Identification of Entrepreneurial Learning at Sebelas Maret University

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Abstract

This research aims to identify: (1) the entrepreneurial learning at Sebelas Maret University (*Universitas Sebelas Maret: UNS*) and the problem of it, (2) the student needs of entrepreneurial competence, and (2) the qualification of startup entrepreneur in conducting real business.The research approach used the mixing method. The sample were 900 UNS students and the informant in Focus Group Discussion (FGD) are Students that have start up business, Entrepreneurship lecturers and Young professional Entrepreneurs in Surakarta, Indonesia.The results showed that: (1) entrepreneurial learning in UNS is good but still need improvement, especially in terms of strategies, methods and materials. The problem is : a. Lack of coordination between the Management and lecturers, b. Most lecturers do not receive textbooks from the Management, c. Lack of entrepreneurial trainings for lecturers, and d. the rules of entrepreneurial learning between faculties are not standard; (2) Entrepreneurial competencies required of students are: a. The concept of entrepreneurship, b. Entrepreneurial values and spirits, c. Business potential, d. Business Opportunities, e. Business Plan, f. Management of business (Production, Marketing, Finance, Human Resources), g. Business Ethics, and h. Start up business; (3) the qualifications required to start a business are motivation, the ability of financial administration, communication skills, the ability to create a market as well as the courage to take risks.
Keywords: Entrepreneurial learning, University, Young Entrepreneurs.

1. Background

The number of undergraduate unemployed in Indonesia is still relatively high. Based on Indonesian statistical news No. 35/05 / Th. XVI, May 6, 2013 the number of unemployed undergraduate in February 2013 reached 360 thousand persons, or 5.04% of total unemployment reached 7.17 million people. This is because of many factors. One of them is the majority of their orientation being employed mainly civil servants. There is a tendency that more undergraduates choose to work with a level of comfort and security in a short time. This is evident with the coming of the registrant civil servants from undergraduates annually. Limitations absorption of undergraduates in the public sector led to attention shifted to the opportunity to work in the private sector, but the severity of the requirements set forth sometimes create opportunities for work in the private sector is also increasingly limited.

The conditions are a challenge for the Universities to prepare graduates to be become job creators instead of job seekers. The Universities is supposed to create an atmosphere that can encourage self-sufficiency for its graduates. This can be achieved through; 1) develop and familiarize performance that emphasizes creative thinking and independent attitude for students in the learning process (emphasizing training models, independent tasks, problem solving, decision-making, finding opportunities); 2) instill attitudes and behaviors honest in communication and act in any development activities, education, and learning as a basic capital in building entrepreneurial self mentally students, 3) education practitioners also need to share and give support on mental education entrepreneurial commitment to the institution related to the emerging field of business services in the community in order to really work and really put in place policies to facilitate and serve the community. Important educational practitioners also liaise closely with the business to be truly a process of learning by doing (DG Belamawa, 2013)

Sebelas Maret University (*Universitas Sebelas Maret: UNS*) as one of the leading public universities in Indonesia has tried to equip graduates to become job creators by providing entrepreneurial skills. Since 1996 it has been determined that entrepreneurship became a major subject that must be taken by all students at minimum on third semester. The main purpose of entrepreneurship courses are given to cultivate the soul, spirit, attitude and interest in entrepreneurship for every student to form a work ethic, highly motivated, creative and innovative. After take the course, they expected will be able to create business opportunities, minimal for himself.

Since 2011, entrepreneurship also became one of work culture in the University. Work Culture which is called UNS ACTIVE includes Achievement Orientation, Customer Satisfaction, Teamwork, Integrity, Visionary and Entrepreneurship. With this, all the academic community expected has the ability to create business opportunities in services or products. Thus, entrepreneurship is very important in UNS, both as well as subjects and work culture. But in reality, entrepreneurship culture in UNS especially among the students is not

optimal. Susilaningsih (2006) said that the average score of student interest in entrepreneurship tend to be low. The score is only from 69.88 to 71.63 (from max.: 120). The Entrepreneurship Development Centre in UNS (*Pusat Pengembangan Kewirausahaan: PPKwu*) shows that 68% UNS students are never have own business, 15% of students ever perform their own business but had stopped and only 17% of students who are currently manage their own business.

