Entrepreneurship Education Model Toward An Entrepreneurial University

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Abstract

Entrepreneurship education is one of the ways that can be used to build entrepreneurial character. Entrepreneurship education in this study explore in terms of curriculum and activities outside the curriculum related to the creation of entrepreneurial university. This study aimed to develop the model of entrepreneurship education based on character. Data was analyzed by statistics descriptive with 278 usable instruments. Based on curriculum structure, it shown that entrepreneurship education that provided in class is still theoretical. Student Center Learning methods has been applied but still need some variety in practice. Learning sources derived from entrepreneurial practitioners still very necessary, which can be obtained through seminars, workshops, training and internship. Furthermore, it can develop enterprising skills and enhance the capability to realize how to grasp the opportunity into a new business. Enterprising skill then could be enriching through other subjects that is continuing of the fundamental of entrepreneurship. More practice is needed to give student some experience. It will supported by system outside the curriculum. Entrepreneurship education outside the curriculum shown that some improvement in infrastructure is needed, especially incubator and laboratory as a place for students to gain experience in entrepreneurship. Another aspect that must be considered in creating entrepreneurial university is collaboration with external parties. University-business relationship has not been accommodating all of entrepreneurship culture yet, even it has been truly academic and incidental event. In addition, relationship is not built to lead the possibility in exploring other sources of fund except from government. There is inconsistency and unsustain in leader’s commitment towards the entrepreneurial culture. It’s due to differences of perception in translating mission of institution. Therefore entrepreneurial culture has not been felt in the entire organization including the lecturer. The lecturers had lack of entrepreneurial mindset.

Keywords: entrepreneurship education, entrepreneurial mindset, entrepreneurial university

Background

Since 1995, the Indonesian government has encouraged the growth of entrepreneurship of the people by issuing policies to develop entrepreneurship programs (Susilaningsih, 2015). A country can reach the prosperity if there are at least 2 percent entrepreneur from the population (Suyitno, 2013). The number of entrepreneurs in Indonesia in 2015 was only about 1.65 percent of the population, while Singapore was reach seven percent, five percent for Malaysia, and four percent for Thailand (Anonymous, 2015). To overcome these problems, we need a step in the strengthening competencies of human resources, especially in promoting entrepreneurship skills through entrepreneurship education. Entrepreneurship education has provided from primary, secondary and up to higher education (Susilaningsih, 2015). The education suggested to be done in the long term through the gradually process and continuous learning (Kasih, 2013; Wiratno, 2012). Because to be entrepreneurial, we need a life long education.

Some research on entrepreneurship education describes some important aspects that must be considered in entrepreneurship education which includes aspects in the curriculum and aspects outside the curriculum (Kasih, 2013). Susilaningsih (2012), even emphasizes the aspects outside the
curriculum to support the success of entrepreneurship education in higher education. This study aimed to develop a model of entrepreneurship education as one of the ways that can be used by Universitas Negeri Jakarta (UNJ) in building the entrepreneurial mindset. Entrepreneurship education in this study in terms of the curriculum and activities outside the curriculum related to the creation of entrepreneurial university.

**Literature Review**

According to Gibb (1993) in Heinonen and Poikkijoki (2006) describes entrepreneurship as a set of behaviors, skills and attitudes shown by someone. Through entrepreneurship education, the entrepreneurial skills and attitudes possessed by individual then integrated through the process of forming behavior. Referring to Linan, (2004); Lorz, (2011), entrepreneurship education can be divided into four category. First, Entrepreneurial Awareness Education is an education that aims to improve knowledge about entrepreneurship and influence attitudes that will generate entrepreneurial intention. Second, education is intended to encourage a person to be able to establish a business (Education for Start-Up). This program is intended for people who have a business idea and need a solution to answer the questions about how to become self-employed (self-employed). The third category is "Education for Entrepreneurial Dynamism" is the education given to people who have been running a business but want to improve their business behavior after going through the initial phase of a business establishment. Fourth, continuing education for entrepreneurs (Continuing Education for Entrepreneurs) depicts an all-time learning program that is intended for experienced entrepreneurs.

