"STUDENTPRENEURSHIP": ENCOURAGING BUSINESS OPPORTUNITIES IN POST-PANDEMIC

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ABSTRACT

Objective: Studentpreneurship has become a strategic issue in the last few decades. Scholars assume this issue is only a concept, but for universities, this concept encourages students to make it a milestone for new business ventures that create many young entrepreneurs. This study aims to explore the entrepreneurship model developed by several universities in Indonesia.

Method: A qualitative method and descriptive analysis used in this study. The data collected through interviews, documentation, observation, and focus group discussion. The data were analyzed using an interactive model adapted from Miles and Huberman.

Results and conclusion: This study found that entrepreneurship in tertiary institutions is carried out through four stages: the knowledge and creation stage, the practice and execution stage, the innovation laboratory stage, and the controlling and supporting set. Of the four steps, it is hoped that it can be used as an alternative model to foster an entrepreneurial spirit and create young entrepreneurs who can adapt themselves to a dynamic condition. Developing the entrepreneurship curriculum in each tertiary institution has various characteristics and uniqueness in its application to students. Based on data taken from the university shows that entrepreneurship development for students is implemented in every credit that must be taken each semester. There are 5 to 6 semesters that contain entrepreneurship courses.

Keywords: entrepreneurship, curriculum, Studentpreneurship model, higher education.

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RESUMO

Objetivo: O empreendedorismo tornou-se uma questão estratégica nas últimas décadas. Acadêmicos assumem que esta questão é apenas um conceito, mas para as universidades, este conceito incentiva os alunos a torná-lo um marco para novos empreendimentos de negócios que criam muitos jovens empreendedores. Este estudo tem como objetivo explorar o modelo de empreendedorismo desenvolvido por várias universidades na Indonésia.

Método: Método qualitativo e análise descritiva utilizados neste estudo. Os dados coletados por meio de entrevistas, documentação, observação e discussão em grupo focal. Os dados foram analisados por meio de um modelo interativo adaptado de Miles e Huberman.

Resultados e conclusão: O estudo constatou que o empreendedorismo em instituições de ensino superior é realizado em quatro etapas: conhecimento e criação, prática e execução, laboratório de inovação e conjunto de controle e apoio. Das quatro etapas, espera-se que possa ser usado como modelo alternativo para fomentar o espírito empreendedor e criar jovens empreendedores que possam se adaptar a uma condição dinâmica. Desenvolver o currículo de empreendedorismo em cada instituição de ensino superior tem várias características e singularidade em sua aplicação aos alunos. Com base em dados obtidos a partir da universidade mostra que o desenvolvimento do empreendedorismo para estudantes é implementado em cada crédito que deve ser tomado a cada semestre. Há 5 a 6 semestres que contêm cursos de empreendedorismo.

Palavras-chave: empreendedorismo, currículo, modelo de empreendedorismo, ensino superior.

1 INTRODUCTION

The economy in Indonesia has experienced a decline due to the Covid-19 pandemic. Based on a Bank Indonesia survey, there was a decline in the economy in various sectors in the first quarter of 2020. Meanwhile, the economy in Indonesia in the second quarter of 2020 experienced a decrease. In Indonesia's second quarter of 2020, there was an economic decline of 5.23 percent (Soleha, 2020). Unemployment will affect the country's economic growth. The Central Statistics Agency (BPS) shows that the open unemployment rate reached 05.01 percent in February 2020 (Indayani & Hartono, 2020). This proves that unemployment is a severe problem and needs the addressed to achieve good economic growth in Indonesia.

Economic growth in a country can be determined by the number of entrepreneurs (Hardana, 2018). Economic growth can increase the number of entrepreneurs in Indonesia, so a strategy is needed to create competent human resources through entrepreneurial development. Entrepreneurship development in the era of globalization can be carried out through state universities which is determined by the number of entrepreneurs (Maisah et al., 2020). In creating and growing jobs, students can become
pioneers in nation-building through development in the field of entrepreneurship while in college and later can foster society (Hardana, 2018).

