

Entrepreneurship Education for Creating Student Entrepreneurs at Universitas Negeri Manado

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Submission date: 10-Mar-2020 09:45PM (UTC+0700)

Submission ID: 1272990373

File name: Kairupan_Artikel_13_Entrepreneurship_Education_for.._Scopus.pdf (177.2K)

Word count: 3083

Character count: 18602



Entrepreneurship Education for Creating Student Entrepreneurs at Universitas Negeri Manado

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This study examines how entrepreneurship education has been implemented, and identifies the factors that have hindered the creation of student entrepreneurs at the Universitas Negeri Manado (Manado State University). By making use of a qualitative method, this study found that the implementation of entrepreneurship education in creating student entrepreneurs at Universitas Negeri Manado is still inadequate. The factors that hinder the creation of student entrepreneurs at Universitas Negeri Manado are the lack of senior management support, the lack of faculty members in entrepreneurship education, their lack of time, and the lack of facilities to support entrepreneurship education. The evidence of this study suggests that greater support from internal and external stakeholders is necessary for the development of entrepreneurship education and the creation of student entrepreneurs at Universitas Negeri Manado.

Key words: *Entrepreneurship Education, Student Entrepreneur, Universitas Negeri Manado.*

Introduction

Entrepreneurship has become an economic panacea seen as both generating employment and economic prosperity in developed and developing countries (Kuratko, 2005). There is no nation that is prosperous and respected by other nations without economic progress. Economic progress will be achieved if there is a strong entrepreneurial spirit among its citizens. Entrepreneurship is needed in Indonesia, because it is expected to reduce unemployment. Through the use of its abundant natural resources, entrepreneurship is needed for the country to prosper and the welfare of the people. Education in Indonesia, however, is presently



orientated for graduate job seekers and not job creators. This is why most of our youth do not yet have the skills to create jobs for themselves.

The growing interest in entrepreneurship teaching and research (Jones & English, 2004) has simultaneously increased the enthusiasm of students to take part in an entrepreneurship course. It has become the most popular course in the USA for college and university students, followed by small business management and new venture creation (Solomon, 2007).

Universitas Negeri Manado (Manado State University) students have great potential to become successful entrepreneurs, if given training and assistance in the practice of developing business ideas, business planning, production management, administration, and marketing. The problem, however, is absence of praxis (Sendouw, Kairupan, & Mege, 2018).

Although learning about entrepreneurship already exists in several faculties, such as the Faculty of Social Sciences, the Faculty of Economics, the Faculty of Engineering, and even the Faculty of Mathematics and Natural Sciences, teaching methods are too focused on theory, limiting the emergence of new entrepreneurs. Year to year students are provided with funding and facilities through the Student Entrepreneurial Program. However, while students make business plans as a condition of the Entrepreneurial Student Program, there is no data on their success, or on whether students even follow through with their plans and start a business. Based on the facts, there is a problem in the process of creating entrepreneurial students at the Universitas Negeri Manado campus (Sendouw et al., 2018).

The problems this research focuses on are: 1) What is the implementation of entrepreneurship education in creating student entrepreneurs at Universitas Negeri Manado? 2) What factors influence the implementation of entrepreneurship education in creating student entrepreneurs at Universitas Negeri Manado?

Literature Review

Entrepreneurship can be defined as a dynamic process of creating incremental wealth. Wealth is created by individuals who undertake the risks involved in terms of equity, time and career. Authors mention that entrepreneurship can also be defined as a process of creating something new by devoting time and effort, assuming the financial, psychological and social risks, as well as taking, as a return, the monetary rewards and a sense of personal satisfaction (Fitzsimmons, Douglas, Antoncic, & Hisrich, 2005).

Entrepreneurship education refers to a collection of formalized teachings that inform, train and educate learners who are interested in setting up a business or in small business development (Bechard & Toulouse, 1998). Entrepreneurship education can also be defined by skills that can be taught and the characteristics that enable the individual to develop new and innovative



plans (Jones & English, 2004). Scholars (Yu Cheng, Sei Chan, & Mahmood, 2009) state that entrepreneurship education has traditionally been understood to provide the necessary skills to set up a new business, and has defined entrepreneur education as more than business management or creation. It is about a kind of “learning” that integrates experience, skill, knowledge, and a sense of preparedness to start a new venture.

