

Entrepreneurship Learning Strategy in College to Create Student Character

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Abstract: High education is one of formal education channel aiming to produce students in accordance with business and industrial realms' demand. Entrepreneurship is one alternative to meet the need for entrepreneur character. For the implementation of entrepreneurship education in college can run optimally, an appropriate learning strategy is required. An entrepreneurship learning strategy functioning to create student character is taught by holding on character education principles. Those character education principles, among others, are: (1) sustainable, (2) consistent with triple helix concept, and (3) consistent with college culture. Considering the principle of character education, entrepreneurship learning strategy is taught by adapting to the entrepreneurship learning outcome. The learning strategy applied to achieve the learning about entrepreneurship is success story. Meanwhile, that for achieving learning for entrepreneurship, *learning through entrepreneurship* and *learning embedded entrepreneurship* can be taught through learning practice and simulation. This research employed literature review method, by analyzing some journals related to entrepreneurship education in college, entrepreneurship learning and education character. This research aimed to give a description to the readers regarding the entrepreneurship learning strategy in collect that can create the students' character.

1 INTRODUCTION

Entrepreneurship education starts to attract the researchers' attention in the world. The researchers' interest in revealing entrepreneurship is due to many reasons. It is because, Khan (2008) mentioned that entrepreneur is now required predominantly in work and business realms. In addition, entrepreneur plays one of important parts in growing a state's economy (Norashmah, Othman, and Faridah, 2010; Szirmai et al., 2011: 26). These two reasons confirm Fayolle (Match and Ball, 2016) to organize entrepreneurship in formal education. High education is one of formal education channels starts to be interested in teaching entrepreneurship. Instead the fact in some states shows that college is the primary priority in educating entrepreneurship (Gerba, 2013). Gerba (2013) mentioned that the entrepreneurship education at college is expected to develop students' skill to open independent business or to have career in job market. This research emphasizes on entrepreneurship learning that can prepare entrepreneur character. It is due to Ghina's (2014: 338) argument stating that the graduates who can apply entrepreneur behavior can

be successful according to the sector they are preoccupied with (both independent entrepreneur and worker).

Trend of entrepreneurship education in Indonesia is manifested into entrepreneurship program held by High Education (thereafter called *Dikti*). *Dikti* offers some programs: (a) Entrepreneur Student Program (thereafter called PWM), (b) Entrepreneurship Lecturing Program, (c) Entrepreneurship Apprenticeship Program, (d) Business Lecturing Program, (e) New Entrepreneurship Incubator, (e) New Entrepreneurship Incubator, (f) Student Creativity Program (Wiratno: 2012). Through six programs launched by *Dikti*, the students are expected to win the work and business competition. However, the implementation of entrepreneurship education program in Indonesian college has not produced ready-to-work graduates yet. It is indicated with the unemployment rate increasing over semester (www.bps.go.id). In addition, the relevance of graduates from Indonesian college has not been consistent with the market demand (Murtini, 2010). In addition, only very small number of Indonesian people chooses to be entrepreneur (54%) compared

with Malaysian (77%) and Thailand (76%) (Ghina, 2014: 333).

One factor affecting the quality of education is learning process. Rahmayanti and Singgih (2008) mentions that learning process is an important aspect in education. Thus, it can be interpreted that a clear learning process is expected to produce entrepreneurship education graduates that can be competitive globally. This study is different from the previous ones. It is because this research aims to reveal the entrepreneurship learning focusing on the creation of students' character. Meanwhile, other researches focused more on entrepreneurship to change mindset and entrepreneurial skill. This research aimed to give a description about entrepreneurship learning strategy in collect that can create the students' character.

2 METHODS

This research employed a literature review method. In implementing literature review, the author passed through some steps. They were (1) Selection of Database, (2) Script Reduction, (3) Analyzing article according to the data found from some texts selected. The first stage was to determine web storing journals of entrepreneurship education, entrepreneurship and learning. The main database the author selected was Emerald (www.emeraldinsight.com). It was because this database contains many journals related to entrepreneurship and entrepreneurship education. Meanwhile, character education, the author employed domestic literatures. The author employed entrepreneurship education because character education taught consistent with the state norms (tempo.co).

The second stage was text (script) reduction. In this stage, the author searched for article most appropriate to discussion topic about entrepreneurship education, and character education. The author searched for article by taking keywords "entrepreneurship learning", "entrepreneurship education", and "character education".

The third stage was that the author conducted analysis on the article taken from some topics. The first topic was related to entrepreneurship education in college. The second topic was character education in college. In entrepreneurship education topic in college, the author analyzed the benefit studying entrepreneurship for the students graduate as adult learner. Furthermore, the author focused entrepreneurship education on the effective learning to improve entrepreneurship mental and character.

