



CAMPUS-BASED ENTREPRENEURSHIP DEVELOPMENT MODEL

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Abstract

Higher education as a place that facilitates citizens to get teaching, education and training as well as motivating students to become intelligent generations who are independent, creative, innovative and able to create various job (business) opportunities. For this reason, it is imperative for every tertiary institution to immediately change the direction of its higher education policies, both those that are high *Learning university and Research University* as well as in nature *Entrepreneurial University*. In forming entrepreneur-entrepreneur Such young success requires seriousness and seriousness from the tertiary institution carry out the mission entrepreneurial *campus*. The forms of entrepreneurship programs that have been initiated and implemented by various tertiary institutions, especially in Indonesia, should be used as an example in starting to focus on tertiary institutions in producing entrepreneurs *who young success*. In addition, this idea can be a reference for lecturers in conducting lectures with innovative learning models to develop students' entrepreneurial spirit.

Keyword: Campus-Based, Entrepreneurship

A. Introduction

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014 concerning National Higher Education Standards (SNPTN) it is explained that the competence of tertiary graduates includes attitudes, knowledge, and skills expressed in the formulation of learning outcomes. Then according to the Regulation of the President of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework Article 1 it has also been stated that the Indonesian



National Qualifications Framework, hereinafter abbreviated as KKNI, is a competency qualification framework that can juxtapose, equalize and integrate between the education and training fields. work and work experience in the framework of providing recognition of work competence in accordance with the job structure in various sectors.

Referring to the above, the government in the national education framework, especially in tertiary institutions, has given references to the importance of entrepreneurship education. This is the government's response to the phenomenon of the low quality of university graduates. The low entrepreneurial ability of students is indicated by the large number of students or college graduates who tend to choose to work with other people rather than create jobs for themselves, namely 82.2% as laborers and employees (Sujawanta, 2005: 7).

Reconstruction of education as a form of adaptation to changes in educational policies that must be carried out by educational institutions. This adaptability is an important aspect for improving the performance of tertiary institutions in responding to changes in education policy. (Astuti, 2012:12). This requires universities to make adjustments by reconstructing education, namely by including entrepreneurship in the higher education curriculum. Thus, by setting the IQF, it will provide additional competencies for graduates, namely in addition to professional competence in accordance with the areas of expertise required according to the study program in college, but in addition, students will be equipped with additional competencies in the field of entrepreneurship. With the aim of being able to become additional knowledge as a field of work that will be involved after graduation and plunge into the community.

Higher education is a place that is managed to produce graduates as young professional workers. It is hoped that graduates will not only depend on employment provided by the government. If students are equipped with entrepreneurial competencies, of course they will have entrepreneurial abilities that can face the competition of life in society.

There are many business options that students can pursue after graduation to improve their standard of living and well-being. Students do not need to wait for job vacancies from the government that don't come, and even if there are, they are very limited. The decision to pay wages to and fro with an income far below the minimum wage for a decent standard of living needs to be studied by related parties, which sometimes seem inhumane. Thus the importance of providing entrepreneurial skills to students is considered as an effort that needs to be supported and needs to be properly managed in tertiary institutions.

The rapidly developing era marked by the Industrial Revolution 4.0 now demands the ability of skilled human resources. The spirit of entrepreneurship can be one of the keys to success in being able to excel in intense competition. Entrepreneurship skills at the student level need to be continuously developed in various ways.

Today more and more campuses are offering majors with the main focus on entrepreneurship. Various universities, both public and private, are now competing to introduce entrepreneurship education on their campuses. They are busy instilling the value of entrepreneurship on campus.



Universities are aware of producing graduates with reliable entrepreneurial spirit who will ultimately improve the nation's economy. It is time for the campus to become a production base for entrepreneurs. Currently the Directorate General of Higher Education (Directorate General of Higher Education.red) encourages or requires each tertiary institution to increase the number of students who become entrepreneurs.

B. Discussion

1. Understanding Entrepreneurship / Entrepreneurship

Entrepreneurship with the origin of the word entrepreneur comes from the French meaning between *taker* means intermediary. Bygrave in Alma (2011: 24) states that an entrepreneur is a person who sees an opportunity and then creates an organization to take advantage of this opportunity. This is in line with Druker Alma's view, (2011:24) that entrepreneurs are not looking for risks, they are looking for opportunities. Thus, entrepreneurship teaches a person the ability to seek opportunities as life solutions that will be found in society. The realization of this is an indicator of one's success in life and evidence of success in life's increasingly fierce competition. The key to the success of successful people is their understanding of their own potential, strengths, weaknesses, independence and taking advantage of opportunities to achieve success (Lestario, 2014: 31). Then it has a personality that develops with several intelligences so that it is able to solve different problems according to the context of life encountered (Elizar, 2009:16).

The current phenomenon of learning in tertiary institutions is that there are still many who do not emphasize the importance of entrepreneurship. In another sense, not all tertiary institutions have made entrepreneurship a campus program and a compulsory subject that teaches entrepreneurial knowledge. This of course affects the mindset of students, so that after graduation they tend not to like the world of entrepreneurship and depend on jobs provided by the government.

