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RESEARCH ARTICLE

THE DEVELOPMENT OF INTEGRATED ENTREPRENEURSHIP EDUCATION MANAGEMENT MODEL FOR BUILDING STUDENT'S ENTREPRENEURSHIP ATTITUDE IN TWO PRIVATE UNIVERSITIES IN CENTRAL JAVA.

Faridah, Samsudi, Haryono and TitiPrihatin.

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Abstract

Faridah, 2016, The Development of Integrated Entrepreneurship Education Management Model for Building Student's Entrepreneurship Attitude in Two Private Universities in Central Java. Dissertation, Education Management Study Program, Postgraduate Program, Semarang State University.

The empiric condition of entrepreneurship education management in two study programs in private universities (PTSs) in Central Java, namely Education Study Program of UPS Tegal and Economics Education Study Program of IKIP Veteran Semarang is characterized by the less consistent entrepreneurship vision, less integrated entrepreneurship education, and less prioritized effort of building student's entrepreneurship attitude.

The conceptual model of entrepreneurship education management developed in this research constitutes an alternative model with basic difference from the empiric model. Its distinguishing element lies in the integration between learning, research, and service to the society which contain entrepreneurship.

The steps to apply this model of entrepreneurship education management have been written down in a guidance book which has been revised and validated through a number of FGDs with experts, practitioners, and those parties involved in the model implementation and trial. The results of limited trial indicate that the conceptual model of this integrated entrepreneurship education management is effective in building student's entrepreneurship attitude, which include such dimensions as leadership, personal management, and entrepreneur character as expressed in student behaviour.

Finally, from the results of this research and development, it is recommended that it is important for universities to commit themselves in making entrepreneurship a culture as embodied not only in their vision formulation, but also in their policy direction, priority, and procurement of adequate resources to support the organization of entrepreneurship education in universities.

In addition, all functions of entrepreneurship education management at university, faculty and study program level should be focused on ensuring that the entrepreneurship education programs and activities are integrated in the *tridharma* (three commitments) of higher education. Therefore, each division, department, and work unit at universities should

actually be synergic in planning, organizing, implementing, and supervising entrepreneurship education.

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Introduction:-

Education in Indonesia produces more highly knowledgeable graduates rather than entrepreneurs. Such condition will not benefit Indonesia, particularly in anticipating the global economic dynamics. This is suggested by Bank Dunia (<https://m.tempo.co/read/news/2014/06/23>):

Indonesia in global economic trend, will be affected by middle income trap unless its economy could grow more than 5-6 percent. Middle income trap is a trap frequently catching those countries with middle income. This trap includes, among other things, serious unemployment issue. In 2020, Indonesia will have an addition of working-age population of 14.8 million, and it is projected to increase significantly in 10 years to come.

In relation to this trend, as an entity that ought to produce high quality human resources, universities have not been capable of generating graduates who are ready to independently start a business; some even become unemployed.

In addition to the issue described above, many criticisms are directed towards higher education. The critical views generally suggest that Indonesia's higher education have such weaknesses and flaws as: (1) low quality graduates; (2) the tendency of being supply-oriented, rather than demand-oriented which leads to a target-oriented higher education; (3) insensitive to the dynamics of industrial and public demands; (4) insensitive to technology development.

One important implication related to the global competition constellation and higher education national policy issues is the need to develop entrepreneurship-oriented universities and higher education graduates with Entrepreneur competence. Entrepreneur is a decision-making subject which helps form a company's independent economic system.

According to Idrus as quoted by Murtini (2012:13) globalization requires educated, knowledgeable entrepreneurs who master how to use technology and are capable of responding to challenges and using the opportunities available in free market zone, which will begin in 2020 for Asia Pacific region.

According to Olomi (2002:210) and Gibb (2009:94), entrepreneurship education is a concept which has since long been debated, particularly in relation to higher education institutions. The increasing number of universities has contributed to the massive production of graduates capable of creating competitiveness in labor market. On the other hand, "globalization has open up labour market outside national boundaries, creating more stress to graduates because they have to compete, not only to the few employment opportunities, but also to global entrepreneurial standards".

