

**THE ENTREPRENEURIAL LEADERSHIP IN THE COLLAGE  
(A CRITICAL REVIEW OF UNIVERSITY'S PREPARATION  
AHEAD  
IMPLEMENTATION ERA FREE TRADE IN 2015)**

**Karwanto<sup>1</sup>**

University of Surabaya  
INDONESIA  
E-mail: karin\_haidar@yahoo.com

**ABSTRACT**

*The success of leadership is determined by how a leader can influence and move to empower all available resources to achieve the goal. A leader should integrate his interpersonal skills, knowledge, intuition, inspiration and vision in performing their duties and responsibilities as a leader. A famous writer from New York, Sarah Lacy (2011), in her book Brilliant, Crazy, Cocky, told that we needed a brilliant group of people, a little crazy people, and a bit odd people to increase the development of developing countries. They are humans who think and act out of comfort zone even they think and act out of the box. The educational system in Indonesia has failed to produce independent people who have a good ability aspect and mentality aspect (Mass Media). One of indicators is the majority of graduates from some educational institutions still have oriented to a job seeker, not a job creator. Moreover, the education system has not become a major trigger for the development of human qualities, but it becomes a major contributor to the growing number of unemployed. Consequently, leaders of educational institutions are required to have entrepreneurial leadership and entrepreneurial characteristics, namely using **Teknik Jitu** (Skilled, work ethic, courage, negotiations, business intuition, and Out-Honestly, Innovators, Diligent, Tenacious) to achieve the goal.*

**Keywords:** entrepreneur leadership, college preparation, the era of free trade in 2015.

**INTRODUCTION**

The success of leadership is determined by how a leader can influence and move to empower all available resources to achieve the goal. A leader in a collage is more unique than a leader in other educational institutions is. This uniqueness requires processes and procedures of selection and appointment that fit the characteristics of colleges and a leader characteristic in that collage (Gaffar, 2014). Drucker (Santoso, 2014) explained a leader had to be willing to face the worst situation. When a crisis occurs, the leader must be willing to deal with all the existing reality. He has to do a right way, share that problem to his member, and take action in that situation. The leader should be responsible for what happens to the institution which he leads, because he has the authority and duty to do.

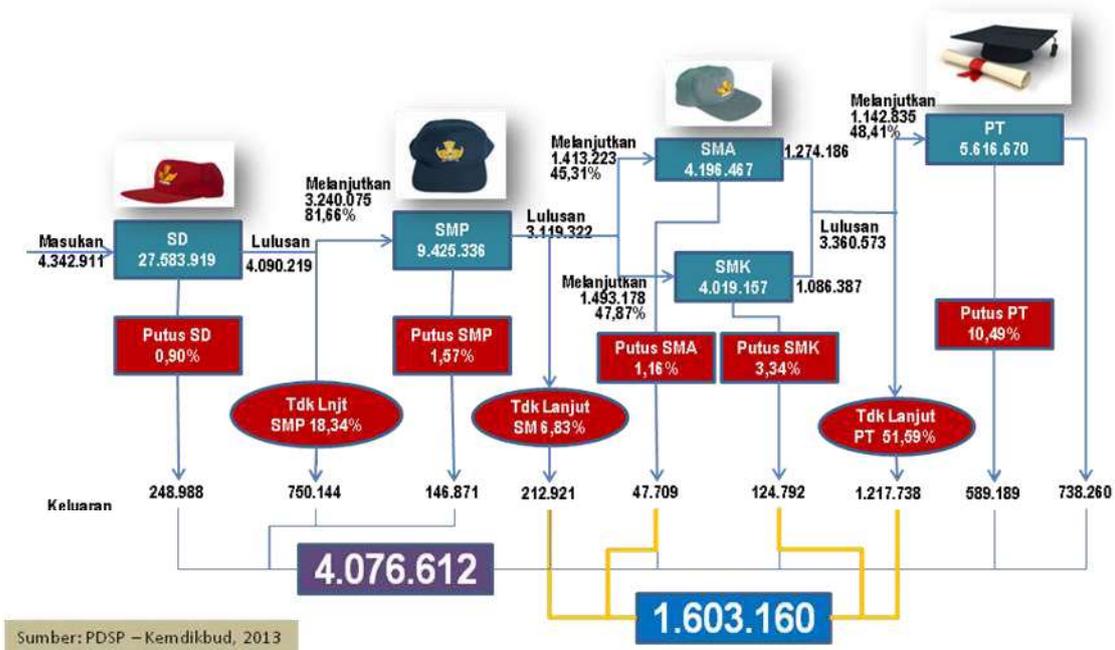
Human resources are one of progress keys of a nation. The most effective effort to improve human resources is education. PBB determined that education is one of the eight goals that must be achieved in the Millennium Development Goals (MDGs). To answer the purposes are among government, business, academia and other stakeholders need to work together (Swa, 2014).

