

The Way to Develop an Entrepreneurial Culture in Higher Education

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Abstract— This study was carried out to produce and implement an alternative model of Entrepreneurship Education as an effort to develop an entrepreneurial culture in college. Entrepreneurship education system with the facilities available support for a set of activities based on the premise that increasing behavioural competencies of college graduates work closely related to efforts to improve competitiveness in the job market output. The results of this research and development indicate that the model can be implemented to associate programs with core competencies development program institutional culture of entrepreneurship through a set of action plan of Business services, trade and industry.

Keywords: entrepreneurship education, public policy, blended learning, business plans

1. INTRODUCTION

Entrepreneurship education efforts are based on the fact that enrollment rates in higher education continue to increase, but unemployment rates for highly educated workers in Indonesia have also continued to increase. Data from the Central Statistics Agency at 2012 shows that the unemployment rate in August 2012 was 8.76% For workers with diploma education only amounted to 2.79 million people or around 2.55 percent, and workers with undergraduate education only recorded 4.66 million people or reached 4.44 percent.

In these circumstances unemployment problems, especially those with high education, can have a negative impact on social stability and society. This difficulty arises because the tradition of lectures in universities generally starts from the inculcation of concepts, principles, rules-laws and theories, while the recognition of the state of the field and the ability to act is relatively lacking. Research findings by [1] in the field testing the model shows that, the teachings of values, concepts, basic principles, rules and theories learned can improve understanding, while learning about reality, info, and objects of MSEs can improve the ability to form similar business plans after students do work practice orientation

activities in field. This shows the synergy of the performance of the multimedia component can increase the level of interactive, independence and business learning to take business action.

From the results of implementing the integrated PATRIOT learning model for entrepreneurship across study programs, it was found that efforts to develop an entrepreneurial culture could not be optimal because it was constrained by lecturer professional competence, coordination across study programs, and limited laboratory facilities [1]. This program is supported by increased student motivation to be in the field and positive support from the Employers' Association [2]. The results of further implementation show that the effectiveness of the performance of entrepreneurship education programs can be improved through synergies in cohesiveness [1]. However, the lack of students' readiness to follow the rhythm of the work culture of business apparently contributed to the overall lack of success in performance.

From the results of this study, there are recommendations that should be followed up, namely the need for alternative policies and efforts by higher education institutions to integrate the development of entrepreneurial culture into the container of the main of university duty by incorporating blended-learning into the tradition of face-to-face lectures. Its mission is how to develop an entrepreneurial culture in an integrated manner so that the patterns of entrepreneurial behavior in the field can be studied in universities and can have a positive impact on improving the welfare of the community. What is done in this research activity is to link efforts to develop an entrepreneurial culture into the realm of the main duty of tertiary institutions, by adding website service facilities that are integrated with face-to-face lectures so that it can be used by lecturers and students off-line and on-line during lectures. on campus and online.

From the background and the future challenges that must be faced by Indonesian tertiary institutions above, it can be seen that there are employment problems related to the output specifications of tertiary education graduates who continue to 'burden' the national economy in the form of increased open or undercover unemployment. In that case, the output should be an outcome that can contribute to efforts to develop the

economy and improve the quality of life of its people. So the problem lies in the existence of an urgent need for each tertiary institution to be able to turn the threat of unemployment to its output into an opportunity to provide adequate competency provisions that can be used as 'basic capital' to create work for themselves and others around them.

The implication of the problem above is that it is necessary to reconstruct the higher education system which is more oriented to the development of an entrepreneurial culture according to the demands of its era. The final competence of the program is having the ability to act to be able to help themselves and others as part of the research of college graduates to their nation and society. The question is, how is the implementation strategy so that the business can be effective in the field? To answer this, certainty is needed that a combination of learning activities can produce optimal results. In this study, what is questioned is how the formulation of providing theoretical experience and practice in the field can have a significant impact on improving the basic abilities of student entrepreneurship?

Operationally the questions asked: (1) Test the product package of learning materials for the entrepreneurial profession education with specifications, target prospective users, and a linking network from theory to application to achieve high-level competency standards, (2). Implement character-based teaching materials using process evaluation and independent professional entrepreneurial oriented learning outcomes, focusing on low-level and high-level competency tests, from theoretical to field application (3). Measuring the effectiveness of the learning process and the results of student learning experiences, both direct results (learning effects) and indirect ones (accompaniment effects).

II. LITERATURE REVIEW

In the context of learning and instruction activity, entrepreneurial culture include mastery of the conceptual basis and procedures for implementing it in real activity at the site of micro and small business (MSB) to produce creative works perpetrators entrepreneurial activity. Both aspects were systematically developed through the sequential and continuous learning in *blended learning* design from theory to application. The integration of learning activities through face-to-face and learn through the website (*on-lines*) in a learning activity that is a new thing that characterizes the activities carried out in this study.