The urgency of developing universities with orientation of building entrepreneur behavior for their graduates have insofar been a commitment of most private universities (PTs) within *Kopertis* of Region VI of Central Java. From such number of PTs, two PTs are *Universitas Pancasakti* (UPS) Tegal and *IKIP Veteran* Semarang.

Entrepreneurship education in Economics Education Study Program of FKIP UPS Tegal and Economics Education Study Program of FPIPS IKIP Veteran Semarang are placed as an integral part of the effort to improve their institution and graduate quality. This entrepreneurship competence has even been explicitly included in the formulation of their university and faculty visions. However, this entrepreneurship education management has not been optimum. Each has their own different interpretation of the concept of graduates with entrepreneur spirit. These diverse perspectives and interpretations result in different strategies in achieving entrepreneurship competence for their graduates.

This problem is similar to the result of research on Entrepreneurship and Education in European Union Countries (Florea&Florea, 2013: 75-80), which indicates that, ideally, education plays a role in stimulating entrepreneurship and new business creation in EU countries and other developing countries. On the other hand, Florea&Florea (2013:80) detail their research result as follows:

Only 23% of the respondents state that they take part in training or activities about entrepreneurship, and the remaining 76% do not do it. Around 50% of the respondents agree that education has helped them develop to have entrepreneurial initiative and attitude. More than 40% of the respondents also agree that education has helped them improve their understanding of the role of entrepreneurs in the society (47%); and give them skills and know-how to enable them to run a business (41%). Only 28% agree that education motivates them to be an entrepreneur.

Viewed from the perspective of education management, such factual condition implies the issue of entrepreneurship vision implementation to the process and outcome of education system in universities. Motivated by this, the authors conduct research on “The Development of Integrated Entrepreneurship Education Management Model for Students in Private Universities in Central Java”.

Next, one research problem could be formulated: is the entrepreneurship education management model to be developed in this research valid and effective in building student’s entrepreneurship attitude in PTSs in Central Java?

As to the research questions as an elaboration of that problem, they are as follows: (1) How is the current entrepreneurship education management performed in two PTSs in Central Java so far? (2) How is the development of entrepreneurship education management model for students in two PTSs in Central Java? (3) How is the effectiveness of entrepreneurship education management model from the perspective of its study program and student’s entrepreneurship attitude in two PTSs in Central Java?

The outcome and product desired from this research are a conceptual model of entrepreneurship education management whose effectiveness has been tested to build entrepreneurship attitude in their students. The key factors which form and strengthen this model are: (1) institution commitment and vision to make entrepreneurship a culture; (2) orientation of resources management of entrepreneurship education; (3) management orientation and uniqueness of entrepreneurship education program. These three key factors support the implementation and mode of teaching, research, and service to the society in universities. And the kits to be developed take the form of manual of entrepreneurship education management.

Theoretic Explanation:-

Entrepreneurship Concept:-

Entrepreneurs are those who establish, manage, develop, and institutionalize their own companies, and also those capable of providing jobs for others through their own efforts. This definition contains an assumption that everyone with normal ability could be entrepreneur as long as they want it and have the opportunity to learn and to try. In line with the opinion above, Siagian (1999:103) defines:

“Entrepreneurship is the spirit, behavior, and ability to give positive response to the opportunity to obtain benefits for themselves and or better services to customers/society; by continuing to try to find and service customers better and better, and by producing and providing more useful products and by applying a more efficient method of work, through their bravery in taking risks, creativity and innovation as well as managerial capability.”

The definition above includes the essences of entrepreneurship, namely positive response to the opportunity to obtain benefits for themselves and or better services to customers and society, ethical and productive way to reach goals, and mentality to realize that positive response. Meanwhile, Gibb (2006:137) states that:

“Entrepreneurship is a process of fundamental transformation—from innovative ideas into a company and from a company into values. As a different mode of thought and action, entrepreneurship comes from business, yet it can move in every side of human life. Entrepreneurship is a unique process which, by combining innovation and implementation, could enable someone to realize an idea to make it useful for both themselves and others.”

