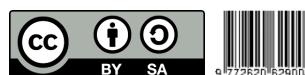


ENTREPRENEURSHIP EDUCATION MANAGEMENT IN IMPROVING STUDENT'S INDEPENDENCE AT VOCATIONAL COLLECTION

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Abstract

Management of entrepreneurship education in higher education, especially at vocational universities in this study was built to build effective policy development in the higher education environment in showing its form of productivity in producing quality human resources by cultivating entrepreneurial values which are the basic values for building job opportunities for students. This realization itself is built through an understanding of values, where the potential of human resources is potentially built and developed in a projected manner. In addition to developing values, where the world of education is built in a fundamental transformation in order to build student entrepreneurship skills that are directed and integrated with the education they carry out, as the basis for applying discipline values and developing the value of their competencies.

Keywords: *Management, entrepreneurship, higher education, university, students.*

INTRODUCTION

The challenge that forms the basis of understanding in research related to the management system of entrepreneurship education in higher education is the university's own policy. The challenge in changing entrepreneurial thinking deeper and wider must be built, policies in it rooted in operational values and development of implementation values supported by all sources in the university environment must be able to open up that the wide world has been opened and all of that can be achieved with understanding the value of entrepreneurship as a form of implementing sustainable living. Building a management system for entrepreneurship education in universities is not easy, so this research with all its descriptions is expected to be able to build the value of growing entrepreneurial values in universities which are managed in a directed manner in a solid management system.

Future efforts as an understanding of the results of observations show that technical policies are needed that specifically develop entrepreneurial values in every program of implementing learning in higher education. Building shared thinking in creating opportunities and utilizing them becomes the basis for developing the value of high creativity supported by broad creativity and understanding the challenges ahead accurately so that student productivity can be implemented in a real and beneficial way for the general public. This basis will be a benchmark value that can be implemented as an educational achievement and goal in line with the understanding of education and learning management as stipulated in the Act.

The deepening of the value of independence itself is very broad, the complexity in it is influenced by social and cultural values. This understanding is the fundamental step in extracting values where the management of entrepreneurship education in higher education needs to be based on the value of strong independence. The basic element associated with it itself is the basic personality. This concept is the basic foundation of this research, where the Higher Education Management in developing student entrepreneurial values is realized and implemented.

Another basic value understanding is creativity, where the relationship of the individual potential value of each student becomes a value link that will build a basic form of understanding in order to develop entrepreneurial values in vocational colleges. This foundation also becomes the basic concept of extracting value where creativity is built on the basis of developing the value of abilities in knowledge, attitudes and skills that underlie his competence as a result of implementing learning activities in higher education.

Future orientation is the conceptual basis in this research, where understanding related to entrepreneurship itself must be developed broadly and fundamentally, not determining understanding of a particular discipline but how to build an understanding of the value of knowledge itself into new knowledge that can support the potential of students in building their competencies in a holistic manner. academics and realizing sustainable life skills through the development of entrepreneurial values during the learning process and after completing educational activities at the university itself.

Based on the description above, it is clear that there are problems related to the weak entrepreneurial competencies possessed by students. On the other hand, currently entrepreneurial competence has become a necessity for students in higher education, this is based on the mandate of government regulations on higher education and therefore must be held with good learning governance or management.

METHOD

The approach used in this research is a qualitative approach with a case study variation. The problems that will be studied in this study use a qualitative approach, which aims to find, analyze and manage direct events in the field by understanding social interactions with interviews and observations (Moleong, Lexy J, 2001).

RESULT AND DISCUSSION

Students who study at PT at the D3 or S1 level are generally between the ages of 18-24 years. Developmental psychologists categorize this age group as early adults. Gormly and Brodzinski (1993) stated that at this age young people enter a period of decision making, can be considered mature but have not taken many adult roles. "Youth age is an 'optional' period of development in which an individual is legally an adult but has not yet undertaken adult work and roles," as written (1993: 396).