The Enforcement of the ASEAN Economic Community (AEC) has to be prepared well in 2015. Do not let the strategic positions in Indonesia filled by foreigners. We have to be actors and not a spectator in AEC. There are 12 business sectors which is liberalized in the ASEAN Economic Community (AEC). Five of which are related to the products services, which allows the free movement of workers from various countries in ASEAN. Other Seven sectors are related to the import-export trading, including trading agriculture-based products, electronics, fisheries, rubber, textiles, automotive and wood. Five sectors of service products are sectors of air transportation, healthy, tourism, e-ASEAN, and logistics services (Gatra, 2014). A Main question is how the competitiveness of Indonesian workers is. The second question is what about the readiness of the Indonesian labor is.

Based on the results of some research and literature can be explained as follows. First, the demographic bonus (the abundance of populations in the productive age) contributes about 30% to the economic growth of Asian countries, including Indonesia. At the time of the AEC is applied, the number of Indonesian population is estimated at around 255 million people or 43% of the total population of ASEAN. With the demographic dividend being enjoyed now, the population of productive age in Indonesia also dominate ASEAN workforce. Thus, Indonesia is expected to supply potential labors to ASEAN countries, especially to countries which has limited workforces, like Singapore, Malaysia, Brunei Darussalam and Thailand (Gatra, 2014). Noteworthy is that if the quality of the demographic bonus is not good, this abundant productive age will not be absorbed by the market or are not able to compete with the productive age from other countries. Second, Sarah Lacy (2011) told that we needed a brilliant group of people, a little crazy people, and a bit odd people to increase the development of developing countries. These humans are humans who think and act out of the comfort zone satisfied (comfort zone), and think and act out of the box (Tilaar, 2012). Third, according to entrepreneurship expert David Mc-Clelland, a country can be called as a prosperous country if it has entrepreneurs at least 2 percent of the total population. Indonesia only has 0, 24 percent of the total population now. If the total population in Indonesian is about 240 million, the country needs at least 4.2 million entrepreneurs to reach the minimum amount of entrepreneurs from the total population in Indonesia (Noah, 2013). The educational system in Indonesia has failed to produce independent people who have a good ability aspect and mentality aspect (Mass Media). One of indicators is the majority of graduates from some educational institutions still have oriented to a job seeker, not a job creator. (Kompas, 2014). Besides, the education system has not become a major trigger for the development of human qualities, but it becomes a major contributor to the growing number of unemployed.

In reality, first, nationwide, as of January 2014, collages which have gotten the accredited institution are only 130 collages among 3,700 from total universities in Indonesia (Jawa Pos, February 17, 2014). There are 415 educational institutions and educational personnel (LPTK), which consist of 12 former Teachers' Training College,

24 FKIP PTN, and 379 FKIP PTS Of the 3,700 universities (Kompas, March 5, 2014). Second, the number of students from elementary school to university under Kemendikbud data in 2013 can be explained as follows. The number of elementary school students is currently registered 27,583,919; students in the junior high school are 9,425,336; students in the senior high school/ the vocational high school are 8,215,624; and students in the university 5.616.67. It can be seen in the following figure.



**Figure 1:** Flow of students from The Elementary School Students to The Collage in 2011/2012

Reference: Santoso (2014)

A number of junior high school students are currently about 13 million people, and a number of senior high school students are 9 million people (BKKBN). They are scattered around 61,000 and 30,000 junior high schools (Gatra, 2014). It can be understood that the challenge to Indonesia's future is how to access from the junior high school to the senior high school / vocational high school and the senior high school / vocational high school to the collage. Third, based on BPS data, in August 2013, the unemployment rate reached 850 589 intellectuals of the total 7.39 million unemployed (Swa, 2014).

The most effective effort to improve human resources is education, because people will get an edit value personal if they get education. Second, the collage needs a leader who has entrepreneurship. An educational thinker in Indonesia, as Ki Hajar Dewantara, has realized that education is the responsibility between family and institutions, societies and institutions, and schools in later times. The process of social change and the forming of public civility may occur optimally only if the three pillars of education to function in a balanced and proportionate with the capacity (Mangunwijaya Forum VII, 2013).