The entrepreneurial insight will provide a mindset and influence the mindset of wanting to be an employee to become an entrepreneur (Cahyono & Haryanto, 2014). Entrepreneurial insight possessed by each student can contribute to the surrounding environment such as creating jobs, increasing people's income, and making data the center of economic development in a country (Bhegawati, 2022). In addition, entrepreneurial activities can reduce unemployment by providing jobs (Khamimah, 2021).

Several studies have been conducted regarding applying for entrepreneurship courses in higher education environments. Entrepreneurship education is considered urgent to build students with entrepreneurial character (Margahana, 2020). On the other hand, entrepreneurship education aims to foster an entrepreneurial mentality that can create jobs for students (Santoso, 2022). In the era of globalization, higher education institutions provide opportunities for graduates who can compete and have an entrepreneurial spirit (Maisah et al., 2020). Entrepreneurship education will impact the academic community by being able to accept risks and like challenges (Kopong, 2017). Several universities in the city of Semarang in implementing entrepreneurship education are still focused on theory (Susanti, 2017). Hasanah (2019); Kraja & Berberi (2023) also reviewed related development in the field of entrepreneurship. However, conducted with competition through the social project competition program.

During the Covid-19 pandemic, the economic sector experienced a decline, especially in the demand for goods and services that involved the public. On the other hand, the Covid-19 pandemic can be used as a business opportunity for young entrepreneurs, especially the younger generation, such as service, culinary, primary needs, digital business, and education businesses (Widyaningrum et al., 2020). Besides that, results study from Khoiron (2020) stated that students who work in entrepreneurial fields such as beauty services, culinary, and fashion products could work stably during the co-19 pandemic. Based on the results study from (Dusturiya, 2018) on fostering an entrepreneurial spirit for the younger generation, social entrepreneurship dimensions such as sociality, innovation, and market orientation. Therefore, an entrepreneurship development model is needed in tertiary institutions to foster an independent entrepreneurial spirit in students and contribute to society.
Through entrepreneurship, it is hoped that it can be used as an alternative reference to foster an entrepreneurial spirit and create young entrepreneurs who can adapt to the times. The studies from this research can be used to develop entrepreneurship to create an innovative climate among students at state universities in East Java. In addition, research is directed at providing a stimulus to produce qualified student graduates as professional workers and become innovative entrepreneurs who can participate in driving the nation's economy. So, the purpose of this research is to explore entrepreneurship in universities.

2 METHODOLOGY

The main focus of this research is to develop entrepreneurship in college students. The method used is a qualitative approach with a descriptive design. A qualitative approach was chosen because it describes the objects and phenomena under study through narrative writing (Setiawan, 2018). At the same time, the descriptive research design is used to describe a phenomenon in society (Suardi, 2017).

The research locations were conducted at well-known universities in East Java, such as Ciputra University, Ma Chung University, Widyagama University, Jember University, and Brawijaya University. This location was chosen because it has an entrepreneurship curriculum and business incubator to develop products produced by each student. In addition, the development of the entrepreneurship curriculum at the university is diverse. This is reflected in the existence of entrepreneurship courses at the university. The time of research was carried out for approximately six months, from May to October 2022. This is because qualitative research aims to provide understanding to researchers repeatedly so that researchers can find new things with the phenomena being studied (Aspers & Corte, 2019).

Primary data was collected through observation and interviews in the field (Adhimah, 2020). In addition, researchers conducted group discussion forums (FGD) to obtain accurate and relevant information about student entrepreneurship. Secondary data is obtained through documentation of findings in the field such as during the interview process and works displayed in business incubators.
2.1 OBSERVATION

Observations were made to determine conditions in the field. Observations were made at five different university locations in East Java, such as Ciputra University, Ma Chung University, Widyagama University, Jember University, and Brawijaya University. During the observation, the researcher recorded certain parts that had been determined (Busetto et al., 2020). The main focus in observation activities is related to entrepreneurship development, especially seen in curriculum development, entrepreneurship courses, outputs produced, and business incubators from each university.

