

# *Character-Based Education to Develop Culture of Entrepreneurship in Higher Education*

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**Abstract--**This research aims to produce an alternative integrated entrepreneurship education model for micro and small-scale enterprises (MSEs) to develop a university-based entrepreneurship culture. Supporting facilities should be available for The Entrepreneurship Education System to increase the behavioral competence of higher education graduates as well as to improve output competitiveness in the industry. Another strategy is to link the primary competencies of the study program with the institutionalized cultural development program. This research uses a constructivist learning theory in developing research work procedures. The approaches adapted to develop real structure and sequence of learning activities following the PATRIOT model. Learning activities begin with an introduction of the teachings values and basic concepts of scientific content, followed by fundamental principles of entrepreneurship, axioms and relevant theories (PAT). After that, learning focused on increasing the ability to recognize reality, business overview and the introduction of business objects in the industry (RIO). Based on these three core competencies, the learning scenario focused on improving the core competencies to act (T) which is to design a business plan. After testing this model in the industry, the results show that the teaching values, concepts, basic principles, rules and theories learned can improve understanding while learning about reality, business information, and objects of MSEs can improve the ability to form similar business plans after students involved in an internship program in the industry.

**Keywords:** entrepreneurship education, integrated learning, creative behavior, business plan

## I. INTRODUCTION

Efforts to develop an entrepreneurial culture through Indonesian Higher Education institutions since 1998 are still ongoing. Some student involves entrepreneurship programs in supporting the university's objective to be a center of entrepreneurship development. However, in reality, the effort was not easily implemented among the academic community. This challenge closely related to the process of forming the character of entrepreneurship itself requires the existence of simultaneous learning strategies and approaches between the teaching values, mastery of essential scientific content, understanding of the industry phenomena, the ability to take action, and self-character (Suharsono, 2004 ). The challenge of our education for the next 25 years is, how to change the mentality of the nation's children from taking too

much and consuming to becoming more giving and producing goods and services (Suharsono, 2018: 7)

Difficulties may arise because the tradition of lectures in Higher Educations generally starts from the planting of concepts, principles, rules, and laws, and theory, while the introduction to the business itself was still limited and the ability to act is relatively low. Suharsono et al. (2009) found that there was a significant influence on business training program toward the progress of learning to act as an entrepreneur. This shows that the synergy of the performance of multimedia components can increase interactive levels, independence, and learning effort to take business action.

The implementation of the integrated PATRIOT learning model for entrepreneurship across study programs could not be optimal because of limited competence lecturers, coordination across study programs, and the limitations of laboratory facilities. This program should be supported by an internship program and the positive support from the Employers' Association (Suharsono et al., 2008). The results of interactive multimedia implementation to increase the effectiveness of entrepreneurship learning (Suharsono and Bagia, 2014), show that the efficiency of entrepreneurial education program performance can be improved through synergy in integration. However, the lack of preparedness of students to follow the business culture and a network has contributed to the lack of success in overall performance.

The implication of the above problem is, the need to reconstruct the higher education system to be more aligned towards the development of an entrepreneurial culture according to the demands of its era. The final competency of the program is the ability to act to be able to help themselves and others.

The question is, how the implementation strategy can be useful for businesses?. Therefore, this study focus on the formulation of theoretical and job training experience can have a significant impact on improving the basic skills of student entrepreneurship?

The research questions for this study are as follow: (1) are there any of character-based entrepreneurial education values that match with the needs of improving the entrepreneurial insight; (2) is there an increase in the ability to find business opportunities for students who have completed their internship program? (3) Is there an increase in the ability to formulate a business plan for the student who have completed their internship program? (4) Can work experience in the industry improve students' ability to transform threats into new business opportunities?

## II. LITERATURE REVIEW

As stated in the National based curriculum content standards (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 industrial oriented. Theoretically, the integration of entrepreneurial education activities into the Higher Education curriculum can improve performance and higher chances of success compared to partial operations. Blenker, at.al, (2014) suggest that methods applied in entrepreneurship education research can be clustered into two groups: first, quantitative studies of the extent and effect of entrepreneurship education; and second, qualitative single case studies of different courses and programs

Waluyo et al. (2010) showed a significant influence regarding the learning progress achieved by

students who accessed the teaching materials available on the website. However, from subsequent studies (Waluyo et al. 2011) 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. Some obstacles in the implementation are: (1) the low internet network/signals to support administration system; (2) the low quality of the content and the appearance of each component; and (3) the need for additional paths to public sites outside of the institution's site.

There can be variations in the models applied in the western and eastern hemispheres in the development of entrepreneurship education globally. As reported by Karimi et al. (2010), 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. As a result, entrepreneurial education cannot play a role in equipping students to become a new entrepreneur. The question is how to transform Higher Education educational system to be more supportive toward entrepreneurship program to encourage students to turn the threat of unemployment into an opportunity to create a new business? What procedures should be done to achieve this goal optimally?

In the process of developing learning assessment components and learning outcomes, this study adopted Herawati's findings (2009) on the existence of five entrepreneurial education competency standards to measure the entrepreneurial education outcomes for students undertaking diploma or bachelor degree. Furthermore, for the implementation of MSME-based learning administration services, this study adopted the results of Waluyo et al. (2011)

on the application of a website-based multimedia learning model to foster an entrepreneurial culture in universities. As explained by Bowe (2000), 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.

### III. RESEARCH METHOD

The research process follows the stages of Research and development (R&D), starting from conducting needs analysis, developing prototype designs, and testing prototype. At the prototype design stage, research activities were 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 subsequently tested and revised.

There are 40 micro and small business units which are involved in this research activity with the aim of increasing the partnership between universities and the business world. 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. Anova technique used by utilizing pre-test and post-test score data to measure the level of student achievement.

### IV. RESULTS AND DISCUSSION

There are four activities conducted as the alternative model of entrepreneurship education focus on small and micro enterprises varied from local and

national up to global markets. A marketing management network based on multimedia technology is set online so that its market opportunities can expand throughout the world. Finally, the research found in the following key results:

(1). The entrepreneurial spirit for micro and small business sector is built in stages of sustainable, based on values as fighting spirits, understanding consumer needs, honesty, maintaining trust, responsibility, sincere, loyal to the profession, market-oriented, maintain product quality, cooperation in the association, endurance-test, and independence. The strength and resilience of the business are built based on a value system that is derived from the learning of values that is accompanied by practical experience and its compatibility with the characteristics of DUDI.

(2) The next stage is the internship program. It begins with explaining the function and role of entrepreneurship in increasing the income and prosperity of entrepreneurs, families and the welfare of their employees. This program aims to accelerate the development of entrepreneurship culture through collaboration between university and industry association.

(3). The internship program was 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 improve student entrepreneurship skills by providing opportunities for the internship program.

## V. CONCLUSION

Entrepreneurial education studies need to be carried out so that student can integrate business management patterns with entrepreneurial development programs to develop their business plan in the future. Another effort is to develop the entrepreneurial education curriculum for the future career planning development.

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