This paper discussed the key points as follows (a) basic concepts of entrepreneurial leadership; (b) educational leadership; (c) entrepreneurial leadership in collages, include: (1) building the leader who has entrepreneur mindset in collages through learning by using a case study approach and learning by using a real problem solving approach; (2) the collage preparation towards the free trade era AFTA 2015; (3) the role of LPTK.

## **DISCUSSION**

A. The Basic Concepts of Entrepreneurial Leadership Entrepreneurial leadership consists of the word “entrepreneurial” and “leadership”. More emphasis on aspects of leadership influence and mobilize others to achieve goals. While entrepreneurship according to Hisrich (Nuh, 2013), is defined as the process of creating something new, something valuable, by utilizing the time and effort, having regard to the risk of social, physical and financial, and receive remuneration in the form of money and personal satisfaction and independence. The characteristics of the entrepreneur can be described as: he has the vision and mission of the business, he is an internal locus control, he is a risk taker, he is not afraid of facing failure , he has high confidence, adaptability, hardworking, persuasive, discipline, energetic, emotional intelligence, social intelligence (Wirawan, 2013).

A person who has entrepreneurship mentality is a human who act “JITU” and have “JITU” mentality. “J” is honest. Humans who have hones characteristic are people who brave to act true to themselves, to other, and to god. “I” is an innovator. An entrepreneur must be an innovator because he found something hidden in the vicinity. T is persistence. An entrepreneur is someone who work hard and focus on something that he faces. “U” is resilient. An entrepreneur is someone who is approved, durable, and not easily discouraged. He is very committed to achieve its goals (Tilaar, 2012b).

The meaning of an entrepreneurial leadership will explain in this page. First, an entrepreneurial leadership is the process of influencing others by using the characteristics of the entrepreneur to act according to the expected leader (Usman, 2012). The advantage of this leadership is to influence his follower to act like a leader expect.

The research found that the characteristics of this leadership that stands abbreviated TEKNIK: Skilled, work ethic, courage, negotiations, business intuitions, and family. Second, an entrepreneurial leadership is the process of influencing others to use the power of creativity and innovation seeks to create and develop goods and services as much and as required by our society (Wirawan, 2013). An entrepreneurial leader can apply various leadership techniques in managing institutions. For example, an entrepreneurial can apply transactional leadership, transformational, situational, and bureaucratic leadership to lead his employee (teachers and educators). An entrepreneurial leader can apply servant leadership to serve his customers also.

From the explanation above, we can conclude that an entrepreneurial leadership is the process of influencing, mobilizing and empowering others by using the characteristics of the entrepreneur including “TEKNIK JITU” (skilled, work ethic, courage, negotiations, business intuition, and Out-Honestly, Innovators, Diligent, Tenacious) to achieve the goal.

### **The Educational Leadership**

The leadership concept which is taught by Ki Hajar Dewantara who was born in Yogyakarta, May 2<sup>nd</sup> 1889 has become the basic of leadership in the “Taman Siswa” School. First, it is *Ing Ngarso Sung Tulodho*. It means that a leader has to give a good role model to the society, his followers, and his members. The teachers and parents should provide their students and their children with a role model, so students can emulate it both at school and at home. Therefore, their behavior and attitude should be imitated by children and young people generally. Second, it is *Ing Madyo Mangun Karso*. It means that teachers together with parents do whatever they considered to be good and useful for many people in the midst of building the spirit and initiative, so students and young people can follow and carry out activities and lesson which teachers and parent gave. Third, it is *Tut Wuri Handayani*. It means that teachers and parents have to give motivation to their students and youth generation to study and work hard (Sujanto, 2012).

Based on the philosophy of *Pancasila* leadership, leadership values are formulated in three phrases, namely: (a) *Rumangsa Handarbeni* (sense of belonging). The word “*Rumangsa*” means to feel and to realize. The word “*Handarbeni*” means to own. In the textual meaning, “*Rumangsa Handarbeni*” means to feel as his own. In contextual meaning, it means that a leader must be aware of his duties and his responsibilities which must be perceived and recognized as him. Moreover, it is expected that a leader can carry out their duties responsibly and totally (b) *Melu Hangrungkebi* (sense of participation). The word “*Melu*” means to come, while “*Hangrungkebi*” means to protect, to sacrifice, and to defend. It showed that a leader must always be ready to sacrifice and carry out the tasks of leadership with all its challenges and risks. “Go ahead, never turn the left”. (c) *Mulat Sarira Hangrasa Wani*. “*Mulat*” means self correction. While “*Sarira*” means the body or bodies. It means that a leader must look into himself openly about his mistakes which he did (Muladi & Sujatno, 2008).

