

HOW TO OBTAIN STUDENTPRENEURSHIP THROUGH ENTREPRENEURSHIP-BASED CURRICULUM

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ABSTRACT

Indonesia is a country which is given a very wealthy of abundant natural resources. However, those resources in fact are still not quite able to be managed to produce fair and equitable prosperity for all Indonesia people. The high rates of poverty, unemployment and inequality of economy are the increased problems to be immediately solved. The competitiveness of a nation is an indicator of the success of a developed nation. Indonesia is currently classified as a country whose competitiveness is quite low, This study wants to analyze how the college as an integral part of the community part of the country, should also repositioned over the mode of learning, so that graduates do not become a burden on the government, even able to create new jobs. Such conditions can be realized by implementing an entrepreneurship-based curriculum.

An entrepreneurship education is based educational framework that directs learners to be fast in understanding and responding to the needs of the surrounding community or the needs and desires of the market . Thus the content of the curriculum will encourage students to remain innovative, creative and productive as one of the main requirements in order to survive in life

Keywords : *natural resources, the nation's competitiveness, an-entrepreneurship-based curriculum.*

1. INTRODUCTION

Indonesia is a country which is given a very wealthy of abundant natural resources. However, those resources in fact are still not quite able to be managed to produce fair and equitable prosperity for all Indonesia people. The high rates of poverty, unemployment and inequality of economy are the increased problems to be immediately solved. The competitiveness of a nation is an indicator of the success of a developed nation. Indonesia is currently classified as a country whose competitiveness is quite low, which is in the rank of 46 (WEF: 2011-2012) among 142 countries. The competitiveness is a barometer of the lack of entrepreneurs in this country of about 240 million.

As we all know, the rank of competitiveness is formed by 12 fields of pillars, which are divided into three, namely: (i) The Group of Basic Requirements, (ii) The Supporting Group of Efficiency and (iii) The Group Innovation and Business Sophistication. For Indonesia, among those group of pillars of the competitiveness, it is

only The Group of Basic Requirements that increased ratings, rising 7 levels (from to 60 to 53). While the other two groups, namely The Group Sustainer Efficiency and The Group Innovation and Business Sophistication, experienced a great decline in ranking, respectively (-5) and (-4). The problem seen on this is what really caused downgrade of these groups on these pillars.

The competitiveness of a nation or region's is determined mainly by economic sectors, industries, companies and efficient units of strategic sectors in the country. According to Michael Porter (1990), and other several experts, a matter that should be owned by any company or industry is to have an proper time to increase competitive advantage especially with technology, entrepreneurship, high efficiency or productivity, the production process with economies of scale, product differentiation, capital and infrastructure and other facilities are sufficient, great and broad network of distribution which are being professionally organized and managed punctually. In this era of globalization and free-trade,

having an advantage of competitive form became very important.

There are three institutions will play a very significant and strategic role, namely: (i) Government, (ii) businesses, and (iii) universities. These institutions with the task of improving the nation's competitiveness hold a huge responsibility to the country. The roles of universities are expected to be the locomotive of change towards global competitiveness. These have not been fully able to meet the challenges of change itself. This day, universities must give great attention to the efforts in building the nation's competitiveness by implementing entrepreneur-based curriculum that is able to produce many graduates: especially job creators, not just graduate job seekers.

Meanwhile, if we take a look at statistics publication on BPS (2013-1), it indicates a phase of slowing economic growth to 5.92 percent in the first half of 2013. It would fearfully give some impacts to the increasing rate of unemployment in Indonesia. Some empirical data of employees in Indonesia in the first semester of 2013 reached about 121.2 million, increasing by 3.1 million people in 2012 as much as 118.1 million people. The number of residents who work in Indonesia in the same period in 2013 reached 114.0 million, increasing by 3.2 million people compared to the situation in 2012 as many as 110.8 million people. In the first half of 2013, the citizens working with university are only 7.9 million people, or only about 6.96 percent.

1.1 Failure Concept of Higher Education

According to Ismanita (2008), it is generally stated that higher education managers often neither acknowledge nor understand what the conscience of student's parents. Therefore, there will be cross-sectoral miscommunication between the two. Ironically, as long as the higher education is suitable to the mission and vision of the college itself and does not include the conscience message, higher education must be still running. It is clearly that the wish of parents and higher education cannot be forcedfully united. The higher education truthfully and sincerely must admit and understand the needs of the education's consumers.

If the education maintainers do not attempt to manage and integrate it not only by parent's wish (input market) as well as the user's wish (output market), then it is concluded that the maintainers have failed to bring the concept of true higher education.

1.2 Problem Identification

In the facts shows that the main purpose of a college education, especially universities, are to build a scientific community that is able to bring the men and women thinkers to become a group of intellectual people, future leaders of the nation, and creator of the well-being of the people in the spirit of entrepreneurship. However, there is also a tendency that many graduated students have come and strived to Job Fairs and also companies. This indicates that there has been no change in the mindset among them.