2. Higher Education Strategy in Entrepreneurship Development

Higher education as one of the foremost mediators and facilitators in building the nation's young generation has an obligation to teach, educate, train and motivate students so that they become intelligent generations who are independent, creative, innovative and able to create various job (business) opportunities. For this reason, it is a must for every tertiary institution to immediately change the direction of higher education policy from high *Learning university and Research University menjadi Entrepreneurial University* or balancing the two policy directions so that both policy directions are achieved both in nature high *Learning university and Research University* as well as in nature *Entrepreneurial University*.

As Asha Gupta explained concretely, entrepreneurial university has a meaning, firstly, higher education can become an entrepreneurial institution and an organization that can make optimum efficient use of its resources (especially human resources). Second, students, teaching staff and faculties are integrated with business institutions, industry and



communities (stakeholders) through innovation and the introduction of science and collaboration with industry.

The first meaning can be implemented in real terms in the form of exploiting opportunities by producing goods and services by optimally and efficiently using all resources, such as money, raw materials, technology, machinery, skills and manpower to produce products that are competitive and profitable. The second meaning can be implemented in a real way in the form of the commitment of all members of the higher education institution, such as students, teaching staff and staff, management, to the enthusiasm, encouragement and support in realizing the tertiary institution as a center for entrepreneurship. Thus the creation of a climate *Islamic Entrepreneurial University* implies that in every entrepreneurship program initiated it is always covered by the Islamic spirit in the form of Islamic business ethics by the entire academic community.

Kuswara (2012: 4) suggests various strategies that can be implemented by universities in fostering entrepreneurial "stretching" (*entrepreneurship*) at University. These various strategies through the Ministry of Research, Technology and Higher Education have been developed in several universities in Indonesia. In detail, the strategy is as follows.

a. Compiling the Curriculum

In arranging Entrepreneurship curriculum determines learning methods and entrepreneurship training, universities must earnestly design for students, starting from making syllabus, teaching program units (SAP), Presentation Slides, theory modules, practicum/practical modules, making guidebooks, and teaching materials. The formulation must of course be carried out by a real team *expert* and experience in various scientific fields. In formulating this curriculum, non-economic academics and practitioners/business actors as well as motivators are involved entrepreneurship in the drafting team. This is important to do considering that collaboration between academics, practitioners and motivators will produce the right and appropriate entrepreneurial concepts and ideas for students from various scientific disciplines. Curriculum Entrepreneurship, not immediately made entrepreneurship as a separate subject, but it could be content entrepreneurship these are included in some or all college courses.

b. Lecturer HR Improvement

At least tertiary institutions must prepare lecturers who are capable of "5M" as follows: (1) able to provide a new paradigm about the importance of entrepreneurship. (2) able to change/direct *mind set* student becomes a soul entrepreneurship. (3) being able to inspire and motivate students to become independent human resources. (4) able to provide examples of real entrepreneurial work (goods/services) and present success *story*. (5) capable of producing human resources students/alumni become a entrepreneur success. This Lecturer HR improvement program can be through various ways including through the "5P" as follows (1). Program *Short course entrepreneurship* (entrepreneurship training program for lecturers), (2) Seminar/*entrepreneurship workshops*. (3) lecturer apprenticeship program in the business world, (4) workshop program with business partners/business world (5)



coaching/assistance program new lecturer. With the "5P" program, it is hoped that each lecturer will be able to fulfill the "5M".

c. Form Entrepreneurship Centers, both campus institutions and student organizations.

Several existing tertiary institutions manage various activities in the field of student entrepreneurship such as *Entrepreneur College* di UI, *Center for Innovation, Entrepreneurship, and Leadership ITB*, Center for Entrepreneurship Development and Studies, University of Indonesia (*CEDS UI*), *Binus Entrepreneurship Center* (BEC) at Binus and several other well-known campuses. This shows that the universities above really understand the importance *entrepreneurship* as a smart solution for students to become *an entrepreneur* time.

d. Cooperation with the Business World

This is important for universities to do in the context of three objectives, namely: (1) improving the quality of human resources for lecturers and students, (2) opening business internship opportunities for lecturers and students, (3) opening opportunities for business cooperation, especially for students/alumni. With this collaboration program, it is hoped that students will be able to analyze and observe real business forms so that they have an idea when they become entrepreneurs in the future.

e. Forming Business Units

One of the seriousness of tertiary institutions in realizing their students to become a person to *undertake it* is necessary to form several business units managed by students, whatever the type of business, of course, must be in accordance with the agreement between students and campus institutions. These formed business units can be used as one of the valuable experiences for students before starting to open a business independently.

f. Collaboration with banking/non-banking institutions

In creating a graduate as a person *entrepreneur*, tertiary institutions are obliged to provide convenience for their students in opening a business, one of which is by becoming a facilitator and mediator between students and the world of finance (banking/non-banking) in terms of ease of business credit for students. This collaboration can be *timing belt* for students to be *entrepreneur* young. Not a few of the students wish to be entrepreneurs but are constrained by capital (funds). This collaboration must be carried out by universities.

g. Entrepreneurship Award

Motivating students to have an entrepreneurial mentality can be programmed routinely through entrepreneurship competitions/champions. Student entrepreneurship competition by giving *award* for students can also be one of the steps of higher education in increasing student entrepreneurial interest. This contest can be: *business plan entrepreneurship expo* managed by the student affairs section/student activity unit on campus.