The second topic was to analyze character education in college. Considering those two topics, the author analyzed what effective character education and learning is, thereby can be applied in entrepreneurship education.

3 RESULTS AND DISCUSSION

3.1 Entrepreneurship Education In College

Drucker (1984) mentions that entrepreneurship is an innovative action resulting in a new producing ability. But, this argument cannot be received haphazardly that everyone who can create new business, and or have work productivity can be called an entrepreneur. Drucker states that a gambler cannot be called an entrepreneur, despite work productivity. The gambler, according to Drucker, is not an entrepreneur, as work productivity it has can be harmful to others.

An entrepreneur is the one with unique and unpredictable personality (Farhangmehr, et al., 2016). An entrepreneur's unique personality leads some researchers to reveal a myth that to being an entrepreneur cannot be taught. An argument states that an individual's talent and behavior is not teachable (Fayolle et al. 2006). In contrast, Arasti et al (2012) suggests that some certain aspects in entrepreneurship are teachable. Minnitiand Bygrave (2001) suggest that entrepreneurship is teachable when it emphasizes on process approach. Thus, to teach entrepreneurship, entrepreneurial knowledge alone is not enough. But, education is also needed to improve the students' skill and awareness of having entrepreneurship character (Kuratko, 2005).

College is a formal education channel with two learning achievements. The first achievement is that it creates the students who can establish their independent business. Meanwhile the second one is that it can produce the students with good character and professional working skill. Through this learning achievements, the author agrees with Fenton and Barry (2014) suggesting that the approach used in entrepreneurship education in college is adjusted with the expected learning achievement in college.

Pittaway and Edwards (2012) say that entrepreneurship education form is divided into four approaches. Those four approaches are explained as follows. Firstly, *learning about entrepreneurship* is an approach teaching entrepreneurship limited to basic knowledge related to entrepreneur's theory and mental attitude. Secondly, *learning for*

entrepreneurship is an approach aiming to make the students who receive the entrepreneurship material benefit more than basic understanding. In this approach, entrepreneurship education process focuses more on assignments. Through the assignment given, the students are expected to learn applying the noble behaviors manifested into the assignment working process. Thirdly, *learning for entrepreneurship* is an approach focusing on direct practice. Practice can be done in practical simulation of planning and establishing independent business or practical simulation of dealing with competition in work realm. Fourthly, *learning embedded entrepreneurship* is the one applying all existing approaches. It means that through this approach, the students are expected to implement and to practice all approaches in behaving within society. The four approaches in entrepreneurship education are teachable in colleges adjusted with the intended learning achievement.

3.1.1 Entrepreneurship Learning Strategy

Referring to some experts' arguments above, there is a limitation to teach entrepreneurship. It is in line with Politis (2008) arguing that entrepreneurship learning activity in formal domain may not result in a strong effect in developing entrepreneurial spirit and knowledge inside the students. However, formal entrepreneurship learning can be developed to develop individual creativity and motivation to do entrepreneurship (Tautila, 2010). Entrepreneurship learning strategy delivered by some researchers can improve entrepreneurial spirit and knowledge in action learning. Saurio (Tautila, 2010) states that action approach can inculcate work skill needed and create the students' character. Hamidi et al., (2008) suggests that entrepreneurship education programs found creating the students' creativity are practical and acting (simulation) approaches. Entrepreneurship learning, as suggested by Arasti et al., (2012), aims to improve the entrepreneurship consciousness as career option and to improve an understanding on the process involving the students in business institution. Arasti, et al., (2012) states that to teach entrepreneurship, the objective of entrepreneurship education should be understood first.

Entrepreneurship learning with *learning about entrepreneurship* achievement can be taught using seminar method (Arasti: 2012), *success story* and video (Gerba, 2012). Meanwhile, the *learning for entrepreneurship* achievement can be accomplished with practical simulation learning strategy. Finally, *learning through & embedded entrepreneurship*

achievement can be taught using action-based learning (Man: 2012).

3.2 Character Education in College

Chrisiana (2005) divides character education in college in three stages. In preliminary stage, character education should start with exemplifying the portrait of character displayed in college's *civitas academica* (role modeling) (Berkowitz and Bier, 2005). However, the introduction of character portrait has not been able to lead the students to a good character. It is because not all of students acquire knowledge about the good character standard. Thus, there should be civic education or religion education (Farida, 2012) to equip the students in determining a good character standard to be applied in life.

