

Sport Science Students Entrepreneurial Mindset:

Impact of muslimah sportswear online business course

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Abstract—This paper is documenting sport science student's entrepreneurial mindset as an impact of muslimah sportswear online business course. The study was conducted using both quantitative and qualitative research methods. 20 sport science program students where having an enterpreneurial course. After that, students where having to fill a questionnaire about entrepreneurial mindset. And they also have an interview. Results from the assesment of enterpreneurial mindset of sport students showed that sport student have set of categories that they are an enterpreneurial to be. But individually, they were differ ini experience on doing online business, and the impact of the program were also differ greatly.

Keywords—*component; sport science students; enterpreneurial mindset muslimah sportswear online business*

I. INTRODUCTION

Sport science is an academic program in university with no specific work field in Indonesia. Students graduate from this high education program will have to seek their own field of work. Some will work on education as a physical education teacher, some will go to industry which only required university degree regardless the subject. But business in sport is not first in their mind. Actually, business in sport is a very fast-growing area. One of its subset is sportswear business. In Indonesia, this business is growing nicely. More specific is muslimah sportswear. Indonesian muslim women or muslimah, are obligated to wear special clothes if they are to do activity outdoors. While Indonesian desire to do sport are also growing, so the conditions are combined creating good opportunity for muslimah sportswear business. But, the player here, are still from elsewhere but sport science students. This paper is documenting sport science student's entrepreneurial mindset as an impact of muslimah sportswear online business course.

Should academic programs develop work skills at the expense of deeper subject knowledge? For example, in a sports science program, a deeper subject will really take students away from real life in the future workplace, because in Indonesia there is no specific 'sports scientist' needed in any workplace or institution. Workplaces are usually looking for physical education teachers, sports or sports coaches, sports managers, extracurricular sports trainers. But most lecturers have been concerned with academic content during their careers and not with vocational matters. In addition, there is concern among higher education staff regarding the academic

integrity of work-related learning [1]. There is also indifference among students to the value of work-related learning because they do not want to jeopardize their academic performance and are unsure about the value placed on work experience by employers [1]. In addition, student motivation at the university is often based on an interest in subject matter and not in doing effectively in unknown future work. With regard to work placements, like university experience, there can be good and bad quality placement experience [2]. Rather than letting students not be clear about what to learn during work placements, institutions need to determine learning outcomes that focus on student learning and encourage reflection about what they have learned. In addition, depending on the organization and type of work experience, students may have little opportunity to develop various skills and perhaps work experience skills do not move to other work environments. Stronger relationships between employers and higher education have been seen as desirable [3], but there are difficulties. Large work organizations may be able to provide personnel and systems to offer appropriate support to students, but small organizations may not have the ability to adequately keep students of higher education.

As a means of getting students ready to face challenges in the future, they are encouraged to see the need to attend programs and courses that can help them acquire the skills and knowledge they need that will better make them fit the labor market without much pressure, especially after graduated from campus or university. In this regard, entrepreneurship education has been identified, especially as a course that arouses the interest of students to be more focused on their careers because it is decided as the one who disseminates the attitudes, skills and knowledge needed to explore and develop business effectively. The importance of entrepreneurship in enhancing human existence in terms of poverty reduction, generation of employment, wealth formation and economic strength has provided global recognition to entrepreneurs and entrepreneurship. Evidence from universities in developed countries shows that entrepreneurship education has the potential to transfer and communicate to students the skills, abilities and knowledge needed for them to be able to identify potential business opportunities [4]. However, entrepreneurial appreciation as a field of study requires good intentions and mindset as far as students (students), teachers, content and processes are concerned. Without students being prepared and

motivated for learning and teachers having no pre-conditions for the dissemination of knowledge and skills, coupled with the lack of a good curriculum and a good environment to encourage learning, all efforts to move forward will be an exercise in futility. Thus, there is a need to first get the attention of students, namely with an entrepreneurial mindset through entrepreneurship education.

The mindset of entrepreneurship is a state of thinking to become an entrepreneur. It contains the ability to analyze the world and about opportunities and possibilities. Then try to understand how individual interventions can enter the economic and social system in terms of construction and progress and then it's about practicing goals and translating ideas in action [5].

McGrath and MacMillan define the entrepreneurial mindset as "the ability to quickly feel, act and mobilize, even in uncertain conditions" [6].

This statement is in line with Duening's entrepreneurial mindset. Furthermore, Ireland et al defines the entrepreneurial mindset as a growth-oriented perspective through which individuals promote flexibility, creativity, continuous innovation and renewal [7].