Newman and Newman (2011: 387-427) suggest a number of developmental conditions that occur in this age group, including: autonomy from parents, gender identity, internalized morality, and career choice. What must be understood from the condition of autonomy from parents is the ability to control oneself in terms of thoughts, opinions, emotions and actions carried out without supervision from parents. What must be understood from the condition of gender identity are factors related to beliefs, behavior and personal values as a woman/man in the area of social life. What must be understood from the condition of internalized morality is the ability to find differences between social norms and morality, which are reshaped after passing through childhood (childhood) to be able to step into adulthood (adulthood). What must be understood from the conditions of career choice is the ability to make choices that have implications for personal financial resources.

As adults, the way students learn is different from the way children learn at the elementary school age (6-12 years). Students' way of thinking is no longer "operational-concrete" but has entered the "formal operational" stage, so that they are able to think hypothetically, critically, reflectively and constructively. Students' learning objectives are generally clearer, namely, to prepare themselves to enter the world of work or develop a career in the future according to their potential and talents and interests. Past learning experiences and present life experiences also appear to accompany and influence the learning activities they undertake.

Referring to Kennedy (1961:35) as written,

Our colleges and universities represent our ultimate educational resource. In these institutions are produced the leaders and other trained persons whom we need to carry forward our highly developed civilization;

Some of the Entrepreneurship education carried out at POLTEKPOS and ASM Kencana in preparing graduates as prospective new entrepreneurs are as follows:

a. Entrepreneurial Student Program (PMW)

The Student Entrepreneurial Program (PMW) is part of the higher education system that has been launched since 2009. In its implementation, PMW is integrated with existing entrepreneurship education, including: Student Creativity Program (PKM), Business Work Lectures (KKU) and other entrepreneurship programs.

The purpose of implementing PMW is intended to: 1) foster entrepreneurial motivation among students; 2) build an entrepreneurial mental attitude, namely: confident, aware of their identity, motivated to achieve a goal, never give up, able to work hard, creative, innovative, dare to take risks with calculations, behave as leaders and have a vision for the future, responsive to suggestions and

criticism, have the ability to empathize and social skills; 3) improve the skills and skills of students, especially the sense of business; 4) develop new entrepreneurs with higher education, 5) create new business units based on science, technology and art; and 6) building business networks among business actors, especially between novice entrepreneurs and established entrepreneurs. PMW fund allocation is not entirely for student capital.

The PMW program implementation mechanism begins with: 1) conducting outreach to students; 2) identification and selection of students; 3) entrepreneurship provision; 4) preparation of business plans while doing internships in SMEs (Directorate General of Higher Education, 2009a). Furthermore, to obtain capital support in the context of establishing a new business, students are required to submit a suitable business plan to be selected by the "Selection Team" consisting of elements of banking, SMEs, and implementing universities. Entrepreneurs are actively involved in providing entrepreneurial operational guidance.

The existence of institutions that are responsible for entrepreneurship education programs is one of the important considerations for the Directorate General of Higher Education to provide support to the universities concerned. In an effort to create prospective young and educated entrepreneurs or young entrepreneurs, cultivating an entrepreneurial culture in higher education can be started through the Entrepreneurship Lecture program / KWU.

During the PMW program, POLTEKPOS and ASM Kencana collaborated with entrepreneurs, both cooperative SMEs and other large companies. Entrepreneurs are actively involved in providing practical guidance on entrepreneurship, starting from education and training, apprenticeships, developing business plans, and integrated mentoring. Therefore, it is necessary to avoid unhealthy competition between students and accompanying UKM. On the other hand, there is a need for "synergy" between the types of businesses developed by students and the types of businesses developed by supporting SMEs.