Aspects of Entrepreneurship Education:-

One description of entrepreneurship education concept is stated by Clercq and Crijns (2007:172) who suggest that actually there is no general agreement to ensure the definition of entrepreneurship education. Furthermore, a number of experts believe that entrepreneurship cannot be taught (Henry, Hill & Leitch, 2005), and some others hold an opinion that it can be taught (Kuratko, 2005).

In a broader sense, “entrepreneurship education is not limited to business or producing entrepreneurs and self-employed people, but rather to developing positive attitudes and those skills, such as creativity and flexibility, which will enable young people to cope with uncertainties in the labour market” (Pretorius, 2005:72).

The impact expected from entrepreneurship education is a capacity of entrepreneurship qualifying the characteristics and conditions required for a entrepreneurial practice behaviour in responding to socio-economic challenges (Gibb, 1998). It implies that the strengthening of graduates’ entrepreneurial skills should include their capacity to apply the theories they learn in classroom into real-world practice at work in their specific career.

Thus, educators are challenged to design effective trainings or programs to combine relevant skills. Thereby, students are assisted to be capable of dealing with uncertainties (Solomon, 2007, Neck & Green, 2011).

Brown and Galloway (2002: 398) suggest for entrepreneurship education to be viewed in broader sense, including the terminology of skill which could be taught and characteristics which could evoke student motivation in order to help them develop new and innovative plans of a new business.

Therefore, entrepreneurship education should combine the dimensions of entrepreneurship as an art and entrepreneurship as a knowledge (Jack & Anderson, 1999). Providing students with knowledge and art of entrepreneurship could be done through transfer of experience from those entrepreneurs successfully managing their businesses.

As an art, entrepreneurship is “the art is seen as more problematic; it is experiential, founded in innovation and novelty but based on heuristic practice” (Jack & Anderson, 1999:111). In relation to this, successful entrepreneurs play an important role of bridging the gap between entrepreneurship as knowledge and entrepreneurship as an art.

Research on “Role of higher education in promoting entrepreneurship education across disciplines in Tanzania” (Kilasi, 2011:59) identifies several entrepreneurship education models, namely traditional business model; integrated model for entrepreneurial performance; intentional model; and societal model of entrepreneurship.

Entrepreneur Behavior:-

The entrepreneurial spirit, behavior and ability are varied from one person to another, and therefore entrepreneur is classified into three levels, namely: reliable entrepreneur, tough entrepreneur, and superior entrepreneur. An entrepreneur whose behavior and ability are outstanding in mobilizing resources and fund, and in transforming them into output and marketing them efficiently is commonly called administrative entrepreneur. On the contrary, an entrepreneur whose behavior and ability are outstanding in creativity, innovation and in anticipating and dealing with risks is commonly known as innovative entrepreneur.

To be a professional entrepreneur, the toughness and superiority criteria should be met. The criteria of tough entrepreneur involves: (1) thinking and acting strategically and adaptively against any change in his/her efforts of seeking opportunities to gain benefits, including those with great risks and in solving problems; (2) constantly trying his best to obtain benefits through various excellences in satisfying customers; (3) trying to know and control company’s strengths and weaknesses (and its employers) and improving his/her ability using internal control system; (4) constantly trying to improve company’s ability and toughness particularly by maintaining motivation and work morale and capital raising.

The criteria of superior entrepreneur involves: (1) brave enough to take risks and capable of calculating and trying to avoid them; (2) constantly trying to reach and produce better services for customers, owners, suppliers, labors, society, state and country; (3) anticipative to changes and accommodative to environment; (4) creative in finding and creating market opportunity and in improving productivity and efficiency; (5) constantly trying to improve company’s excellence and image through innovation in various fields.