Intermediate stage, is the one emphasizing on independent learning process among the students, as the form of socialization practice and to improve their sensitivity to others. The example of character education applied to special course is entrepreneurship and civic education. The last stage, according to Chrisiana, is the development of character to create graduates appropriate to work realm demand. To meet the job realm's demand, the students should find out the condition in work realm, so that when they are graduated, they will be well-equipped to enter the job realm. Character education improving the students' competency of entering job realm can be implemented through apprenticeship activity.

3.2.1 Learning Strategy in Character Education

A character education appropriate to high education level is the character establishment concept "*Tut WuriHandayani*" (Suyadi, 2013). This concept means that lecturers in college serve as facilitator for developing the students' potency. Lecturers no longer serve more as the instructor encouraging and motivating the students to have good achievement. The lecturers in learning character education in college serve more to support and to give counseling. Suryadi (2013) reveals that learning process in character education is *transfer of knowledge* and *transfer of values*. It means that to educate an individual's character, role modeling is required. Through role modeling, the students are expected to imitate the right character profile. Meanwhile, to improve the students' achievement motivation, lecturers should invite the students to think critically.

Learning strategy in character education is reapproved by Zamroni (Wibowo; 2013). Zamroni offers the objective of character education that can be implemented in college. Those objectives are: (1) to determine goal and target to be achieved clearly and really, (2) to establish cooperation required with triple helix concept (academician, community, and industrial business realm) in teaching character, (3) to apply hidden curriculum, exemplifying the character of lecturers to the students when the lecturers interact with the students, (4) to create a learning emphasizing on creativity, cooperative competency and decision making skill, and (5) to create learning adjusted with college culture (keep complying with the organized norm and cultural orders).

3.3 Entrepreneurship Learning Strategy of Creating Character in College

The strategy used in entrepreneurship learning in college is entrepreneurship learning strategy within which character education is internalized. The entrepreneurship learning strategy has *learning about entrepreneurship* achievement that can be taught using inquiry learning strategy. The reason of using inquiry learning strategy because inquiry contains a series of activities in the process of thinking critically and analytically (Suyadi, 2013). In addition, the problem-based (inquiry) learning emphasizes on the importance of learning through experience (Wibowo, 2013). Thus, inquiry learning strategy is assessed as an appropriate strategy to transmit entrepreneurial experience and character to students. Inquiry learning strategy can be taught using success story method. Success story method, as suggested by Murtini (2008), has the following stages. (1) Preliminary stage, in which a stimulus, in the form of a successful entrepreneur's success story, is given. Stimulus can be given through video (indirect method) and lecturing conducted by business practitioners (direct method). The next stage is the process of internalizing the learning in order to be motivated and inspired more after completing their education.

Entrepreneurship learning strategy with *learning for entrepreneurship* and *learning through entrepreneurship* achievements can be taught through apprenticeship program or entrepreneurship field practice (Murtini, 2008). Entrepreneurship practice can be taught through Entrepreneur Student Program and Business Incubator. These two programs are raised by *Dikti* as advance entrepreneurship learning program. It means that this program is intended to the students interested more in the entrepreneurship field

after having attended the entrepreneurship learning. In addition to create the entrepreneurial character, this program functions to educate the prospect entrepreneurs' skill (Murtini, 2008).

To realize the entrepreneurship learning that can grow entrepreneurship spirit, an education process is required that holding on the character education principles. The first principle is that educating the students in order to be experienced and to behave entrepreneurially requires sustainable attempt (Murtini, 2008). It is line with Berkowitz and Bier (2005) revealing sustainable principle in teaching character. In addition, corresponding to the principle of entrepreneurship learning in college, an entrepreneurship education should be implemented corresponding to culture and norm embraced in certain college. Furthermore, in line with character education principle, it should involve triple helix concept in bringing the character values into reality (Wibowo, 2013). Thus, for the implementation of entrepreneurship learning to create the student character consistent with the society's demand, it should hold on triple helix concept. Finally, entrepreneurship learning in college should be taught through action simulation process (Gerba, 2013). It means that the process of delivering entrepreneurship science, the lecturers should exemplify its practice. For example, the creation of disciplined spirit can be taught through applying deadline of assignment submission.

4 CONCLUSIONS

The strategy used in teaching entrepreneurship in college is to adjust it with the learning achievement. To create the student character, the entrepreneurship learning strategy cannot be taught through theory only. But it also needs entrepreneurship consistent with the principle of character education. When entrepreneurship learning has been taught corresponding to character education, it is possible that the graduates of entrepreneurship learning will have entrepreneurial spirit needed by job realm.

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