Now there is a movement of special individual traits based on the learning process for the development of cognitive tendencies in the human mind. Haynie et al build models of cognitive skills and divert attention from interrogating cognitive skills that individuals use to determine entrepreneurial opportunities for "the process through which entrepreneurs develop and inform" high order strategies "cognitive or metacognition" [8]. Entrepreneurial mindset model is based on placing metacognitive processes in the context of entrepreneurship [8]. Embedded in cognitive and metacognitive skills approaches is the need for self-efficacy as a significant prerequisite to support and efficiently impose an entrepreneurial mindset [9]. Mauer et al, argue that this is a complex psycho-social process that has tangible benefits to accommodate risks and uncertainties [10]. Again, self-efficacy has not been seen since birth but that can be improved with entrepreneurship education.

The shift in entrepreneurial mindset from being based on personality traits and behavioral characteristics to cognitive skills and metacognitive processes has been recognized both in business-oriented entrepreneurship education and in art entrepreneurship education [11]. The basic needs of consumers are basically fulfilled by entrepreneurs who indulge in developing new and new products and services in society, based on their abilities for sensitivity, creativity, innovation and imagination [12]. Entrepreneurship requires the determination and utilization of opportunities. Therefore, the idea behind entrepreneurship can be framed as an 'entrepreneurial spirit' or 'entrepreneurial initiative' with the latter as the ability of a person or social group to see the risk of investing in an entity as a business. This effort is the acceptance of prospect relating to new, creative, and value-added items, applying and connecting various resources [13]. As a result, "entrepreneurial spirit," which can also be referred

In matter of communication, they have the ability to convey sports-related solutions in economic terms substantiate claims

to as an "entrepreneurial mindset," is an innovative practice to determine and develop opportunities, and then develop behaviors that will dynamically encourage these opportunities.

II. METHOD

The study was conducted using both quantitative and qualitative research methods.

20 sport science program students from Universitas Pendidikan Indonesia where having an enterpreneurial course. Specifically it was muslimah sportswear online business course for two days. After the course students where having to fill a questionnaire about entrepreneurial mindset. And they also have an interview.

Entrepreneurial mindset of sport students is surveyed using adaptation of engineering entrepreneurial mind set of freshmen survey by li, et all, scales of 1 to 6 [14]. Were used to measure the interpreneurial mindset from the following four categories:

- **Thought and Action:** The ability to apply creative thinking to ambiguous problems, apply systems thinking to complex problems, evaluate technical feasibility and economic drivers and examine societal and individual needs
- **Collaboration:** The ability to form and work in teams, understand the motivations and perspectives of others
- **Communication:** The ability to convey sports-related solutions in economic terms Substantiate claims with data and facts
- **Character:** The ability to identify personal passions and a plan for professional development, fulfill commitments in a timely manner, discern and pursue ethical practices, contribute to society as an active citizen.

Qualitative methods using dialog with students after the course. The muslimah sportswear online business course were consist of two parts. First it was contain all data and fact about business online in Indonesia and its growth. Students were captived with the mainstream of new era business in Indonesia. They were to have passion in online business. The second part was direct tutorial to used social media that is available in Indonesia such as facebook, instagram etc.

III. RESULTS AND DISCUSSION

Results from the assessment of entrepreneurial mindset of sport students showed that sport student have set of categories that they are an entrepreneurial to be.

Most participants admit to have creative thinking to ambiguous problems. They have systems thinking to complex problems. They can evaluate technical feasibility and economic drivers. They can examine societal and individual needs

Many participants also showed the ability to form and work in teams, understand the motivations and perspectives of others

with data and facts. And most participants also have the good character of entrepreneurial people; that is the ability to

identify personal passions and a plan for professional development, fulfill commitments in a timely manner, discern

Through personal interview, it was known that a lot of students has already set their own online business.

Student T: Actually, I have already had my own online shop since half a year ago. I sell other clothes production, and get commission. But I have to pay first. And the amount is big enough for me as student. Selling is good, but my money has not return full yet.

Student S: I did establish my own online shop, but then the profit was not too good, so I stop.

Student M: I actually did good. I bought goods directly from the factory, and I sold it quite fast. But then the slowed, and I lost my motivation.

From interviews, it was showed that sport science students have good enough entrepreneurial mindset. They mostly even already set their own online business, but then because of many reason and obstacle, there business was not good enough to make them stay in the business.

IV. CONCLUSION

This paper has been used to review sports student's entrepreneurial mindset and the impact of muslimah sportswear online business course was enhancing. Students who are actually realize their unique academic program. Which is becoming unique because it is Indonesia. Which is a developing country, still do not have special places for some pure scientist, including sport scientist. They becoming aware and have an entrepreneurial mindset as a surviving mindset. But, as they did not get enough formal entrepreneurial program in the academic curriculum, they did not get enough knowledge or tutorial or even maintenance of their first motivation.

This paper showed that an entrepreneurial course which is consists of global knowledge, business motivation and direct tutorial is a very beneficial for such students of specific unique academic program.

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