The weakness of the entrepreneurial spirit from the student is considered by the entrepreneurial learning process are still focus in theory. The entrepreneurial learning has not been conditioned to build the entrepreneurial spirit in the real business. Siswandari (2008) states entrepreneurial learning in UNS more focused on the development of the cognitive aspects so that students only know what it is entrepreneurship. Partially various instructional change efforts have been made (for research action and increase entrepreneurial learning outcomes with some models) but not indicate the maximum results. One indicator is the number of applicants who follow Students Entrepreneur Program (*Program Mahasiswa Wirausaha: PMW*) is declining year to year. PMW is Higher Education program that aims to create a new young entrepreneur by provides training for new entrepreneurs and venture capital assistance. The number of applicants in 2010: 559 students; 2011: 411 students; 2012: 287 students and 2013: 167 students (*PPKwu*, 2013)

Furthermore entrepreneurial learning in UNS is not standardized yet. There is no standard model of the university can be used as a basic guide. During the learning process of each study program varies depending on the ability of lecturers. Actually in UNS have a Unit of General Subject (Mata Kuliah Umum; MKU) entrepreneurship and Entrepreneurship Development Centre (PPKwu) but both of the institutions are not synergize well and have not been able to generate entrepreneurial learning guide.

Entrepreneurship is a process of doing something new and different with the aim of creating prosperity for individuals and provide added value to society (Winarto, 2004). Astamoen (2005) states that the entrepreneurial traits among others have a vision, creative and innovative, able to see the opportunities, orientation on customer satisfaction, profit and growth, dare to risk and spirited competition, rapid response and fast motion, socially minded and spirited altruist .

The essence of entrepreneurship is the ability to create something new and different (create new and different) through creative thinking and innovative action to create opportunities in the face of life's challenges. In essence of entrepreneurship is the nature, characteristics, and the character of the individual who has the will to realize innovative ideas into real world creatively (DG Belamawa, 2013). In teaching entrepreneurship required the development of pedagogical and innovative approaches in teaching. Lectures at universities face the challenge to give the students about theoretical concepts, apply them in practice, and then reflect on it, in order to improve personal performance of students. The problem is not only in the substance and contents, but especially how to deliver it (Siswandari, 2008; Heinonen, 2007).

The general objective of this research is to identify entrepreneurial learning that has been done in the UNS, identify the needs of students with regard to entrepreneurial competencies and identify the qualification of human resources required in starting a new business.

2. Methodology

2.1. Method

This research method is a survey and exploration activities aimed at obtaining a wide variety of information and depth of entrepreneurial learning, the needs of entrepreneurial competence and qualification of human resources in the corporate world. The study focused to:

a. Identify the implementation of entrepreneurial learning at UNS that have been made include strategy, methods, media and teaching materials entrepreneurship and emerging issues related to entrepreneurial learning. Identification process using non-test instruments, interviews and Focus Group Discussion. Instruments non tests given to students, while gathering information from lecturers entrepreneurship courses through interviews and focus groups Discussion.

b. Identify the needs of students with regard to entrepreneurial competence. Identification process using non-test instrument

c. Identify the qualification requirements of human resources in the corporate world. Identification process is using Focus Group Discussions that invited businessmen.

2.2. Population, Sample and Sampling

Population is the generalization region consisting of the objects / subjects that have certain qualities and characteristics defined by the researchers to learn and then drawn the conclusion, the sample is part of the number and characteristics of the population, while sampling is a sampling technique (Sugiyono, 2012) .

Population in this study is UNS students, UNS lecturer of entrepreneurship subject and business practitioners in Surakarta. The sampling technique using two techniques:

a. Multiple stage sample is a sample drawn from the population group, but not all members of the population

became a member of the sample. In each population group we select a certain number of members to be members of the sample with the same amount, or in proportion to the relative large population group members who enter into sub-samples. Samples were taken at random. This technique was taken in an effort to determine the number of samples of students to identify entrepreneurial learning, problem identification entrepreneurial learning and student needs associated with entrepreneurial competence. The number of samples of each faculty and 100 students randomly selected.

b. The purposive sample that researchers do not specify a number of samples, but researchers determine informants to be interviewed in order to obtain information about the problems studied. This technique was taken in an effort to determine the lecturer of entrepreneurship subject and business practitioners in Surakarta

2.3. Data Analysis Techniques

To assess students' cultural trend data analysis includes descriptive analysis of quantitative and qualitative scoring and meaning.

3. Result

3.1. Implementation of Entrepreneurship Education in UNS

3.1.1. Implementation

Learning Entrepreneurship in UNS majority (66%) still use strategy Teacher Center Learning (TCL) and 30% is using the lecture method. This method is unattractive because most lecturers have not had a real effort so that the subject only in theory lessons.