Some of the indicators from The Consortium for Entrepreneurship Education, Columbus, Ohio (www.entre-ed.org, akses 2014) explain that entrepreneurship attitude could be observed from the following aspects:

Leadership: *indicating honesty and integrity; indicating responsible behavior; indicating initiative; indicating ethical work habit; showing passion to reach the goals; identifying other attempts; leading others using positive*

statements; developing team morale; involving others in the work to reach common vision; various authority when needed; appreciating diverse values.

Personal Assessment: explaining the desired characteristics of entrepreneurship personality; ensuring personal bias and stereotype; determining interests; evaluating self-ability; performing self-assessment to determine entrepreneurship potential.

Personal Management: maintaining positive attitude; showing interest and enthusiasm; making decisions; developing orientations to change; showing problem-solving skills; assessing risks assuming personal responsibility and decisions; using time management principles; developing tolerance towards ambiguity; using feedback for personal growth; showing creativity; setting personal goals.

Research Method:-

This research uses research and development approach, as defined by Borg and Gall (2003: 570), that “educational research and development is a process used to develop and validate educational products”. Furthermore, with no prejudice to the meaning and substance of each procedural step from Borg and Gall, in this research and development the authors modify and simplify them into these stages as summarized in figure 1.

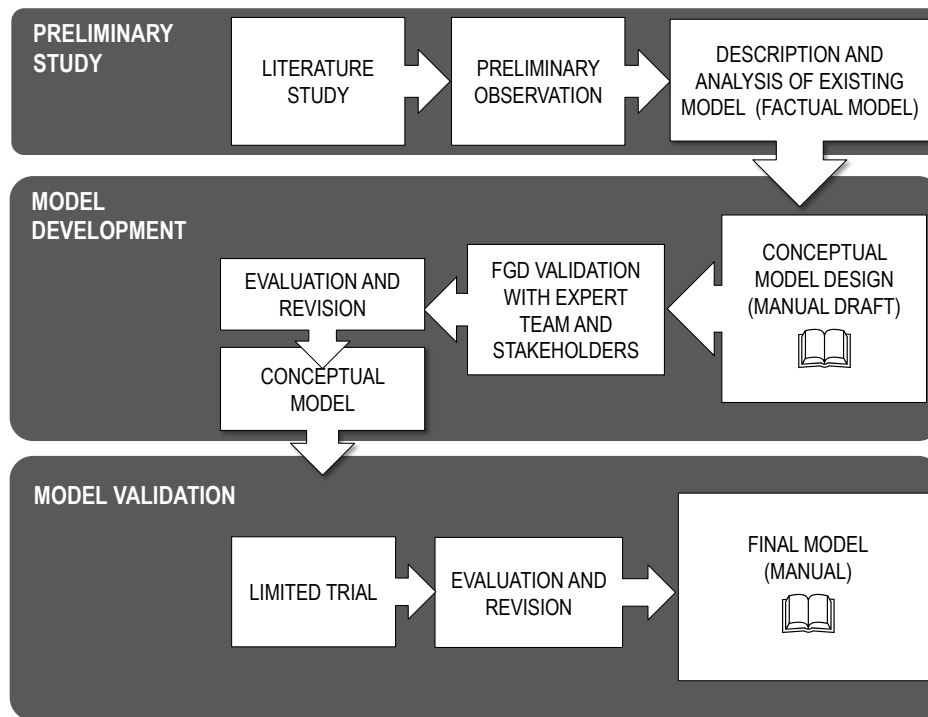


Figure 1:-Procedure of Research and Development of Entrepreneurship Education Management Model

The data analysis technique used in trial and validation stage in this research is descriptive analysis and difference analysis. Descriptive analysis takes the form of description and interpretation on empirical facts related to the process of preliminary review and development of entrepreneurship education management model at the research site. In this descriptive analysis, descriptive statistics technique is also used to calculate the central trend (mean, median, modus) of pre-model and post-model scores.

Meanwhile, the effectiveness of entrepreneurship education management conceptual model is tested using the analysis technique of mean difference statistics *t-test*. The effectiveness testing is viewed from two perspectives, namely perspective of study program related to teaching and learning quality improvement, and perspective of student's entrepreneurship attitude improvement.