The importance of entrepreneurship education on the economic future of a nation has been stressed by researchers such as (Yu Cheng et al., 2009) and (McKeown, Millman, Reddy Sursani, Smith, & Martin, 2006). In their research, entrepreneurship education is more than creating a new business venture. It also entails the understanding of the essence of entrepreneurship, which involves learning how to be innovative: i.e., thinking out of the box, developing a high readiness to change, an ability to integrate and synthesize experience, and the skills and knowledge to create, innovate and evaluate the entrepreneurial opportunities they are trained to identify.

According to (Cheng, Chan, & Mahmood, 2009) entrepreneurship education brings important returns to graduates and also to society, specifically in terms of encouraging the whole of society to be more responsive to new changes in technology. In their research, (Heinonen & Poikkijoki, 2006) also report that entrepreneurial behaviour is an innovative approach, which constitutes a viable platform for economic development in any society.

From Hegarty’s perspective, education has assumed a vital role in enabling learners to be more entrepreneurial-minded (Hegarty, 2006). This position reflects that expressed in a study conducted by (Kolvereid & Moen, 1997), which indicates that individuals who graduate with a major in entrepreneurship are more likely to start new businesses and have stronger entrepreneurial ambitions than those without. Although this type of education may not directly lead to an increase in the number of start-ups, it may yet be developed and deliver, under specific conditions, the expected outcomes (Jones, 2010). It raises the need for supporting environments, which are both internal Higher Education Institutions, e.g. Facilities, structure, regulation, culture (Piperopoulos, 2012) and external Higher Education Institutions, e.g. family, friends, role models in the society (Hegarty, 2006).

Entrepreneurship is clearly a type of academic program that can make links to socio-economic and ecological concerns and build applied skills to address them. Entrepreneurship education can be divided into two types: education about entrepreneurship and education for entrepreneurship (Fernando Lourenço, Taylor, & Taylor, 2013). The former is largely theory driven, while the latter equips students with the ability to become entrepreneurs. The latter requires an applied pedagogical approach that builds entrepreneurship skills whereby the practical process is central to the learning experience (Draycott & Rae, 2011); (F. Lourenço & Jayawarna, 2011). An applied pedagogy does not, however, mean ignoring traditional teaching



methods. Effective entrepreneurship education should make use of a mixed pedagogical approach that draws on both traditional and applied methods (Liñán & Fayolle, 2015);(Nabi, Walmsley, Liñán, Akhtar, & Neame, 2016).

The growing interest in entrepreneurship teaching and research (Jones & English, 2004) simultaneously increased the enthusiasm of students for taking part in an entrepreneurship course. They have become the most popular course in the USA for college and university students, followed by small business management and new venture creation (Solomon, 2007).

Method

The essence of the research problem is to uncover a phenomenon which is the basis for determining the approach to be used in a study. The qualitative approach was chosen because this research surveyed the actions of a person or a number of people regarding the effectiveness of entrepreneurship education in creating student entrepreneurs at Universitas Negeri Manado in order to identify the factors that influence the entrepreneurship education in creating student entrepreneurs at Universitas Negeri Manado itself. The data was in the form of words, sentences, paragraphs, documents, and not in the form of numbers. The research object was not given special treatment so that the data remained impartial, which is in line with the qualitative research criteria. This is consistent with the opinion that qualitative methods as a research procedure produce descriptive data in the form of written or oral words from people and observed behaviour (Bogdan & Biklen, 1982).

The first stage of this research was to find out how the conditions of entrepreneurship existed at Universitas Negeri Manado through in-depth interviews relating to the current state of entrepreneurship, as well as student interest in entrepreneurship itself. This is considered important considering that Universitas Negeri Manado is an ex IKIP (Teacher Training Institute), where some students are students of educational programs and most of them choose Universitas Negeri Manado because they aspire to become teachers / teaching staff, not entrepreneurs. We conducted interviews with 10 female entrepreneurial students and 10 random male entrepreneurship students. This was done to eliminate gender bias in this study.

The next step is to look for information by conducting interviews with several students (informants) about the factors that influence entrepreneurship development at Universitas Negeri Manado.

Results and Discussion

According to (Symonds, 2011), schools do not really create entrepreneurs, but maintain the innate ability of a person to become an entrepreneur. Timothy Faley of the entrepreneurial



institute at Michigan's Ross School of Business states: "A good idea is not enough. You need to know how to transform a good idea into a good business." Schools do this in a number of ways.