3.1.2. Constraints

Evaluation of the implementation of learning constraints Entrepreneurship subject in UNS done by FGD with a group of entrepreneurship lecturers obtained the following results:

a. Lack of coordination between the MKU Entrepreneurship management with lecturers.

b. Some lecturers do not receive textbooks from MKU Entrepreneurship

c. Lack of entrepreneurial learning training for lecturers

d. Rules relating to entrepreneurship lecturers which is different among faculty in UNS

3.2. Identification students with entrepreneurial competence

The results of Focus Group Discussions with student show that entrepreneurship subject should be supported by the following:

a. The basic concept of entrepreneurship

b. Values and entrepreneurial spirit

c. Potential Business

d. Business Opportunities based on skills

e. Business Planning

f. Management business management (Production, Marketing, Finance, Human Resources)

g. Ethics Business

h. Start up business

3.3. Identification of qualification of human resources needs in starting a new business

FGD with professional entrepreneurs who are members of Surakarta Chamber of Commerce stated that the important thing to become success entrepreneurs is motivation. Further qualifications are good skills and administration, marketing capabilities, good communication and creative.

4. Discussion

Entrepreneurship Learning in University is a process to teach student about entrepreneurship to achieve the expected goals. The goal of entrepreneurial learning is to prepare students how to be a good entrepreneur, and making a better person who has the character, understanding and skills as an entrepreneur. Through entrepreneurial learning, graduates are expected to become job creators.

The success of entrepreneurial learning in university should be done with commitment by both university and lecturers. Entrepreneurship learning should be able to grow and develop positive attitudes towards entrepreneurs, so the process should pay attention to the needs of students and working society.

This time, the entrepreneurial learning in UNS is not optimal. The learning process is still using student center learning approaches, speech methods by using a power point presentation, the lecturers give more theory than practice and assessment carried out by a written exam. Entrepreneurial learning is not optimal but able to develop entrepreneurial values such as creativity, perseverance, courage to take risks, hard-working attitude, able to find the opportunities, and change the mindset of students.

Learning occurs when a person interacts with the environment (natural, social, and or cultural) which

leads to changes in relatively fixed behavior (cognitive, affective, and psychomotor). Sumantri Muliani and Permana Johar (1998/1999: 1) states that learning is all efforts made to help a person or group such that the learning process to be efficient and effective.

Learning effectiveness is influenced by internal and external factors. Internal factors are influenced by psychological factors. The psychological factors include:

a. Interest

Interest is a situation where a person has attention to something and a desire to know, learn and prove it (Bimo Walgito, 1981). Learning process requires focused attention in order what is learned can be understood so that the students can do something that previously could not be done.

b. Intelligence

Intelligence is a general human ability to perform actions that have goals and to think in a rational way. Intelligence can also be interpreted as a personal ability to understand, to innovate, and to provide solutions to the various situations.

c. Talent

Talent is the basic capabilities that exist in humans from birth. Talent still need to developed and trained to be expertise. To become an expertise, an individual needs to receive a stimulus by exercises.

d. Motivation

Motivation is the encouragement that comes from within the individual, but the emergence of motivation can be caused by external stimuli..

e. Lecturer

Lecturer is a major factor in the learning process. The success of a learning process depends on how the teacher teaches a material to students.

f. Curriculum

Curriculum is all learning methods that is designed and implemented individually or as a group. In the curriculum there is a vision, mission, learning objectives, competencies to be achieved, materials and teaching methods.

In the process of learning these factors must be considered. Likewise in entrepreneurial learning should pay attention to the characteristics and needs of the students so the students are motivated.

Lecturers should be able to provide the conditions for effective learning by focusing on materials, methods and media appropriate. In terms of assessment, teachers should develop assessment systems that accommodate cognitive, affective and psychomotor because the character of entrepreneurial learning is not just cognitive abilities. Entrepreneurial learning should be able to produce graduates who are independent, superior and ready to enter the world of business, so that the curriculum developed must consider the competencies required in the business society.

Based on the above discussion it is necessary to develop entrepreneurship learning to pay attention to the needs of students and the business society.

5. Conclusion

The entrepreneurship subject can helps to increase student interest in entrepreneurship. However, the implementation is still need attention both in material and learning strategies to suit the needs of competencies to start up the business that are motivation, the ability of financial administration, communication skills, the ability to create a market and the courage to take risks.

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