From the explanation above, we can conclude that an educational leadership is a leader’s ability to influence his member, to move and empower all available resources to achieve the goal. A leader should integrate interpersonal skills, knowledge, intuition, inspiration and vision in performing his duties and responsibilities as a leader.

#### **The entrepreneurial leadership in the collage**

1. Building a leader who has an entrepreneur mindset in the collage.

a. Learning by using a case study approach

Learning by using a case study approach is very effectively used to increase student’s abilities to solve the problem, to increase their ability to analyze the problem and apply knowledge in their life. Learning by using a case study approach begins from real cases which the perpetrator. Thus, a collage graduate is expected to be a leader who not only have the knowledge, attitudes and skills as a qualified professional, but also have integrity, global perspective, able to answer the challenges of the times and have a social responsibility.

b. Learning by using real problem solving approach

It is essential for leader to interact with the society. Universities are expected to encourage their students to solve the problem in educational institutions, companies or do a real business as part of his studies, so future leaders can do a direct role in their field (Tempo, 2014).

An illustration about learning by using problem solving approach on real cases is revealed by SDM (20 years old), as a university student in the official administration department and a secretary in the University of Indonesia, Depok.

The method which applied in my collage needs creativities to solve the problem on the job. I am on the job training at this moment. When I had got a problem in my office, I was not worried to solve it. If I remembered about learning in my collage, I should take some problem solutions to solve that problem. When one of problem solutions has not been succeeded in solving one problem, so that I faced the problem can be resolved by either (Indonesia Mass Media, 20 April 2014).

According to MCB (21 years old), a university student in the visual communication design department, STSI Bandung, he explain about learning by using a problem solving approach.

In the lecture of design, we are formed as a problem solver. So, we have many viewpoints. We apply creative strategies which we have learned in our collage. The visual result is sharper and more interesting than the visual result before applying creative strategies is. The lectures method in my major can make us sensitive to something and make us critical in giving solutions. This is because they are used to be strengthened sensitivity and imagination which is suitable for the lecture method. As a result, I became more creative in solving the problem than before because of the sensitivity and imagination honed (Indonesian Mass Media, 20 April 2014).

## 2. The preparation of collage towards the free trade era AFTA 2015

Before implementing the free trade era 2015, Collages need to prepare their graduates not only be a subject who survives to defend from the free competition, but also be able to compete with foreign competitor to be an international player. Indonesian nation needs leaders who have a global perspective because our country will have challenges to face global issues such as climate change, food and energy (Tempo, 2014).

According to Santoso (2014), with achievements and capabilities as well as the challenges that exist today, The fundamental question is: we are ready to face the competition in Asia ?. The answer is not yet ready. Unless universities in Indonesia to do the following things: (1) establishing a culture of continuous quality by implementing a system of internal and external quality assurance in higher education; (2) creating an academic atmosphere in the campus; (3) implement the National Qualifications Framework Indonesia (KKNI).

With achievements and capabilities as well as the challenges that exist today, the fundamental question is what we are ready to face the competition in Asia. The answer is we have not been ready to face the competition in Asia unless universities in Indonesia to do the following things: (1) establishing a culture of continuous quality by implementing a system of internal and external quality assurance in colleges; (2) creating an academic atmosphere in colleges; (3) implementing the National Qualifications Framework in Indonesia (KKNI).

The preparations which universities in Indonesia have to do are (a) Indonesia should prepare quality workforce; (b) Indonesia should increase investment in education or employment aspects (Gatra, 2014); (c) Universities in Indonesia should open double degree program which cooperate with foreign universities, online learning, entrepreneurship, and others which are expected to bring universities in Indonesia to get the regional and international accreditation (Swa, 2013); (d) Universities in Indonesia need to teach their students in their universities eight basic skills including communication skills, skills to think clearly and critically, the moral dimension, becoming an effective citizen, understanding and being tolerant of differences, the ability to live in a globalized society, widespread interest over the life, and readiness to work (Boediono, 2013); (e) Universities in Indonesia should increase the relevance of the curriculum based on society's needs and existing standards such as the National Qualifications Framework in Indonesia (KKNI) and increase competence and soft skills of graduates; strengthen international atmosphere through student exchange programs, international conferences, apprenticeship or internship, field studies, service learning (community work) internationally; and increase the development of entrepreneurship (Swa, 2014).