The Quality Assurance Agency (2012) explains that entrepreneurial education should be able to provide students with enterprise skills and entrepreneurial skills. The important thing to discuss is about how to design the business (entreprise) and entrepreneurship into the curriculum. Kasih (2013) also emphasizes some aspects that determine and influence the effectiveness of entrepreneurial learning in higher education, such as:

a. curriculum design: entrepreneurship subjects / materials have to emphasize in building of the values of entrepreneurial that should be develop for the students.

b. learning methods: switching the learning methods from Teacher-centered-learning(TCL) to Student-centered-learning (SCL).

c. lecturer: have a paradigm and entrepreneurial mindset and able to encourage students to be entrepreneurial, even to become entrepreneur.

d. the creation of entrepreneurship atmosphere can be done in several ways: set up agencies or entrepreneurial organization, university-business external relationship for knowledge exchange, creating business units or students cooperation, carrying out various competitions, participating in various seminars, workshop and training.

While Susilaningsih (2012) found that the model of entrepreneurship education in universities should have the dimensions of organization and management. It includes a (1) commitment of the leader in developing entrepreneurship culture; (2) having some main programs to change the mindset of the student and continuing with additional program; (3) supported with infrastructure; and (4) establish the relationship between universities and external institutions to improve entrepreneurship education program. Gibb (2005) defines an entrepreneurial university as a concept that describes a condition in which the university provides opportunities, practices, culture and environment to encourage and engage students actively in entrepreneurship. Furthermore, the European Commission (2012) explains that in order to create an entrepreneurial university, higher education have to concern for some aspects included: (1) leadership and governance; (2) organizational capacity, people and incentives; (3) entrepreneurship development in teaching and learning; (4) pathways for entrepreneurs; (5) university - external business relationships for knowledge exchange; (6)
the entrepreneurial university as an international institution; (7) measuring the impact of the entrepreneurial university.

Methodology

Entrepreneurship education in this study evaluated from two aspects: learning in the curriculum and learning outside the curriculum. Aspects of learning in the curriculum subjects to observe the implementation of entrepreneurship based on several indicators: (1) learning outcomes, (2) attitude, (3) skills, (4) learning and teaching methods, (5) learning sources and (6) assessment. Data were collected through questionnaires and interview. In total, there were 278 students in Universitas Negeri Jakarta as respondents and data was analyzed by statistic descriptive. While aspects of learning outside the curriculum are the availability of supporting infrastructure such as business units, laboratories, student activity units, business incubator. While the factors that supporting the creation of entrepreneurial university are (1) leader’s commitment and culture towards entrepreneurship, (2) diversity of sources of fund, (3) relationship and collaboration with stakeholders, (4) development of entrepreneurship in the teaching and learning aimed at knowledge exchange. Data collected through in-depth interviews, questionnaires to students, triangulation of data and literature. The method used in this study is a mixed method.

Results and Discussion

Entrepreneurship Education is a learning activity that aims to improve understanding of entrepreneurship (entrepreneurship), to be entrepreneurial, and preparing students to be able to become entrepreneurs through a process of structured learning in the curriculum and supporting activities outside the curriculum. The character-based entrepreneurship education model developed in this research will be used by UNJ as a continuous learning. The purpose of entrepreneurship education is not only learn to understand cognitive aspects, but emphasized on affective aspects to be entrepreneurial as well as equipping students with the skills to starting new business. Based on the structure of the curriculum, we describe the aspects are observed as follows:

- Learning outcomes

Learning outcomes in entrepreneurship education, according to Gorman et al (1997) is to understand entrepreneurship concept, have an entrepreneurial mindset and to be entrepreneurs. The learning process in the entrepreneurship subject, as a part of entrepreneurship education in UNJ, has been covering all of three learning outcomes. However, to achieve the required three learning outcome have to be organized gradually and continuous process (Kasih, 2013). It is also stated by Gorman et al (1997) which explains that the early stages of entrepreneurial learning is aimed to creating an entrepreneurial mindset and enhance the understanding of entrepreneurship. Furthermore, in the long run, learning is meant to guide students to become entrepreneurs. Unfortunately in practice, the subject of entrepreneurship in UNJ is still emphasizing on theory and understanding of entrepreneurship. Therefore, entrepreneurial mindset as the more important aspects in entrepreneurship education could not reach optimally. In addition, according to Gibbs (2005), if you want to create the Entrepreneurial University, the concept of entrepreneurship education should be embedded and integrated into the curriculum at each faculty. Otherwise, the implementation of entrepreneurship education in UNJ only charged on the subject of Entrepreneurship and only have 3 credits point, even it is not a compulsory subject in all faculties. Susilaningsih (2015) states that entrepreneurship education in higher education is required in all kind of profession regardless their major/faculty.
• Attitude