The first requirement is to ensure the success and sustainability of PMW, POLTEKPOS and ASM Kencana as implementing universities must have institutions that have the main tasks and functions as managers (planning, organizing, implementing, monitoring and evaluating) as well as developing (research and development) programs. entrepreneurship education for students and other programs related to inter-institutional relations. The institution in question can be formal, structural or functional, which is directly responsible to the head of the university.

b. Entrepreneurship Lecture Program (KWU)

In an effort to create educated young entrepreneurs or young entrepreneurs and to develop an entrepreneurial culture in universities, the KWU program can be started. The implementation of KWU is intended as an effort to introduce the world of entrepreneurship in order to foster an entrepreneurial spirit among students. In addition, KWU is implemented to provide entrepreneurial knowledge, transfer entrepreneurship experience and encourage the growth of entrepreneurial motivation as a form of initial activity for prospective new entrepreneur students. In order for interaction between students from various fields of study in the entrepreneurship learning process, KWU participants are expected to come from various students from other study programs/departments/faculties.

In an effort to realize the program, each university is expected to be able to: 1) increase the understanding and spirit of entrepreneurship among students so that they are able to become entrepreneurs who are far-sighted and broad based on the knowledge they have acquired; 2) recognize entrepreneurial thinking patterns and improve management understanding (organization, production, finance and marketing); and 3) introduce how to access information and markets as well as technology, how to form business partnerships, business strategy and ethics, as well as making business plans or feasibility studies that students need to be better prepared in managing the business that is being implemented..

c. Entrepreneurship Internship Program (MKU)

The "entrepreneurship internship" program is an activity for students to learn to work in real (practice) in small and medium enterprises, which is expected to be a vehicle for the growth of an entrepreneurial spirit. Internship is one way to prepare yourself to become an entrepreneur. During the internship, students work as workers in partner companies, so that they are able to absorb various practical experiences, such as: 1) understanding the whole production process; 2) recognize the methods used both from the technological and organizational aspects; 3) know the market of the products produced; 4) understand the problems faced and how to solve the problems; and 5) developing the creative and innovative nature of students to engage in entrepreneurship.

Entrepreneurship Internships are carried out to provide students with practical entrepreneurial experience by participating in daily work for small and medium enterprises. Specifically, the objectives of MKU: 1) improve the ability to apply the knowledge and skills possessed; 2) increase student entrepreneurship knowledge, both in terms of science and entrepreneurship experience; 3) improve the ability to communicate and socialize with the community in the company; 4) stimulate entrepreneurial motivation of students who are interested in becoming entrepreneurial candidates; 5) opening up opportunities to gain practical entrepreneurial experience for student supervisors; and 6) creating linkages and equivalence between universities and small and medium enterprises.

Furthermore, MKU activities are carried out within the scope of: 1) determining suitable small and medium enterprises for internships (partner companies); 2) provision of student internships by supervisors; 3) brainstorming between universities and leaders of partner companies; 4) implementation of MKU; 5) monitoring and guidance by supervising lecturers and the company where the internship is located; 6) evaluation of the implementation of internships by students, employers and supervisors; 7) preparation of a business plan by student interns; 8) internship report writing by students; and 9) discussion of the results of the internship which was attended by all related parties.

Several indicators of the implementation of MKU are said to be successful when: 1) the entrepreneur where the apprentice feels the benefits of MKU; 2) students gain knowledge, competence, and experience as well as benefits, both in terms of knowledge and skills that are useful as provisions for entrepreneurship; and 3) students carry out their duties with discipline and comply with applicable company rules.

d. Business Work Lecture Program (KKU)

The number of university graduates (bachelors) who are able to create jobs is still very limited. This is assumed, partly because of the low ability of graduates in entrepreneurship. Business

instinct/entrepreneurial spirit will not grow if it is not equipped with intensive training and coaching through real work of entrepreneurship.

To become entrepreneurs, students need to be equipped with practical skills that include skills in applying science and technology, entrepreneurial and marketing managerial skills as well as the adoption of technological innovations. This experience can be obtained by students through the Business Work Lecture (KKU), where practical abilities are developed by playing an active role, including helping household businesses or small and medium businesses where students partner. Therefore, KKU activities are expected to be able to grow and develop prospective entrepreneurs who are reliable and independent from among students through an active process that is based on partisanship and community empowerment in order to encourage increased growth of small and medium enterprises. The specific objectives to be achieved from KKU are: 1) the development of an entrepreneurial culture in higher education; 2) the realization of undergraduate candidates who are intellectual and have an entrepreneurial spirit and are aware of environmental problems; and 3) developing small and medium enterprises that have high competitiveness in terms of product/service quality, performance and marketing.