The problem now is how to change the old mindset about the relevance of the educational process in university with the needs of the labor market, to become a new mindset about the ability of universities to produce graduates of job creators, not a group of job seekers.

When we look at the national education management mechanism, there is a tendency that the education is more too simple, of how to create a "good handyman", instead of "creative artisan". This is also one of the significant factors. When the education system leads to the aspect of creativity and innovation rather than simply memorizing lessons, then we should expect a positive response to respond to change with concrete steps that are very beneficial.

2. THEORITICAL BACKGROUND

2.1. Concept of Entrepreneurship

The new economy is characterized by an entrepreneurial culture that is applied to the primary and support activities. Entrepreneurship is the essence of free enterprise symmetric and a-symmetric due to the creation and the birth of new businesses within existing industries and new industries to give vitality to the market economy.

According to, David E. Rye (1996) in his book, "*The Vest-Pocket Entrepreneur*" stated entrepreneurship as applied knowledge of

managerial concepts and techniques which are accompanied by the risk of transforming resources into outputs that have high added value.

The growth of self-employment integrally cannot be separated from the environment. If the environment is not able to push or encourage the growth of entrepreneurship itself, then it will be nothing. Entrepreneurship will grow if environment appreciate creative people and provide facilities and infrastructure so that it can be a form of creativity to meet the needs of the environment.

Economically, an entrepreneur basically compares the "resources" to another to produce an output. A group of entrepreneurs can provide a multiplier effect for the environment, because he/she is always empowering environment in every activity he/she does.

Meanwhile, refer to Smith and Petersen (2006) in the book *Entrepreneurs In General* stated that it is important to understand that entrepreneurs have a vision for a better way of doing things and also think beyond the constraints of the current rules and resources. Perhaps more importantly, they have the passion and sense of urgency that literally compels them to take the risks necessary to realize that vision. They create new organizations to make the changes they want to see in the world—and by doing so, they inspire others to follow.

Definition of Entrepreneurship by David E. Rye (1996) is an applied knowledge of concepts and risk-management techniques in changing or processing resources into a high value-added output. This change is done through creating differentiation, standardization, process and design tools in creating new markets and customers.

In addition, the other definition of Entrepreneurship, based on the 1995 Republic of Indonesia Presidential Decree (Presidential Instruction) on National Movement of Entrepreneurship, is the spirit, attitude, behavior and the person's ability to handle the business and/or activities that lead to the search for creating, implementing ways of working, new technology and products with improving efficiency in order to provide better service and/ or grant greater benefits.

According to Scharg et.al (1987) in Dean Novel (2001), it is stated that entrepreneur is a result of learning. Although the spirit of entrepreneurs may also be obtained from birth (talent), however, if it's not kept well through learning and motivated in the learning process, it is difficult to be realized. To sharpen the interest and ability of entrepreneurs, entrepreneurs need to be cultivated through the learning process. Herein lies the importance of education and entrepreneurs in education.

If an educator wants to create such an attitude of learners, he/she should know that there is talent on the learner: what the learner's wish is, what values are on them and what knowledge that the learner want to be obtained, as well as other good environment that are really great to the growth of their attitudes, including political environments. This situation is difficult, but it must be worth effort.

2.2 Higher Education Entrepreneurship-based Education

The curriculum for the undergraduate level has been giving greater weight to the theory while on its practice of the field is still less lower than the theory. This curriculum should be revised in accordance with the need to produce graduates who are able to create employment opportunities to apply theory and practice.

The curriculum made must refer to the needs of the nation's competitiveness, as well as the vision and mission of the university in producing graduates. Therefore, the university which has not already committed to nation's competitiveness must necessarily re-orient its vision and mission. These changes in vision and mission is needed in order to produce graduates who are able to improve the competitiveness of the nation; graduates who are not only looking for a job but also who are able to create employment opportunities.

A curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used to guide the organization of learning activities to achieve specific educational objectives (Article 1, 2003 Item 19 of Law no. 20 on National Education System). According to Grayson (1978),

curriculum is a plan to get the output which is expected from the study.

Entrepreneurship-based curriculum is a main key which will be the main points/measure of success of universities providing and creating highly competitive graduates in the job market.

3. RESEARCH METHOD

Methods of problem analysis used in this article is using *library research*. This is done by describing some of the studies and the opinions of experts and also the analysis of the problems faced today.

Authors draw the threads of the opinion of some experts which was related to the present situation associating with the process of learning and the curriculum used and how the output is coveted by the users of a college graduate.