Besides the aspect of knowledge, entrepreneurship education is organized with the aim to develop an attitude or entrepreneurial mindset. Entrepreneurship education in UNJ concern with the development of achievement motivation and communicative. According to Van Vuuren and Nieman (1999), entrepreneurship education should be able to develop entrepreneurial skills such as creative and innovative, risk-taking, as well as the ability to identify opportunities. While Pretorius; Ras and Pretorius (2007) find that some attitudes to be develop in their model of entrepreneurship education such as commitments; personal leadership; obsession on opportunities; tolerance for risk and ambiguity; creativity and achievement motivation. Heinonen and Poikkijoki (2006) add one thing that important is the ability to solve problems. In general, based on the data analysis, the implementation of entrepreneurship education should be improve in development of attitudes such as creative and innovative, hardworking, self-confidence, risk-taking, decision making, solving problem, proactive and teamwork.

• Skills

QAA (2012) emphasizes that the skills to be developed through entrepreneurship education including enterprising skills. Entrepreneurial Education Model developed by Van Vuureen (1999) explains that the entrepreneurial performance is a function of motivation, entrepreneurial skills and business skills. Based on data analysis, enterprising skills have to be provided in entrepreneurship education with the focus to development of some business skills such as grasping the opportunities, skills in preparing and compiling business plan, problem solving, managerial skill, ability to produce some products, how to communicate the product to the customer and financing skill including how to prepare financial reports and evaluate the business. In fact, according to Van Vuuren and Nieman (1999) business skills include skills in financial management, marketing, operations, human resources, law, communication, management and skills in drawing up business plans.

• Learning methods

Referring to entrepreneurship education model that conducted in several universities in China, learning that organized in the classroom must be shifted from the paradigm of teacher centered to student centered learning cultivation (Li and Li, 2015). Entrepreneurial education model developed by Heinonen and Poikkijoki (2006) applying new teaching techniques by placing learners as subjects in learning process, so that students will participate actively in their class. While the teacher will act as a facilitator in the learning process. Experience can be prepared based on theoretical basis, while learning organized by combining theory and experience through internship, using laboratory or business incubator. In fact, UNJ has organized the learning process that focus on Student Center Learning, but the methods which is applied in the class still need more variety and have not support and add student’s entrepreneurship experience optimally yet.

• Learning sources

In general, student needs some source of material to support learning process for getting information. All kinds of sources that are outside of the person (student) and that allows or facilitates someone in the learning process, can be called learning sources. Recently, many students get information from their lecturers as the main source of learning, but not the only one source. There are so many other learning sources could be used in learning, especially in entrepreneurship education. Kasih (2013) stated that other learning resources can be obtained from guest lecturers and practitioners in entrepreneurship, success story, as well as seminars. Otherwise, UNJ have to organize some event routinely and invite more practitioners, as one of effort to enhance student entrepreneurial intention.

• Evaluation
Evaluation of the learning process were conducted by lecturers. Lecturers provides measurement and assessment. Measurements related to converting the learning outcomes in a quantitative form, while the assessment related to the quality of the learning that has been done. Some aspects that considered in the evaluation process includes an understanding of entrepreneurship and entrepreneurial experience gained through practice in laboratories. Not all of students in UNJ got the chance to practice their enterprising skill during the lessons. Because there was some faculty that did not have any laboratory to do any practice in entrepreneurship.

In other hand, entrepreneurship education held outside the curriculum is still less than optimal. It caused by some limitation in any aspects. UNJ has not provided the necessary support facilities such as business incubators, entrepreneurship units for student activity, business units, laboratory of entrepreneurship, mentoring in entrepreneurship and competitive climate. Entrepreneurship education should be complemented with entrepreneurial climate in UNJ. Entrepreneurial climate and culture could be gained through the leader's commitment for sustainable entrepreneurship program, collaboration with external parties, the diversity of sources of funding and the process of teaching and learning that support entrepreneurship.

Leader’s commitment in the creation of entrepreneurial climate in UNJ still not shown the progress movement. In terms of leadership, commitment to creating entrepreneurial university shown some volatility. It’s due to differences of perception in translating institutional mission. Therefore the culture of entrepreneurship has not been felt in the entire organization, including the lecturer. The lecturers have lack of entrepreneurial mindset and entrepreneurial awareness. It proved by the number of scientific publications in national and international level is low.