Findings, Implication, and Recommendation:-

This research and development of entrepreneurship education management model produces the following findings: The entrepreneurship education management empiric model implemented so far in two study programs in PTSs in Central Java, namely Education Study Program of UPS Tegal and Economics Education Study Program of IKIP Veteran Semarang is characterized by the less consistent entrepreneurship vision, less integrated entrepreneurship education, and less prioritized effort of building student’s entrepreneurship attitude.

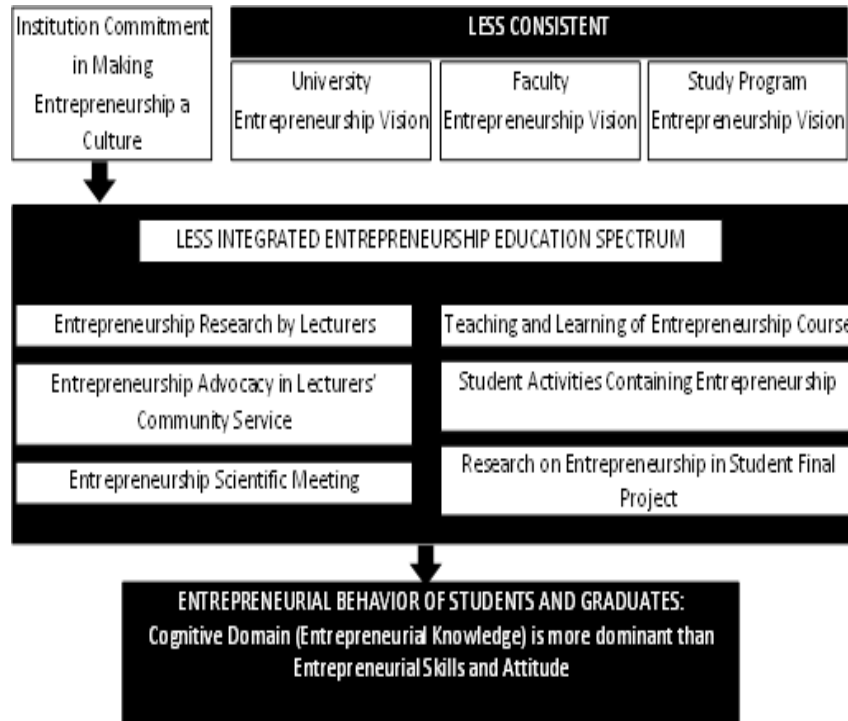


Figure 2:-Entrepreneurship Education Management Empiric Model to Build Student’s Entrepreneur Behavior

The entrepreneurship education management conceptual model developed in this research constitutes an alternative model with fundamental difference compared to the factual model as described above. Its distinguishing element lies in the integration between learning, research, and service to the society which contain entrepreneurship.

The construction and revision of this conceptual model profile takes some processes through discussion with representatives of academicians in both study programs under study, and through consultation with experts and partners of this research.

