

THE ENTREPRENEURSHIP LEARNING IN ABDURACHMAN SALEH UNIVERSITY

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ABSTRACT

The role of entrepreneurship that has given the impact to the economic development of a country also improves the development of entrepreneurship education in the university level. Abdurachman Saleh University developed the entrepreneurship program into four ways, namely through the development of entrepreneurship curriculum, established the business unit incubator and centre of entrepreneurship as the student activities and infusing the entrepreneurial skill to all subject.

Keywords : Entrepreneurship Education, Entrepreneurship Curriculum, Implementation

INTRODUCTION

Over the last decades, more than one initiative or reform movement in Higher Education provision has addressed skills requirements and actual or perceived educational deficiencies. There was the key skills agenda, C& IT skills, transferable skills recently followed by employability and entrepreneurship skills.

On the other hand, universities are recognising their responsibility to provide a useful and relevant educational experience. Responding to external pressures, universities around the world have started to change the way they operate (Clark 2004: 1). Entrepreneurialism is not (anymore) a concept foreign to academia. There is an increasing interest in co-operating with businesses and industry often leading to the input of private funding to public universities. Like corporations, universities diversify. Many universities have broadened their mission (beyond education and research) to include outreach activities such as community service and knowledge transfer in the form of spin-offs, incubators or enterprises. Although the stimulation of intellectual activity in students through transmission of theoretical knowledge and the advancement of knowledge through research are still important, other aspects are gaining importance such as provision for practical skills and applied knowledge and the direct and indirect contribution of universities to knowledge economies. Providing employability and entrepreneurship skills is a logical progression from this development.

Abdurachman Saleh University focused in developing the entrepreneurship curriculum in higher education. Starting by the cooperating between some universities and Public Department in East Java Province, UNARS developed the Entrepreneurship curriculum.

DESIGN THE ENTREPRENEURSHIP CURRICULUM

The entrepreneurship education definition is, as well as the entrepreneurship phenomenon itself, rather complex and vague. The lack of consensus in defining entrepreneurship contributes to the confusion about entrepreneurship education program definition. For the purpose of this study, entrepreneurship education program is defined as the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them (Jones and English, 2004. p.416.). Therefore, entrepreneurship education programme is a complex process with wide array of objectives such as:

1. To give individuals more and better knowledge **for** entrepreneurial ventures creation, management and growth,
2. To provide more awareness **about** entrepreneurship,
3. to enhance individuals capability **to** act entrepreneurially in all walks of life (by providing them with the set of attitudes and values for embracing changes and self-reliance).

Garavan and O’Cinneide (1994. a & b) suggested the set of the assessment criteria for entrepreneurial programs evaluation such as philosophy of the program; targeted population; objectives and content of the programs; learning strategies and method, program facilitation; outcomes and impact of the programs. The comparison of 6 entrepreneurship education programs indicated that there are converging and diverging elements in designing a program. The programs delivery was of different lengths (from few months to year), at different institutions (from incubators to universities) and for different targets (from students, to professors and operating entrepreneurs). On the other side, a high convergence was found in the program content, learning methods and local adaptability of the teaching strategies. However, this study highlights inappropriate learning methodologies, lack of focus and lack of outcomes assessment of the entrepreneurship education.

Abdurachman Saleh University designed the curriculum for 6 (six) semester in law faculty, economic faculty, agriculture faculty, faculty of teacher training education, social politic faculty and faculty of letter. The curriculum designed based on the need analysis of the students,

**THE CURRICULA OF ENTREPRENEURSHIP SUBJECT OF
ABDURACHMAN SALEH UNIVERSITY OF SITUBONDO**

There are the entrepreneurship curriculum which is implemented in Addurachman Saleh University :

1. Semester 1

Competence: Personal Selling

The Description Of Subject :

1. Self conceptual (1)
 2. Mind Management (2)
 3. The Sharing of Entrepreneur successfulness – the interview to the success entrepreneur – presentation- discussion(3-6)
 4. Design Thinking (7)
 5. Write personal blue print (8-9)
 6. Prototype (10-11)
 7. Prototype Test(12)
 8. Product (13)
 9. Exhibition (the best stand and product) (certificate and Trophy) (14)
2. Semester 2

Competence: Catching the Entrepreneurship opportunities

The Description Of Subject :

1. Observation business – PEST Analysis (1)
 2. Analysis of business opportunities by analyzing business environment
 3. Analysis of industry structure - conduct - five part analysis (3)
 4. Business plan (the counseling process, the evaluation of improvement) (4-7)-Middle Test
 5. 5. Execution (making exhibition in the mall (in the mall selling or distribution or via the web) (8-14) – Final Test
3. Semester 3

Competence: Attract the Investor (Business Development media)

The Description Of Subject :

1. Inviting the speaker – banking (credit analysis) for teaching the terms that are considered in the credit agreement) (1)
2. Inviting the speakers (Business Owner) (2)
3. Business proposals (for banking and Business Owner) (3)
4. Presentation proposals (CSR working for banks) (4)
5. Invites Investors (from the banks) there show room rental hall - investor day (6-12) – Middle Test
6. Preparation BOD Meeting (internal - faculty and students) (13)
7. BOD Meeting (accountability reports to shareholders) (1)