In theory, to follow the development of engineering systems approach and the constructivist learning theory thinking coinciding with the development of research work procedures. The contents of teaching materials and learning activities follow the sequence of scenarios PATRIOT flow models. Learning activities starting from the understanding of the teachings and character values, proceed to the mastery of basic science (PAT), and the skill to recognize reality, info-business, and the object (RIO) in the field of business. Armed with that basic competence third, learning scenarios focused on performance improvement work in the form of behavioral competencies

As stated in the National based curriculum content standards for higher education levels (2016), the entrepreneurial culture development program is included in the Work Skills Basic program group. Therefore, every type of program related to

entrepreneurship should be more empirically oriented in the field. Theoretically, the integration of entrepreneurial education activities into the Higher Education curriculum can actually improve performance and greater chances of success compared to partial activities. Methods applied in entrepreneurship education research cluster in two groups: first, quantitative studies of the extent and effect of entrepreneurship education; and second, qualitative single case studies of different courses and programmers

A significant influence in terms of the learning progress achieved by students who accessed the teaching materials available on the website [3]. However, from subsequent studies according reference [3] there were also difficulties in optimizing the weight of accessibility of teaching materials and the relatively high dependence on the performance of supporting server infrastructure on website-based entrepreneurship lectures. This is due to the strength of signals and the network usage administration system that has not yet reached optimal conditions, the low quality of the content and the appearance of each component still needs to be improved, and the need for additional link paths to public sites outside of the Institutional institutions site.

If we look at the development of Entrepreneurship Education globally, it can appear that there are variations in the models applied in the western and eastern hemispheres. The process of entrepreneurial education in Iran and Eastern Europe turned out to be more burdensome in educational activities with a high level of knowledge transfer [4]. As a result, entrepreneurial education cannot play a role in equipping students to become new entrepreneurs. The question is how to overcome it so that the education services available in the Higher Education can turn the threat of unemployment into an opportunity to create a new business? What are the administrative procedures and utilization of the network system to get optimal results?

In the process of developing learning assessment components and learning outcomes, this study will utilize on the existence of five entrepreneurial education competency standards to measure the entrepreneurial education outcomes for diploma and strata students in the field [5]. As for the implementation of micro-based learning administration services management activities, this study will adapt the results of the implementation of a website-based multimedia learning model to foster an entrepreneurial culture in universities reference by [3]. Web-based learning can make the education process more comfortable for those who are constrained by time, more enjoyable for people from different socio-cultural backgrounds, and more flexible for those with diverse learning styles [6].

III. METHOD

The research process follows the stages of Research and development (R&D), starting from the needs analysis, developing prototype designs, and prototyping trials. At the prototype design stage, research activities are carried out to find findings related to the characteristics of multimedia technology and website models that are already in the public domain today. The work steps taken are initial engineering, followed by component testing and initial product performance testing. Based on the results of this activity the

product then designed and developed to be then tested and revised.

There were 100 students in five departments and 20 micro and small business units which is involved in this research activity with the aim of increasing the partnership between universities and the business world. The business units are engaged in services, industry and business, on a small scale, but already have business licenses issued by the government through the Industry and Trade Service. The data obtained were analyzed with descriptive techniques, one-way variant analysis, and e-SWOT analysis according to the need to extract data and information as input for the improvement of the final product. To measure the level of achievement of product performance in supporting performance in entrepreneurship lectures for students, ANOVA technique is used by utilizing pre-test and field-test score data for all participants of the cross-faculty Entrepreneurship course and study program.

IV. CONCLUSION

There are three main-activities conducted as the alternative model of entrepreneurship education focused for the small and micro enterprises by market sharing varied from local and national, to global markets. A marketing management network based on multimedia technology is set online so that its market opportunities can expand throughout the world. Operationally, from the results of the analysis of data collection activities the research can be concluded in the following points:

(1) Test the product package of learning materials for the entrepreneurial profession education with specifications, target prospective users, and a linking network from theory to application to achieve high-level competency standards. At the stage of the implementation of work practices in the field, work practice begins with explaining the function and role of entrepreneurship in increasing the income and prosperity of entrepreneurs, families and the welfare of their employees. The event was held in a program to accelerate the development of entrepreneurship culture from universities through academic team works and business partners) in collaboration with business units and the association of the local and global Entrepreneurs.

(2). Implement character-based teaching materials using process evaluation and independent professional entrepreneurial oriented learning outcomes, focusing on low-level and high-level competency tests, from theoretical to field application. The entrepreneurial spirit for micro and small business sector is built in stages of sustainable, based on values as: fighting spirits, concubines for consumer needs, honesty, maintaining trust (responsibility, sincere, loyal to the profession, market oriented, maintain product quality, cooperation in association, endurance-test, and independence. The strength and resilience of the business is built based on a value system that is derived from the learning of values that is accompanied by empirical experience and its compatibility with the characteristics of any kinds of business and industrial world

(3). Measuring the effectiveness of the learning process and the results of student learning experiences, both direct results (learning effects) and indirect ones (accompaniment effects). From the two categories of learning outcomes, the specifications are then determined, as data material for the production of catalytic products in entrepreneurship model of instruction. At the stage of direct result closely related to cognitive process and practical skill activity in handling product specifications. At the other sides, accompaniment effect more related in developing culture how to be the real entrepreneur in action in the field. 4. The field work practice program is carried out with two main activities, namely creating and presenting a business plan so that participants can improve their essential abilities in pursuing careers as successful entrepreneurs. The results achieved are the growing commitment of the participants to create and evaluate the business plan, then spread the fighting spirit to improve entrepreneurship skills by providing work practices in the general public enterprise.

What was done in this activity focused on the third stage of the whole stages of developing entrepreneurial culture in universities? As explained in this overview of entrepreneurial work practices technology, the reality is that more entrepreneurial education studies need to be carried out so that they can be continued in the future with a focus on activities to implement integrated business management patterns with entrepreneurial development research programs conducted by entrepreneurial research teams. The other effort is to develop the entrepreneurial education curriculum that was announced for the future career planning development is still limited to the stages of business identification of each participant and should be one of the critical issues for future research on the way to prepare and to produce the best entrepreneurs.

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