




THE MEANING, BENEFIT AND IMPORTANCE OF DEVELOPMENT ENTREPRENEURSHIP IN HIGHER EDUCATION



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ABSTRACT

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This paper based on qualitative research to understanding of the meaning, benefit and importance of entrepreneurship that develops in the environment of higher education. This research using qualitative research with a naturalistic inquiry approach. This approach was chosen because it was considered more suitable with the characteristics of the problem under study, namely with regard to Entrepreneurship behavior. Data collection of information using facts is done by research techniques such as interviews and participant observation. Result of the study found that teaching about entrepreneurship in higher education in the area of practical approaches (practical concepts or psychomotor aspects in the meaning of learning). Indeed, the meaning of entrepreneurship should have a 'spirit' from the start of scientific concepts, concepts of attitude and practical concepts. This study also found that meaning entrepreneurship is important to step development to improve the benefit of entrepreneurship. The benefits of developing entrepreneurship can provide a spirit to the academic community that many campuses are successful and successful because management has the ability to think creatively and inventively. Works and initiatives are only found in campus management which consists of people who think creatively. Not a few campuses have succeeded because they have creative and innovative abilities.

Contribution/ Originality: This study is among very few studies that study the development of entrepreneurship in higher education. These findings are important to understand meaning, benefit and important of entrepreneurship among student in higher education institution. Result of this study also implies education policy and teaching strategies of entrepreneurship in higher education institution, especially in Indonesian national context.

1. INTRODUCTION

The world of higher education in Indonesia knows three functions or the Tri Dharma of Higher Education, there are Education and Teaching, Research, Community Service (Tilaar and Nugroho, 2008). Is the function of our higher education adequate based on the concept of Tri Dharma? With a new vision of the future that demands the function and role of the new tertiary institution, it is better to explore the basics of the tridharma principle. The formulation of the roles and functions of higher education has been formulated in international meetings. "The gap in the quality of education is still an obstacle for many countries, especially Indonesia (Qian, 2016). The quality and quality of universities in Indonesia is still low, making it difficult to compete at the international level. Based on

data from the Ministry of Research, Technology and Higher Education (MORTHE), there are only two national universities that are ranked as the 500 best universities in the world. The mission of higher education as a center for the development of professionalism implies that higher education is inseparable from the development of the industrial world (Alen, 2002). The relationship between higher education and industry is getting increasingly tight, even higher education in the future cannot stand alone without the industrial world (Alma, 2009). Professional development also means higher education provides services to the surrounding community in order to build an advanced society, which is based on technology and science (Alma and Hurriyati, 2008). Thus higher education perched on ivory towers has no place in the 21st century. Launching the Law Number 20 of 2003 concerning the National Higher Education System, in which one of the implementing regulations, namely about higher education has been formulated regarding the function of higher education. In it also the objectives of higher education have been formulated, namely; 1) Prepare students to become community members who have academic and / or professional abilities; 2) Develop and disseminate knowledge and strive to use it to improve people's lives and enrich national culture. Government regulations on higher education certainly refer to the goals of national education, namely the formation of whole people. In these government regulations, the emphasis is on the function of higher education which is summarized in the tridharma of higher education. The university of the future is required to establish a network with the industrial world as well as regional and international higher education institutions (Crombie, 2005). This is driven by, not only because science is universal, also because the work of scientists will be global. Furthermore, the university can understand the pathology of industrial culture as well as indications of the information revolution (Gasset, 1966). In today's global changes there are emerging third world development problems that are no less interesting to be handled by the world of higher education. In globalization there is a new type of culture and a new mentality. Thus 21st century higher education requested a new campus culture in entering the 4.0 Industrial Revolution (Fahrudin, 2019).

The nation's competitiveness can only be achieved if there is a strong foundation of national unity and unity. Colleges can play a significant role in unifying the nation through the provision of quality education and providing broad opportunities for all nations, research that is able to explore local potential and provide benefits to the wider community (Kao, 1997). Although the growth of the gross enrollment rate in Indonesia has increased to above 32.5% in 2017/2018 while the target for 2019 is 35%, compared to other ASIA countries this position is still relatively low, for example compared to South Korea reached 92%. The opportunity to take part in higher education and the number of students must be continuously and evenly increased, so that they can produce graduates in sufficient numbers to be able to encourage economic growth and national competitiveness (Kiyosaki, 2003). This increase in quantity must be accompanied by increased quality and high relevance. Without these two aspects the graduates produced would become intellectual unemployed.