Students who carry out KKU, in addition to learning entrepreneurship, also apply the science and technology they have mastered, such as improving production processes, improving product and service quality, improving business management, as well as improving marketing methods. While helping organize the production process or product marketing. In addition, students learn how to communicate with their business partners (entrepreneurs, employees, consumers, middlemen, retailers and wholesalers), thus encouraging the growth of maturity in thinking, communicating, and acting.

e. New Entrepreneur Incubator (INWUB)

The New Entrepreneur Incubator (INWUB) is a physical facility managed by a number of staff and offers an integrated package to university alumni who are interested in becoming entrepreneurs at affordable costs for a certain period of time (2–3 years). The integrated package includes, among others: 1) physical facilities or production space and office facilities that can be used together; 2) access opportunities and the establishment of working networks with technology and business support services, technology and information resources, raw material resources, and finance; 3) consulting services covering aspects of technology, management, and marketing; 4) establishment of a network between entrepreneurs, and 5) development of research products so that they can be produced commercially.

The objectives of the establishment of INWUB are to: 1) create new job opportunities so as to increase the standard of living of the economically weak groups; 2) creating independent SMEs based on science and technology to strengthen the national economic structure; 3) assist in technology transfer from conventional technology to appropriate state of the art technology, including spin-off technology from large industries, universities or research institutes; and 4) accelerate the development of entrepreneurship in Indonesia to achieve sustainable development of economic resilience in the face of the era of free trade.

The various components mentioned above are real manifestations of the Government (Ditjen Dikti, 2010a) in realizing university graduates who have entrepreneurial competencies in accordance with

community needs. However, until now these results have not been in accordance with the intended purpose of the organization, more because it is still in the stage of development and refinement in various aspects that support the realization of entrepreneurship graduates. Therefore, it is necessary to carry out regular and continuous monitoring and evaluation as input for the improvement and improvement of the program in question. Furthermore, self-evaluation for program implementation can be carried out independently and it would be more appropriate if it was carried out by an independent organization to evaluate it. Furthermore, it is also necessary to conduct an "external audit" in the implementation of entrepreneurship programs as a form of public accountability.

The condition of the graduates of the study program with the curriculum development used to date, has a low relationship with the needs or demands of users (stakeholders). The opinion of Antonius (2008) in Balitbang (2010a) that this phenomenon is supported by data that almost 35% of university graduates are not absorbed in the labor market, or around 322,750 educated unemployed. This number will double when added to those currently experiencing layoffs, and in 2008 it reached 50.3%.

The high educated unemployment rate cannot be separated from the low work ethic of university graduates and the lack of an entrepreneurial mindset. Furthermore, Antonius (2008) in Balitbang (2010a) states that the main causes of educated unemployment are, among others, the lack of alignment of development planning in the education sector with the development of employment opportunities, so that only part of graduates from universities are absorbed in the labor market.

To overcome this, it is necessary to apply the concept of link and match between the world of education and the world of employment with a labor market approach. In this context, programs that allow the growth of an entrepreneurial spirit or entrepreneurship in higher education institutions become an alternative in responding to the phenomena described above.

The results of the Research on Entrepreneurship Education of the Balitbang show that a curriculum that is creatively oriented and the formation of an entrepreneurial spirit needs to be developed in the world of education. The intended curriculum is: 1) a curriculum that builds competence so that graduates become visionary individuals who are able to accept various challenge scenarios, see opportunities and dare to take risks, including training the ability to digest problems and make appropriate decisions even without adequate guidance; 2) curriculum that facilitates the intensification of skills, talents and creativity; and 3) curriculum that contains a balanced program between hard science and soft science (arts and social sciences).