In terms of funding sources, UNJ depends on the source of funds from the government and the community. UNJ has not optimally explore the potential of its resources to contribute in enhancing revenue yet. Relationship with external parties in case of entrepreneurship education is still limited on academic and incidental events, not lead to the routine program conducted by UNJ and do not have a logical consequence in generating other sources of income, except from government.

Based on the qualitative and quantitative analysis, this study resulted in a draft conceptual model of entrepreneurship education based on the characters as shown in Figure 1.

Character-based entrepreneurship education model developed as a derivative of the mission UNJ that is internalized into the academic climate both through the curriculum or outside the curriculum. Entrepreneurship education through curriculum organized in a general subjects (Mata Kuliah Umum) called Fundamental of Entrepreneurship and having 3 credits points that required for all students. This subjects has the aim to give students with an understanding of entrepreneurship, having entrepreneurship mindset and become an entrepreneur. Learning outcomes that should be reach during the process of learning including three aspects: (1) knowledge (cognitive), (2) attitude (affective) and (3) business skills (psychomotor). Based on this model, the development of attitudes (affective) emphasized on creative and innovative, drive to excel, self-confidence, taking risks, commitment, leadership and problem solving skills. This attitude developed through learning methods such as discussions, symposia, brainstorming and experimental methods. Besides organized through classroom learning, students are also equipped with the experience through the practice in laboratory, internship or business incubator, as one form of assessment in the learning process in the subject of Entrepreneurship. Practice in entrepreneurship held in laboratories provided by each faculty. Through practice students are expected to apply their skills in managing the business.
In the character-based models of entrepreneurship education, lecturers as facilitators, must also have the character as an entrepreneur. Therefore, lecturers in this subjects must meet some requirements. It consist of some aspects: (1) have entrepreneurship teaching experience more than 5 years, (2) has attended entrepreneurial training or seminar; and has a background as entrepreneurs. The supporting document as an output of this research is blue print of learning plan during one semester and provided in week by week called Rencana Pembelajaran Semester and Rencana Pembelajaran Mingguan.

Entrepreneurship education must be equipped with learning sources in form of seminars, workshops, training and provide the experience through internships, as a source of information. Internships held at the end of the learning and needed to improve the skills in managing the business. Students may choose some of learning sources and attending the event to fulfill the requirement for passing this subjects. It could be arrange as one of the prerequisite in determining the graduation of their study.

In context of outside the curriculum, leaders have to build entrepreneurial atmosphere within the university or faculty. It could be arrange through some activity which held to encourage the competitiveness. University or faculty should give some support in conducting competitions in various fields. To strengthening enterprising skill and develop entrepreneurial mindset, faculty must facilitate their student with "Business Plan Competition". The event is attended by students who are taking Entrepreneurship subject. During the preparation of business plans competition, students should be got the supervision under one lecturer.

To create a good entrepreneurship climate, faculty or university must revitalize student activity unit functions as an effort to inculcate entrepreneurship. The commitment of university leaders and faculty of the effort to create an entrepreneurial university in UNJ should be maintained. This can be achieved through policies that lead the entrepreneurial climate to be more conducive. With respect to some aspects of steering core, expanded developmental periphery, diversified funding base, stimulated academic heartland and integrated entrepreneurial culture, the Entrepreneurial University can be manifested. Thus, entrepreneurship education organized both through the curriculum and activities outside the
curriculum is expected to improve the intentions of students in entrepreneurship and entrepreneurship shaping behavior.

**Recommendation**

Based on the data analysis, the research revealed that entrepreneurship subjects should be a compulsory subjects that can be design as one of General Subject (MKU), which is directed to the formation of entrepreneurial character. This subject is preferably embedded to the other subjects that includes the uniqueness of each program of study. Through entrepreneurship education, graduates will have entrepreneurship mindset that is able to act as intrapreneurs and entrepreneur. Besides the curriculum, things to be consider beyond the curriculum is the availability of infrastructure, especially incubators and laboratories as a place for students to gain experience in entrepreneurship. And to fulfill the institution mission would require a commitment UNJ leader in encouraging the creation of an entrepreneurial climate. Leaders needed to organize activities to make the perception of entrepreneurship through workshops, seminar or training for trainer as well as activities that are encouraging the competitiveness and entrepreneurial mindset in all elements of the organization.

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