The level of competition for human resources in the national and international labor markets continues to increase along with the increasing utilization of new science and technology in various fields of the business world, as well as the increasingly high level of professionalism (knowledge, hard skills, soft skills) (Hisrich *et al.*, 2008). Efforts to improve the quality of tertiary graduates in Indonesia are different from the previous period because the open market has caused greater penetration of foreign workers, so that competition at the national level no longer occurs only between graduates of national universities, but also between graduates national universities with graduates from abroad (Alma, 2009). The Central Bureau of Statistics (BPS) released a report on the number of labor force in Indonesia in February 2017. In that period, there were 131.55 million people in the workforce or an increase of 3.88 million people compared to February 2016. Of that number, the Indonesian population working in February 2017 recorded 124.54 million people, up 3.89 million compared to the same period last year. While the number of unemployed people was 7.01 million, only 10 thousand less than in February 2016. The competition for job seekers from college graduates is getting tougher because the unemployment rate in Indonesia continues to increase, this requires the attention of higher education providers to always adjust the curriculum, processes and

learning materials to the development of the world of work (Tilaar and Nugroho, 2008). Increasing the relevance of this education should be the target of continuous quality enhancement as part of an overall university quality assurance system (Targowski and Tarn, 2007). In this case, the aspect of relevance requires providers of higher education to develop study programs that are in line with the needs of the labor market. Quality and relevance are two aspects of higher education that are interrelated and have a direct contribution to improving the nation's competitiveness in the field of human resources (Slamet, 2004). Speeding up the increase in both aspects, universities can seek cooperation, benchmarking, networking or various other businesses, so they can take advantage of lessons learned and best practices from other universities (Erlangga, 2019). This means that an education development strategy is needed to empower people. Helpless humans are people who can think creatively, independently and are able to build themselves and society. Quality education is also needed by relying on ICT use and entrepreneurship. Based on research background, this paper focus questions, as follows:

1. What is the meaning of the entrepreneurship program at the College?
2. What are the benefits of developing entrepreneurship at Universities?
3. What is the importance of entrepreneurship development in Higher Education?

2. RESEARCH METHODS

This study uses a naturalistic inquiry approach (Maxwell, 1996). This approach was chosen because it was considered more suitable with the characteristics of the problem under study, namely with regard to Entrepreneurship behavior. Scientific inquiry is the search for knowledge using a method known as data collection, analysis, and interpretation. Research with a qualitative approach uses a collection method as much as possible in detail and in-depth facts about one thing or social phenomenon in order to get an understanding of as much as possible the nature of the symptoms. Collection of information to understand the facts is done by research techniques such as interviews, observation (observation) including involved observations (participation observation). Furthermore, it should be emphasized here that the nature or substance of the focus of study through a qualitative approach is abstract. That means that what is understood is in the form of thoughts, knowledge, beliefs, feelings from the community, groups, or social groups studied. All of that is traced through behavioral symptoms or other symptoms. The observable symptoms, analyzed, interpreted and in turn must be explained and understood as the behavior of the community concerned. All these understandings are related to existing theories and researchers will interpret and reconstruct theories that will give birth to models in Entrepreneurship Development in Higher Education through the Study of Entrepreneurship Program Development, so that it will provide a change in understanding of the problems after the research. This research focuses on the problem of entrepreneurship management in several universities as strategic factors in the management of quality tertiary institutions. More specifically, the attitude of the higher education management is used as the focus of the problem, while the other academics, in general, can be used as supporting sources in this study. The method used in this study is qualitative. This method is based on appreciation of human behavior holistically and intact. In connection with this, Kao and Liang (2001) states that entrepreneurship is a symptom of behavior. All activities that take place are examined in terms of (natural settings) and dive through a deep appreciation method (*verstehen*) and look for what values are inherent in the development of entrepreneurship with experience and knowledge. The most institutionalized activities in developing entrepreneurship. The people studied are seen as the center of existing social phenomena. Therefore, their view is the most important (emic perspective) not the view of the researcher (etic perspective). Research with a qualitative approach is research with a method of collecting as much as possible facts in detail and in depth about one thing or social phenomenon in order to get an understanding of as much as possible the nature of the symptoms. Collection of information to understand the facts is done by research techniques such as interviews, observation (observation), including observations involved (participation observation).

3. DISCUSSION AND ANALYSIS

Discussions conducted in higher education with a description based on the problematic Philosophical Models that have been described in the previous chapter.

3.1. Reviewing the Meanings of the Entrepreneurship Program in Higher Education

An understanding of the meaning of entrepreneurship that develops in the environment of higher education is in the area of practical approaches (practical concepts or psychomotor aspects in the meaning of learning). Indeed, the meaning of entrepreneurship should have a 'spirit' from the start of scientific concepts, concepts of attitude and practical concepts. That is, in the meaning of scientific concepts entrepreneurial programs are included or integrated into the curriculum into independent courses, so there is a process of transfer of knowledge from the teaching and learning process in the classroom, therefore if entrepreneurship is interpreted as science, it is important to teach students to equip themselves in order to have capital in developing creativity and innovative abilities. In addition, there is also the importance of the transfer of value in the teaching and learning process, because the attitude is interpreted as a character whose final results will form attitudes of independence and self-confidence. Nevertheless the support of practical concepts is very important with the application in the field in the formation of business units or business institutions that are used as a vehicle for learning business organizations for the academic community, so as to foster the Soul of Leadership, Professionalism, and Emotional Intelligence.

