the following informant that is Cepi. He has encouragement inside based on his dream to be an independent child who does not simultaneously rely on the parent. Meanwhile, Citra’s encouragement emerges from her desire to challenge her ability to manage her own business.

“The main purpose of my business is to get additional income. Then the money will be used to help my mother in paying the school fee.”(Children 1)

“The purpose of my business is to help my parent in fulfilling my school necessity. Then, I also want to increase my knowledge related to entrepreneurship that I have got before.” (Children 2)

“The purpose of my business is to take the profit and the profit will put into the savings. It is for my future, Sis. I can use the money anytime I need it.” (Children 3)

“I want to prove to my mother. After graduating from the school, I will have been an independent person. I can work by myself. I also want to help my mother’s finance. So, she will not be much burdened and she can be happy.” (Children 4)  
(Actually, the purpose of my business is to challenge myself. The challenge is whether I can run my online business or not. Then, eventually I can do it.”  
(Children 5)

## 2. External Factor

### a. School

School is the place that has given lesson and more stimulation for the entrepreneurship spirit. From the five informants (Arifin, Alfifah, Anissa, Cepi and Citra), they can get the good business education from their school. The business education received is in the form of theories of entrepreneurship and also real practice. Furthermore, the practice applied by the school is not only held in the school but also held outside the school. These five informants have the same education about entrepreneurship in their school.

“Yes, every day, I am taught about entrepreneurship in the school. I get an entrepreneurship theory in the school so I just need to apply the theory in my daily life.” (Children 1)

“School has given me the lesson of entrepreneurship. The school also gives freedom. It means if we want to practice selling something, it is okay. If we do not want to practice, it is still fine.” (Children 2)

“Yes, school teaches about entrepreneurship. Yesterday, we were asked to practice selling something. I sold the product prepared by the school. Then, the profit was returned to the school. Then, when I was in the second grade, every student in the school must participate in the Industrial Work Internship. I joined the internship in Rajawali mart for more than three months.” (Children 3)

“Yes, I am taught about how to do entrepreneurship such as creating a product in group. Then, the product is marketed. I am also taught to go on the field to participate the Industrial Work Internship in Srikaton Ship for three months. My experience is I can be independent. I know how to arrange the items. I know how to promote the product very well.” (Children 4)

“Yes, in the school, I am taught about entrepreneurship. Last time, when I was in the first grade, I got an online marketing lesson. When I was in the second grade, I can develop my own skill outside the school. When I was in the third grade, I was not asked to do the business anymore.” (Children 5)

### b. Family

Education from the parent is the external factor that stimulates the spirit of entrepreneurship to the child. In this case, the three informants (Arifin, Anissa, and Cepi) get the education about entrepreneurship from their parent. The parents have taught them about how to find the available business opportunity. The children are also taught about how to survive the running business. It can be seen from Arifin and Cepi’s parent who force their children to help the business owned by their parents. They help the business from shopping the product until or studying about how to sell the product again. This is different from the parent of the other informants (Alfifah and Citra) who do not receive the business education from their parent. Their parent never teach them any lesson related about business. However, when the parent see the children have business, the parent support it.

“Yes, my mother ever teaches me about how to sell the products. I am asked to sell lontong to the traditional market. I am also taught about how to sell them correctly in my first time doing the selling. Finally, I can sell Lontong to the traditional market. So, she can let me do the selling alone. I just need to be accompanied by her only for the first time.” (Children 1)

“My parent ever teachers me about entrepreneurship. I am taught about how to sell the yellow rice and the fried rice. After that, the products are sold in mother’s workplace.” (Children 3)

“Yes, my parent ever teaches me to do entrepreneurship. My mother teaches me about how to sell the fried soya bean.” (Children 4).

## Conclusion

The spirit of entrepreneurship owned by a child raised by a single parent is very high. This can be identified from several characteristics of the entrepreneurship spirit owned by Arifin, Alfifah, Anissa, Cepi and Citra. These characteristics are responsibility, independence, and discipline, orientation to the business orientation, communication ability, future orientation, and the leadership skill.

There are two factors that influence the emergence of the entrepreneurship spirit. The first is the internal factors coming from the inner side of the informants. Arifin, Alfifah, and Anissa have encouragement to get the profit by doing the business. Meanwhile, Cepi shows his independence. Then, Citra wants to challenge her own self ability in the case of if she can run the business or not.

The second is the external factor that stimulates the spirit of the entrepreneurship to child. It is in the form of education from the family and the school. Arifin, Alfifah, Anissa, Cepi and Citra receive the education of business from the school. It is either in the form of theory or in the form of real practice. For the business education taught by the parents, Arifin, Anissa and Cepi are the children who receive it. The parents teach them about how to run the business and how to have the real experience in the field to help the parent’s business.

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