4. RESULT AND DISCUSSION

The Institution of Higher Education (HE) with entrepreneurship knowledge is a concept of education at the undergraduate level that emphasizes the spirit of the learners to continually become creative in doing something. This educational methods, basically requires learners to be productive, innovative and always sensitive to every changes in the environment/ circumstances.

Entrepreneurship-based education is an educational framework that directs learners to be fast in understanding and observing around their social needs. Thus, the students are expected to explore their potential deeply and in serious ways. Every student has various potential that is not same with the other individuals because they are diverse in every aspect. Education of entrepreneurship is held in order to provide motivation and coaching business. It will run well when there are other devices that support. Higher education is contextually expected to conduct cooperation with the Micro, Small and Medium Enterprises (SME) who are highly knowledgeable about entrepreneurship.

Referring to the opinion of Ismanita (2008), there are a few important things about the specific characteristic or the basic

of entrepreneurship-based-education. The concept of education should focus more on self-potential extracting of each learner. As an illustration, if a student has an interest and potential ability to trade, then such case should be developed sharply.

The next step is to provide better motivation through mouth-to-mouth stories told to learners/ student to continually create successful entrepreneurs. It would even better if the profile of the successful entrepreneurs came from among the alumni of the college. This step can be as a prime mover and the most special way to make the students become high spirited on what they are doing.

Providing some entrepreneur-based teachers is an absolute need to be admitted. It explains a clear concept of entrepreneur education. However, in the entrepreneur education, an entrepreneur-based teacher has a different way of teaching than those who do not have experience in the world of entrepreneurship.

A teacher with a non - entrepreneurial experience will always refer to a text, but it is not suitable with the needs and experiences in the field. Therefore, the learning process tends to be less strong on implementing the values of true entrepreneurship. The entrepreneurship education draws concrete things that need to be practiced, not only theorized.

Methods of education offered by various educational institutions can not be let by the influence of policy makers and college stakeholders. Without the political will of both related college, it is also impossible for university to create a better college education at all. Therefore, these college stakeholders are seriously asked to perform a required orientation of the field of higher education and the market. To make a higher education directing to entrepreneur is not possible. Thus, reforming entrepreneurial education curriculum also tends to importantly be solved and done concretely and practically.

Making the new or revising the old curriculum should involve all parties in order to accelerate the process of verification and evaluation from stakeholders' alumni, business community, government as well as academic community.

The curriculum of entrepreneurship-based higher education can be done by redefining what education was. This is also associated with the entrepreneur as a part of another component to broaden some knowledges to learners while they are on plunging to the field-ground and also when they finished high school education. Preparing the superstructure associated with curriculum of entrepreneurial educational is radically an important thing to be done.

How to Implement the Entrepreneurship-based Curriculum

All teachers/ lecturers must pick and choose the materials (theory) that are most relevant to the purpose of each course as much as possible and give weight to the practical application of real cases that exist in the surrounding locations (local context).

If it's considered necessary, the custodian of the course will seek some form of game in the field which can be given. Methods of teaching should also be changed from a monotonous learning classroom to an attractive learning class which can also be done in the field (field study).

If an educator wants to strengthen the attitude of learners, he/ she should know the learner's talent, learner's desires, values and knowledge that should be obtained by the learners, as well as other secured environment to the growth of their attitudes, including their political environments. This situation is difficult, but it must be worth trying.

The application of technology in education, especially in curriculum, exists in two forms, namely the form of software and hardware forms. The application of hardware technology in education is known as a tool technology, whereas the application of software technology is called a system technology.

Thus, the process of teaching and learning in higher education can grow and develop in the minds of each learner. So that they can be creative, innovative, and strong on what they are doing. Some important things that should be done by the custodian in the learning classes are to: (i) teach which is centered on learner, (ii) develop the creativity of learner, (iii) create a fun and challenging experience, (iv) create a material which is contextual to the changing

environment, (v) provide various of learning experiences, and (vi) create some materials through learning-by-doing and describe someone which is successful in his/ her field.

5. CONCLUSION

Although Indonesia has wealthy condition of natural resources, it in fact is still not quite able to be managed to produce a fair and equitable prosperity for all Indonesian people. The high rates of poverty, unemployment and economic inequality is an increasingly urgent problem to be immediately solved. The competitiveness of a nation is an indicator of the success of a developed nation. Indonesia is currently classified as a country that has quite low competitiveness. Therefore, some changes must be immediately taken to create our desired developed purposes. One way to change these conditions is through education, especially higher education.

Conventional learning process during this period of time, turns out to not be able to optimally solve the problem regarding the output of colleges. The result is the increasing of unemployment of a fresh graduates. Therefore, there must be some changes in the methods of teaching. The entrepreneurship-based curriculum will be one of the best ways to give contribution to constellation between need and competencies needed in society. These are also related with science and skill to be possessed by learners, therefore educational institutions can create graduates not only as a job seeker but also job creator.

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