To realize these ideas, among others, it can be done through: first, universities must be willing to take the initiative to convert existing entrepreneurial knowledge in the business world into an academic community. This has been done by universities and has become a tradition as a scientific community by combining one explicit knowledge into another, namely the process of systematizing concepts into a knowledge system. This knowledge conversion includes combining different bodies of knowledge, so that a new body of knowledge is obtained.

Second, internalization from explicit knowledge to tacit knowledge. This is a process of turning explicit knowledge into tacit knowledge. This process is closely related to "learning by doing". When an individual's experience is combined with explicit knowledge, it can be internalized through socialization, externalization, and a combination of tacit knowledge is formed. Tacit knowledge

which is the basis of the mental model is a very valuable asset for the organization. Tacit knowledge that exists at the individual level must be disseminated to the organizational level. With this dissemination began a new spiral of knowledge creation. Universities that have succeeded in positioning themselves as superior universities and have produced many entrepreneurs, one of which is due to the willingness and ability to internalize experience and knowledge, so that they can form tacit knowledge in the academic community. This tacit knowledge also contributes to the formation of core competencies.

The Ministry of Education and Culture through the Directorate of Higher Education is developing a Student Entrepreneur Program (Student Entrepreneur Program) which includes the following programs: Entrepreneurship Education (PMW, Entrepreneurship Course (KWU), Entrepreneurship Internship (MKU), Business Work Course (KKU), Cooperative Education (Co-op) and business incubators (INBIS) that support the creation of graduates who are ready to work and job creators.

The results of student work through the two programs have not been followed up commercially into an embryo based on Science and Technology (Science and Technology). Institutional strengthening programs that encourage increased entrepreneurial creativity and accelerate the growth of new entrepreneurs based on science and technology still need to be developed and strengthened as an authorized institution in entrepreneurship development.

In an effort to follow up on student creative programs and business work programs that have produced innovative and creative student works, it is necessary to follow up with a start-up business program, in which students should be sent and brought into the real world of commercial science and technology-based entrepreneurship (profit-benefit). This program is in line with the Long-term Higher Education Strategy which explains that the competence of graduates in a field of knowledge alone is no longer sufficient to enter an increasingly competitive job market. Graduates must also have the ability to learn lifelong, the ability to analyze and synthesize, the ability to take advantage of opportunities with the courage to take calculated risks (entrepreneurial spirit), so that changes are needed not only in the learning process but also the development of culture and entrepreneurial spirit. This is also in accordance with the Presidential Instruction (Inpres) Number 6 of 2009 concerning the development of the creative economy with six main targets for 2009-2015.

Based on the description above, it can be concluded that the implementation of entrepreneurship programs in various universities is in its implementation stage in terms of preparation and implementation of entrepreneurship programs and the role of new units that function and serve as managers of entrepreneurship programs is not optimal. In addition, the provision of facilities and infrastructure for the implementation of entrepreneurship is still limited (facilities and infrastructure, work partners, funds, and competent lecturers in providing entrepreneurial skills. the same in the operationalization of its implementation and alumni are still not optimal in following up / realizing as entrepreneurs according to their knowledge and experience as well as skills through apprenticeships at work partners during lectures.

The implementation of entrepreneurship will be more perfect when universities have a network of cooperation with DUDI to form graduates who have direct experience of the type of business to be developed. To achieve this, among others, it can be done through networking with alumni where they work. This is a form of alumni's concern for the alumnus who psychologically has a closer emotional relationship with fellow alumni.

CONCLUSION

Management of Entrepreneurship Education at Vocational Higher Education as an Effort to Develop Student Entrepreneurial Values at the Pos Indonesia Polytechnic and ASM Kencana, has not succeeded as expected, where each university does not yet have the same minimum service standards in serving students who take part. entrepreneurship education program. The implementation of Entrepreneurship Education at Vocational Colleges as an Effort to Grow Student Entrepreneurial Values, has been going well. However, there is a need for special development so as to produce a common understanding of the educational program by involving all school administration staff by providing proportional and professional roles and tasks.

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