4. Semester 4

Competence: Start Up Business 1 Benchmarking, Structure and system)

The Description Of Subject :

1. Inviting Community / associations (respectively - each introduced themselves, each business unit in the association (1-2)
2. Looking for information about prospects, opportunities, challenges, KSF (the key of success), presentation of the results of information (3-4)
3. Finding information company formation process.
 - Department of Licensing
 - Department of Industry
 - Tax office
 - Department of Health
4. Registration form (residence permits, Business License, Tax ID, TDP, HO, MD, SP) (5-6)
5. Business Model Canvas (7) Middle Test
6. Making Business Start UP (bias seek venture Capitals) (8)-Middle Test
7. To set up organizational structure, SOP, form - the form of reporting and monitoring, (9-14) – Final Test

5. Semester 5

Competence: Start Up Business 2 (Operational and monitoring)

The Description Of Subject :

1. Finding locations for businesses (1-2)
2. Set Up Men-room (3-4) (build your own, rent, System for the results.
3. Business Operations (5-12) – Middle Test
4. Preparation Performance Business Contest (13)
5. Performance Business Contest (prize-highest turnover, sustainable business, Customer the highest, SMS Poll to business) (14) – Final Test

6. Semester 6

Competence: Business Growth

The Description Of Subject :

1. Evaluating Start Up Business 2 (1)
2. Competitor Benchmarking to doing Customer Insight (2)
3. Make improvement plan (3)
4. Doing improvises (4-5)
5. Business Operations (6-12) – Middle Test
6. Preparation of assessment (13)

THE IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION

Abdurachman Saleh University to implement the model of entrepreneurship education through four ways. First, the UNARS enter into entrepreneurship courses education curriculum. However, entrepreneurship courses exist only in a few Faculties, namely the Faculty of Economic, Faculty of Social and Political Sciences (Program Studies

Administrative Sciences), Faculty of Agriculture, and Faculty of Teacher Training and Education.

Abdurachman Saleh University is committed to switch to paradigm of learning-oriented learners (student-centered learning) rather than teacher-centered learning (teacher-centered learning). In the new paradigm, responsibility for learning is on learners while teachers act more as a facilitator, coach, and models.

To ensure the success of the teaching staff in performing their duties, then every Entrepreneurship Course faculty are required to make the design teaching in the form of a clear, able to like, and refers to the purpose and learning objectives, and consider the characteristics of learners. in develop guidelines outline lectures and academic units lectures, each faculty given the freedom to develop in accordance with the vision, mission and the goal of each faculty or department that houses the course. In the Social UI, for example, the Administrative Sciences Department, there are compulsory subjects in which students are required to create a business plan. Secondly, the UNARS set up a business incubator unit. UNARS business incubator established at 2013. The institute under the auspices of Cooperation Directorate and Business Incubator (DKIB). As a new institution in the UNARS, then Business Incubator develop extensive cooperation with all institutions similar in UNARS, resulting in optimal synergy in achieving purpose of business incubation in the UNARS. Even more than that, a Business Incubator will not be able to work without the support and cooperation of all stake-holders in the UNARS.

The purpose of the establishment of a Business Incubator UNARS are: (1) birth tough businessman based science and technology, (2) encourage research results into useful products, and (3) the source of funding to help the search effort. Business Incubator UNARS is not intends to master the birth businesses, because once a business later .

This born and grow, then this business will be released as a professional business based on the various provisions in the UNARS. In addition, the Business Incubator implement UNARS Student Entrepreneurial Program at where the student will be expected (1) has a strong mental and skill in trying to (be Entrepreneur) and was able to develop her potential to contribute to the environment, (2) have the skills to make business plan (business plan), product marketing and other skills, (3) grow and develop new entrepreneurs who are highly educated, and (4) build business networks between business people and entrepreneurs newbie.

While benefits that can be generated is (1) provide an opportunity to engage directly in real activity in the small and medium enterprise to hone the soul self-employment, and (2) foster business (sense of business) that have courage to start a business backed by the given capital and assistance in an integrated manner.

Third, establish a student activity units reserved for students who have an interest in entrepreneurship called the Center Of Entrepreneurship (COE). Student activity unit that stands 01 April 2013 This, aims to equip students with entrepreneurial science. while its mission is to foster Indonesian businessman who has a soul entrepreneurship, social commitment and self-reliance in the business environment conducive and business ethics. COE themselves engaged in the Research and Development of

Entrepreneurship in the student environment within the scope of Abdurachman Saleh University .

Fourth, at the faculty level, entrepreneurial skills and characteristics built not only on subjects directly related to entrepreneurship but also non business discipline subject.

CONCLUSION

In the conclusion, Abdurachman Saleh University focused in implementing the entrepreneurship program. The Implementation was done in four ways, namely through: (1) education curriculum; (2) units business incubators; (3) Center of Entrepreneurship as a unit student activities ; (4) building entrepreneurial skills and characteristic by integrating the eye tuition or extracurricular activity.

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