The context of the scientific approach (the transfer of knowledge) from the application of entrepreneurship courses program integrated into the curriculum can strengthen entrepreneurial spirit in the mindset and perspective of the academic community.

3.2. Reviewing the Benefits of Developing the Entrepreneurship Program in Higher Education

The benefits of developing entrepreneurship can provide a spirit to the academic community that many campuses are successful and successful because management has the ability to think creatively and innovatively. Works and initiatives are only found in campus management which consists of people who think creatively. Not a few campuses have succeeded because they have creative and innovative abilities.

Further development with the entry of entrepreneurship programs in universities, has the following orientation:

- i. Encouraging the use of research and development results to be devices that can be used by the community and have commercial value.
- ii. Realizing the potential synergy of tertiary institutions with the potential of industry / small and medium enterprises so that they can develop independent small and medium industries.
- iii. Developing an entrepreneurial culture within the university to encourage the creation of new entrepreneurs.
- iv. Encouraging the acceleration of Indonesia's economic recovery through poverty alleviation and the provision of employment with the growth of strong new entrepreneurs, both in terms of the quality of goods produced and services and in its marketing aspects.
- v. Develop activities that encourage the realization of income generating units in universities in anticipation of the enactment of autonomy of higher education institutions (especially state universities).

Universities in developing entrepreneurship both from a scientific aspect (theoretical), value and practically feel various benefits. Campus requires a management spirit towards independence in the development of facilities and infrastructure to increase self-confidence; therefore the values of creativity and innovation are to become breath in carrying out the tri dharma of higher education towards academic professionalism.

3.3. *The Importance of Entrepreneurship Development in Higher Education*

The importance of developing entrepreneurship programs is implemented in universities because it plays a function, as follows:

- i. Identify business systems that are already running and business potential in universities, and help businesses that have the opportunity to be developed.
- ii. Preparing business potential in universities to become independent business units and able to become a source of income to support the Tri Dharma College activities.
- iii. Helping entrepreneurship development for academicians and alumni.
- iv. Synergizing Higher Education Science and Technology with the needs of the business world.
- v. Strengthen the science and technology information network to support business continuity in universities.

Entrepreneurship development through the methods above will be more directed and will provide a gradual value of learning for universities. In fact, the above functions are felt by universities, although at different strengths, this is motivated by the differences in the culture of higher education that has a different journey in its development over time.

4. CONCLUSIONS AND RECOMMENDATIONS

4.1. *Conclusions*

As from the results of the analysis of the spirit of entrepreneurship in Higher Education that has been discussed, the authors draw conclusions from the results of the discussion by referring specifically to the problematic Philosophical with conclusions as follows:

i. *Philosophical Problematic*

The developing meaning of entrepreneurship can be appreciated in practical understanding (practical concept), this is revealed because the narrow meaning that exists for entrepreneurship is interpretation and views that entrepreneurship is synonymous with what is owned and done by "businessman" or "entrepreneur" who owns a business (trading) This view is not wrong, but it is not right, because entrepreneurial spirit and attitude are not only owned by entrepreneurs but can be owned by anyone who thinks creatively and acts innovatively. This understanding can be felt by the benefits of developing entrepreneurship in universities, so this paper is expected to get good support and responses. Thus it can change the understanding of the meaning of entrepreneurship which will help the academic community to detect and evaluate entrepreneurship programs in universities, is there already? or have not assessed the importance of developing entrepreneurship? Higher education assesses the importance of developing entrepreneurship as a driver of creativity and innovative abilities that will be used as a basis, tips and resources to find opportunities for success in managing higher education.

4.2. *Recommendations*

Based on the above conclusions, recommendations from the study of the spirit of entrepreneurship in higher education can be disclosed as follows:

1. Narrow meaning in the sense of practical understanding of entrepreneurship needs to be immediately changed by striving for programmed socialization of entrepreneurial meaning wider than scientific meaning (transfer of knowledge) and attitude meaning (transfer of value), will have important implications for the development program college entrepreneurship.
2. Higher education institutions should take advantage of the development of entrepreneurship programs so that they directly equip students in the learning process (paying attention to cognitive, affective and psychomotor domains) with values in entrepreneurship, namely a more creative, independent and innovative way of thinking of academics.

3. The importance of universities in printing graduates has added value in the ability to create business opportunities by identifying business units if existing ones and business potential in higher education, preparing business potential in universities to become independent and capable business units. become income generating programs, help the academic community, employees and alumni in developing entrepreneurship.

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