The above description illustrates that, while entrepreneurs are born, the teaching process is critical for their development in so far that that the teaching process allows creative-innovation, opportunity creation, and calculated risk taking.

As mentioned before, the first stage carried out in this activity was to find out how the conditions of entrepreneurship existed at Universitas Negeri Manado through in-depth interviews relating to the current state of entrepreneurship, as well as student interest in entrepreneurship itself. This is important considering that Universitas Negeri Manado is an EX IKIP (Teacher Training Institute), where some students are students of educational programs and most of them choose Universitas Negeri Manado because they aspire to become teachers / teaching staff, not entrepreneurs.

The results of the interviews with 20 student informants was surprising. More than 90% of the students were interested in entrepreneurship, and 20% of the students already owned businesses or had been entrepreneurs. Until now, students considered the implementation of entrepreneurship education at Universitas Negeri Manado to be inadequate. Even if there are students who already have businesses, most of them are not products of entrepreneurship education in the Universitas Negeri Manado curriculum. This is because students already had their businesses before studying entrepreneurship education at Universitas Negeri Manado, or received entrepreneurship training through the Entrepreneurship Development Program (PPK), which was granted by the Directorate of Research and Community Services (DRPM) to Universitas Negeri Manado lecturers. The next step is to find information by conducting interviews with several students (informants) about the factors that influence the development of entrepreneurship education and the creation of entrepreneurial students at Universitas Negeri Manado. From the interviews the known factors which prevented them from starting/developing entrepreneurship were ignorance of how to start a business, funding problems, and a fear of failure.

To overcome the obstacles impeding the creation of entrepreneurial students, Universitas Negeri Manado needs to make improvements in several ways, including preparing professional lecturers for Entrepreneurship courses. Entrepreneurship lecturers must be able to devote more time to assist entrepreneurial students. The curriculum for entrepreneurship courses is needed to be more innovative and also needs a greater number of credits (Length of learning time). Currently the Entrepreneurship Program at Universitas Negeri Manado only relies on the Student Entrepreneurship Program (PMW). The implementation of PMW activities with the pattern that is currently applied at Universitas Negeri Manado turns out to have a very low



success rate. Until now, there is no record of the success of new tenants who survive the PMW Program. This condition reflects that there are weaknesses in how entrepreneurial learning is delivered, especially the emphasis on the transfer of science and technology.

The potential of entrepreneurship students at Universitas Negeri Manado is currently quite large, especially if this is supported by the entrepreneurship centre. This motivates students to become more familiar with entrepreneurship and increase their courage for entrepreneurship (business startup).

Student entrepreneurship education at Universitas Negeri Manado is still at a very early stage, but if improvements are made, it is hoped that there will be tangible and significant results compared to previous years.

Support from various parties, ranging from Lecturers, Universitas Negeri Manado Leaders, Entrepreneurs, Government Agencies / Institutions related to entrepreneurship development, is expected to be the main driving force in the process of creating entrepreneurial students at Universitas Negeri Manado.

Conclusion

From the results and discussion previously presented, conclusions can be drawn as follows: The implementation of entrepreneurship education to create entrepreneurial students at Universitas Negeri Manado has not gone very well, and needs a lot of improvements.

The factors that encourage the development of entrepreneurship education at the Universitas Negeri Manado are the support from various parties, both internal and external. The development of student entrepreneurship at Universitas Negeri Manado must balance theory and practice by developing the entrepreneurship curriculum, and gain the full commitment the Universitas Negeri Manado's leadership. It also needs more professional lecturers in the field of entrepreneurship and these lecturers must give more time to mentoring the entrepreneurial students. Furthermore, supporting facilities at the Student entrepreneurship centre is needed, and funding through the PMW Program must be followed by adequate guidance and assistance from competent assistant lecturers.

Acknowledgment

This Article is Made As A Part of Entrepreneurship Development Program (Program Pengembangan Kewirausahaan, Ppk), Multi Years Community Development Grant Project



International Journal of Innovation, Creativity and Change. www.ijicc.net
Volume 10, Issue 9, 2019

Funded By Directorate Research And Community Service, Ministry of Research Technology
And Higher Education Republic of Indonesia.

We also would like to thanks to the Rector Universitas Negeri Manado and The Head of LPPM
(Research and Community Service Institute) Universitas Negeri Manado for supporting the
Project.



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