To produce entrepreneur-entrepreneur Successful young people need sincerity and seriousness from universities in carrying out missions entrepreneurial *campus*. Entrepreneurship programs that have been initiated and implemented by various universities,



especially in Indonesia, should be used as an example in starting to focus on universities in producing *entrepreneur-entrepreneur* young success. In addition, the seven ideas above can be used as a reference for higher education to consider in cultivating "stretching". *entrepreneurship* on campus.

3. Entrepreneurship-based campus development model

Reflecting on the success of developed countries such as America and Europe, almost all universities have included material *entrepreneurship* in almost every course, countries in Asia such as Japan, Singapore and Malaysia also apply the material *entrepreneurship* minimum of two semesters. That is what makes our neighboring countries developed countries and take long leaps in increasing their country's development. In Indonesia, efforts to instill an entrepreneurial spirit in higher education continue to be encouraged and improved, of course with various methods and strategies that make students interested in entrepreneurship.

A young generation that has a soul entrepreneurial is a major force in improving the country's economy. Role *entrepreneur* in determining the progress of a nation has been proven by several developed countries such as America, Japan, *plus* its closest neighbors are Singapore and Malaysia. How these countries, economically very advanced far behind Indonesia. According to sociologist David McClelland, at least 2 percent of the population requires entrepreneurs, or around 4.8 million entrepreneurs are needed in Indonesia today.

Based on Presidential Decree No.4 of 1995 concerning the National Movement to Socialize and Cultivate Entrepreneurship, Government Regulation No.17 of 2010 concerning the management and implementation of education, RI Government Regulation No.41 of 2011 concerning the development of entrepreneurship and youth pioneering and the provision of youth infrastructure and facilities and based on Presidential Regulation 27 of 2013 concerning Entrepreneurial Incubators has shown universities how important and urgent it is to develop student entrepreneurship. The large number of unemployed people among the educated has also become an auto critic of the role of universities.

Higher education is one of the important locomotives in growing new entrepreneurs. The government through the Director General of Higher Education has developed various programs that support this vision, both programs at the student, lecturer and university levels as institutions. Therefore, universities are currently directed and required to become entrepreneurship-based universities. The real contribution of these tertiary institutions in growing the small and medium industrial sector is shown through the role of its alumni so that it can actually be used as a forum for absorbing labor and reducing the unemployment rate in Indonesia.

Based on the author's explanation above about the entrepreneurship development model in higher education, it can be concluded simply in an image of the model as follows;



Entrepreneurship-based Campus Development Model

The picture above explains that the campus currently leads to *entrepreneurial based university* running a management development model practice *entrepreneurship* starting from a system of input, process, output and outcome. From the picture it is seen that to be a campus based *entrepreneurship*, the initial input of the university itself must be in the form of: (1) leadership policies by establishing the vision, mission, goals and strategic objectives of the campus leading to *entrepreneurial university*, (2) The existence of qualified human resources in carrying out management practices *entrepreneurship*, (3) the availability of supporting facilities (facilities and infrastructure) in the implementation of student entrepreneurship programs and (4) working capital as an effective stimulus in increasing student entrepreneurship enthusiasm. As for the input (input) owned by the university will not bring a maximum output if in the process the university leadership does not carry out management *entrepreneurship* students in terms of implementing the campus entrepreneurship curriculum, apprenticeships to MSMEs and marketing student products to the local and even national scope. So that the output obtained is in the form of: (1) student achievement in the field of entrepreneurship, (2) significant development of student businesses in the work programs that are followed. (3) forming *Entrepreneurship Centre* either campus institutions or in the form of student organizations. The final achievement for students is from the management development model *entrepreneurship* These are: (1) collaboration with the business world (2) being able to open their own jobs, (3) producing legality and certification of student entrepreneurship products. (4). Student entrepreneurship competition by providing entrepreneurship award for students can also be one of the steps of higher education in increasing student entrepreneurial interest.

C. Conclusion

Higher education as a place that facilitates citizens to get teaching, education and training as well as motivating students to become intelligent generations who are independent, creative, innovative and able to create various job (business) opportunities. For this reason, it is imperative for every tertiary institution to immediately change the direction of its higher education policies, both those that are *high Learning university and Research University* as well as in nature *Entrepreneurial University*.

In forming *entrepreneur-entrepreneur* Such young success requires seriousness and seriousness from the tertiary institution carry out the mission *entrepreneurial campus*. The forms of entrepreneurship programs that have been initiated and implemented by various tertiary institutions, especially in Indonesia, should be used as an example in starting to focus on tertiary institutions in producing *entrepreneurs who* young success. In addition, this idea can be a reference for lecturers in conducting lectures with innovative learning models to develop students' entrepreneurial spirit.



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