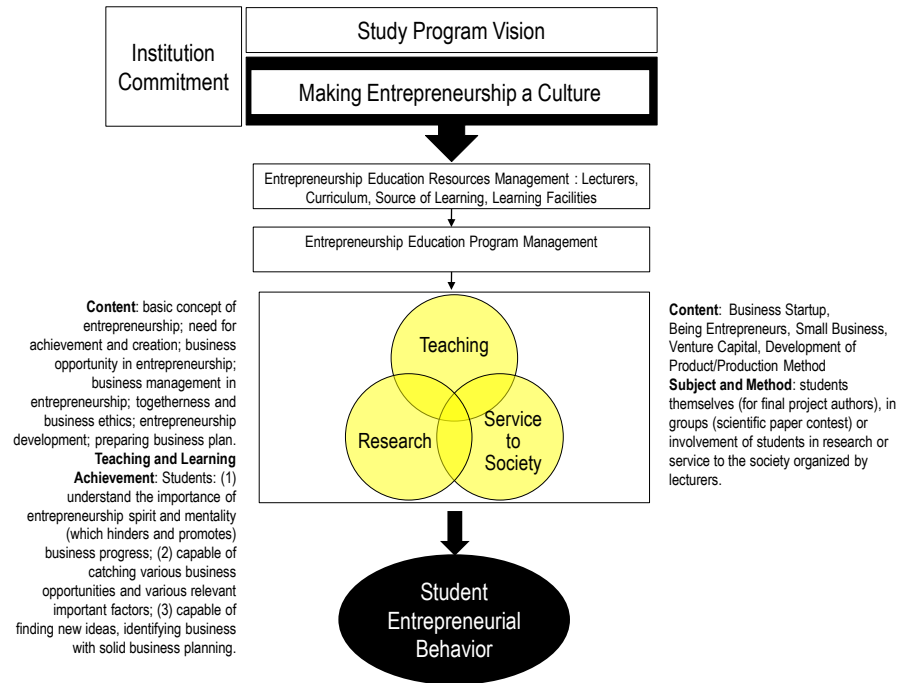


Figure 3:-Entrepreneurship Education Management Conceptual Model for Building Student's Entrepreneur Behavior

This integrated entrepreneurship education management conceptual model is effective viewed from the perspective of improved teaching and learning process quality, research, and service to society of entrepreneurship field. In addition, it is also effective in building student's entrepreneurship attitude, including such dimensions as leadership, personal management, and entrepreneur character as expressed in student behavior. Limited trial explains that this entrepreneurship education management conceptual model tried to a group of students is effective in improving such dimensions as students' leadership, personal management, and self-assessment as a reflection of student's entrepreneurship attitude.

Making entrepreneurship a culture as the basis of education management reorientation in universities involves the dimensions of teaching and learning process, research, and service to society. There are several implications and consequences universities should respond to, namely:

- (1) Entrepreneurship dimensions in teaching and learning process in universities are related to curriculum and human resources. To include entrepreneurship course in a university's curriculum structure could be deemed as a responsibility of that university in responding to external development.
- (2) Entrepreneurship in research is related to the ability to communicate world of sciences and real world of society. Bringing real world issue and concern into world of sciences requires a robust improvisation. Likewise, bringing research results in order for them to be digested in the world of society also requires improvisation in order for the message of research results could be understood by the society.
- (3) In the dimension of service to society, making entrepreneurship a culture could be done through society service programs. As a means of application, communication, and dissemination of teaching and learning and research results, society service program then enables entrepreneurship to be accommodated.

Basing on the results of limited validation and trial, the entrepreneurship education management conceptual model offered through this research and development is deemed feasible to be applied to build student's entrepreneurship attitude in universities. In relation to that, this research and development recommends as follows:

- (1) University's commitment in making entrepreneurship a culture could not merely be realized in consistency of vision formulation (inclusion of the word "entrepreneur" in its vision) at university, faculty, and study program levels. Such consistency ought to be realized in its policy directions, priorities, and procurement of adequate resources to support the organization of entrepreneurship education in universities.
- (2) All functions of entrepreneurship education management at university, faculty, and study program levels ought to be focused on ensuring that the entrepreneurship education programs and activities are integrated in the

tridharma(three commitments) of university. Therefore, each division, department, and work unit in universities should actually be synergic in planning, organizing, implementing and supervising entrepreneurship education.

- (3) The entrepreneurship education programs and activities applied as desired by this conceptual model do not negate various entrepreneurship program and activity schemes organized by the Ministry of Research and Higher Education. Therefore, universities, faculties, and study programs should manage to improve their student's participation such ministry's programs in order to enrich their entrepreneurship learning experience.

Even though the effectiveness of this conceptual model developed in this research has been tested for building student's entrepreneurship attitude, due to its limitations of methodologic aspects and development processes it could perform, the results of this research and development still need further test for their transferability under a broader situation, condition, and context.

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