### 3. The role of LPTK

There are some aspects which become the success benchmark for universities in Indonesia according to Djoko Santoso, Director General of Higher Education (Swa, 2014). First, what colleges can create competitive graduates; How its accreditation is about; what graduates is compatible with their academic contributions in various aspects such as teaching, publications, research, and so on as well as community service. Thus, what graduates can create jobs that provide employment and so on. If we refer to international rating institution such as QS World, Times Higher Magazine, and others, universities in Indonesia still tend to lose even we compare Indonesia with universities in Malaysia. This can give an opinion that studying abroad is better than studying in Indonesia is, because it is more prestigious. Second, graduates from Indonesia's universities need to eliminate or erode the character of inferiority.

According to Mubarak's opinion (Nuh, 2013) based on the results of the study of classical Muslim historian, Ibn Khaldun, the 100-year journey of a nation will be born four models of young generation. First, it is groundbreaking generation. They dare to make fundamental

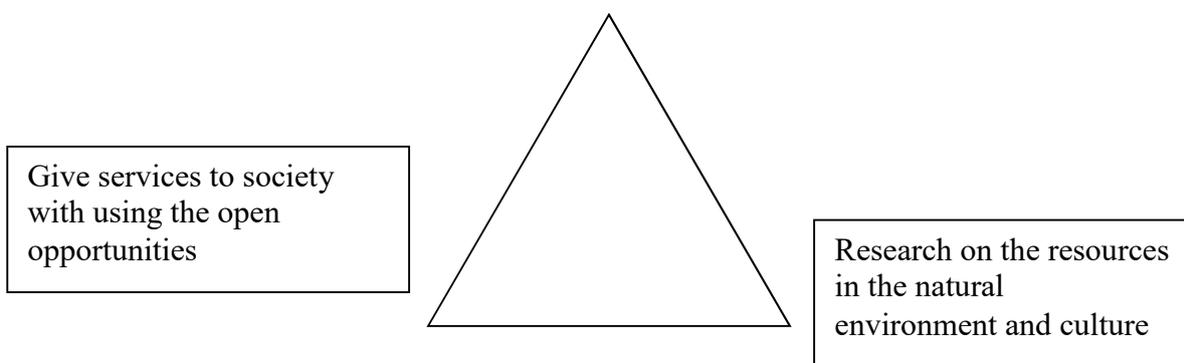
changes. Second, it is generation of builders. They work systematically and have a plan and measurable goals. Third, it is generation of connoisseurs. They are no longer sensitive to the interests of the nation and the state because they are benefited economically and politically in the power system. They just think how better to enjoy than to work for building. Fourth, it is the apathetic generation. This generation tends to be apathetic. They no longer have an emotional relationship with the state. They can do whatever they like regardless of the fate of the country.

About four next generations in Indonesia as described above it can be explained. Although Indonesia has not been 100 years old, the third and fourth generation has emerged. We can see many corruption cases, social unrest, hedonistic generation and others. If a nation has reached the third and fourth generation, the nation will be nearly destroyed. A civilization may collapse because of many materialism life styles, which public authorities and society implement lazy lifestyle that accompanied with attitude extravagance. This attitude not only gives bad effect but also encourages corruption and moral decadence. Furthermore, a nation needs to develop groundbreaking generation and generation of builder to avoid the collapse of the nation. Besides, a nation has to decrease the hedonic generation. One of ways socially to create the expected generation is by education sector (Nuh, 2013).

Leadership is very important to make an organization become successful. In leadership, we need to know about condition and culture which develop in Indonesia. Indonesian society is still feudalistic society which the role of individual leaders is crucial. Indonesia needs many educational leaders in today's era of decentralization. The leaders must be professional leaders who can achieve national education goals. So, Indonesia needs to give education programs for educational managers. The education managers need to be trained not only by education experts but also by business experts who have experiences in practicing management well and successfully (Tilaar, 2009).

To create entrepreneurial leaders, it can be achieved by reforming the Tri Dharma in universities as in the concept of entrepreneurial triangle.

The Teaching and Learning by Active and Contextual Method  
(the lecture and students as entrepreneurs)



**Figure 1** Tri Dharma in universities and Entrepreneurial Triangle  
Reference: Tilaar (2012b)

## **CLOSING**

To build leaders with entrepreneurial mindset, it can be done with some ways, including (a) applying a case study approach and a problem solving approach in learning on a real case; (b) having independence and skills (technical capabilities); (c) the entrepreneurship traditions and the entrepreneurship culture; (d) giving the entrepreneurship values in the educational process (honest, innovators, diligent, tenacious); (e) making a good planning systematically to produce measurable products and to produce a large of valuable products. It is expected that these ways can create entrepreneurial generation who can create jobs and not job seeker generation, because he created jobs including charity.

## **REFERENCES**

- Abbas, Hafid. 2014. *Disorientasi Pengelolaan Guru*. Kompas. 5 Maret
- Boediono. 2013. *Pendidikan Kunci Pembangunan*. Dalam Forum Mangunwijaya VII. 2013. *Menyambut Kurikulum 2013*. Jakarta: PT Kompas Media Nusantara.
- Forum Mangunwijaya VII. 2013. *Menyambut Kurikulum 2013*. Jakarta: PT Kompas Media Nusantara.
- Gaffar, Mohammad Fakry. 2014. *Higher Education Administration: Challenges of Leadership, Policies and Management*. Makalah Deklarasi dan Seminar Nasional APMAPI di UPI Bandung. 23-24 Maret
- Gatra. 2014. *Modal Menuju Pasar Bebas ASEAN*. 24-30 April.
- Gatra. 2014. *Bonus Demografi Peluang atau Terbuang*. 24-30 April.
- Jawa Pos, 17 Februari 2014. *Akreditasi: Deadline Sulit Terpenuhi*.
- Kompas. 2014. *Manusia Mandiri Gagal Dihasilkan: Pemimpin Mendatang Diminta Fokus Bangun SDM*. 6 Mei.
- Media Indonesia. 2014. *Mengasah Jiwa Technopreneur Lewat BYTe*. 20 April.
- Muladi & Sujatno, Adi. 2008. *Traktat Etis: Kepemimpinan Nasional*. Jakarta: RMBooks.
- Nuh, Mohammad. 2013. *Menyemai Kreator Peradaban: Reungan tentang Pendidikan, Agama dan Budaya*. Jakarta: Zaman.
- Santoso, Tanadi. 2014. *Wisdom dari Pemikir Manajemen Terbesar*. Swa. Vol. XXX. 10-23 April.
- Santoso, Djoko. 2014. *Paradigma Baru Pendidikan Tinggi Menyongsong Era Asia*. Makalah Deklarasi dan Seminar Nasional APMAPI di UPI Bandung. 23-24 Maret
- Sujanto, Bedjo. 2012. *Membangun Karakter Bangsa Melalui Penerapan Manajemen Berbasis Sekolah*. Makalah Konaspi VII. Yogyakarta: UNY. 31 Oktober-3 November.

- Suwignyo, Agus. 2013. *Arah Pembangunan, Kunci Reformasi Pendidikan*. Dalam Forum Mangunwijaya VII. 2013. *Menyambut Kurikulum 2013*. Jakarta: PT Kompas Media Nusantara.
- Swa. 2014. *Jurus Perguruan Tinggi dalam Melahirkan Sumber Daya Manusia yang Unggul*. 10-23 April.
- Tempo. 2014. *Komitmen Menumbuhkan Pemimpin Berwawasan Global*. 31 Maret-6 April.
- Tilaar, H.A.R. 2009. *Kekuasaan dan Pendidikan: Manajemen Pendidikan Nasional dalam Pusaran Kekuasaan*. Jakarta: PT Rineka Cipta
- Tilaar, H.A.R. 2012. *Pengembangan Kreativitas dan Entrepreneurship dalam Pendidikan Nasional*. Jakarta: PT Kompas Media Nusantara.
- Tilaar, H.A.R. 2012b. *Kaleidoskop Pendidikan Nasional*. Jakarta: PT Kompas Media Nusantara.
- Usman, Husaini. 2012. *Kepemimpinan Pendidikan Kejuruan*. Yogyakarta: UNY Press.
- Wirawan. 2013. *Kepemimpinan: Teori, Psikologi, Perilaku Organisasi, Aplikasi dan Penelitian (Contoh Aplikasi untuk Kepemimpinan Wanita, Organisasi Bisnis, Pendidikan dan Militer)*. Jakarta: PT Raja Grafindo Persada