2.2 INTERVIEW

Interviews have an important role in qualitative research to find out phenomena that cannot be observed directly (Irani, 2019). Interviews were conducted in a structured and unstructured manner. Researchers conducted structured interviews through questions that had been made according to the research topic. In contrast, unstructured interviews were conducted to find out in-depth information about the phenomenon being studied (Chan et al., 2019). As for examples of structured interview instruments such as "how do you see the development of entrepreneurs today?" (is it progressing or is it still lacking, if it is still lacking, which part needs to be fixed) (Hardana, 2018). Resource persons on research this, namely LP3M, lecturer support eye studying entrepreneurship, and parties from incubation business.

2.3 FOCUS GROUP DISCUSSION (FGD)

Focus Group Discussion (FGD) was conducted with informants, namely LP3M, lecturers supporting entrepreneurship courses, and parties from business incubation from related universities. In addition, the Focus Group Discussion (FGD) was chosen because it can provide opportunities and broad space for conducting communication related to the main topic of discussion, especially for students and lecturers (Hadi & Junaidi, 2020). An example of a question used in the Focus Group Discussion (FGD) is "how is the entrepreneurship curriculum developed in this university?" (e.g., focusing on the introduction of self-concept and understanding business opportunities).

The results of data collection are then processed by transcription and coding. A transcript is done to copy the recording from the recorder. This aims to make it easier to...
understand the discussion when collecting data from interviews and Focus Group Discussions (FGD). As for the coding, which aims to classify the sub-themes in the interviews and discussions conducted. The sub-themes from the results of data collection consisted of curriculum, entrepreneurship courses, entrepreneurship development models, and entrepreneurship.

Data analysis techniques in research this use data analysis developed by Miles and Huberman (Syawaludin et al., 2019). The data analysis consists of data reduction, data presentation, verification, and withdrawal conclusion (Chevallard & Bosch, 2020). First, data reduction is related to analyzing data obtained according to needs and arranged systematically. This stage aims to provide a detailed description of the results of the research that has been conducted. The locations of data reduction in this study include 1). Perform data transcripts from interviews and Focus Group Discussions (FGD) with resource persons. 2). Doing coding to make it easier to determine sub-themes from the results of data collection activities. The sub-themes of the discussion are curriculum, entrepreneurship courses, entrepreneurship development models, and entrepreneurship.

Second, the presentation of data aims to present data in detail from the previous stages using language that is easy to understand and systematic. Presentation of data can use tables or diagrams (Purnamasari & Afriansyah, 2021). Third, data verification is carried out by testing findings in the field. Confirmation was carried out by experts and resource persons involved to conduct Focus Group Discussions (FGD) related to the results obtained. Fourth, drawing conclusions regarding the findings received and developing entrepreneurship. In addition, the validity of the data is obtained by means of source triangulation. Source triangulation was carried out by means of interviews and Focus Group Discussion (FGD). The informants who were involved in the source triangulation process were lecturers who taught entrepreneurship courses, LP3M, and business incubation parties.

3 RESULTS AND DISCUSSION
3.1 DEVELOPMENT CURRICULUM ENTREPRENEURSHIP IN HIGHER EDUCATION

The curriculum in the discussion of entrepreneurship courses is related to implementing the semester credit system in tertiary institutions. Curricula, activities, and practices are the first steps to building the scope of education and continuous
improvement (Liu et al., 2021; Maulana, 2023). Based on the results of data collection, it was found that each university has specific policies to realize the curriculum for entrepreneurship courses. This is reflected in the findings at Ciputra University, which implements five semesters, including 1) semesters 1 to 3, in which students focus on developing entrepreneurship on the field they are interested in. 2) In semesters 4 and 5, students return to their chosen study program and can choose to continue entrepreneurship or not. In addition, the learning process is carried out by one lecturer and one practitioner as a facilitator. The facilitator's role is to provide motivation, attention, and responses as problem-solving (Juddah, 2015).

Meanwhile, Ma Chung University implements six semesters of 12 credits, including 1) entrepreneurship and 1, personal branding. 2) entrepreneurship 2, business model. 3) entrepreneurship 3, functional marketing management. 4) entrepreneurship 4, doing a simple business plan. 5) entrepreneurship 5, business profile. 6) Entrepreneurship 6, business purely according to one's interests to become an independent entrepreneur without outside intervention (Soputan et al., 2020).

Based on these findings, curriculum development in educational institutions has an important role, especially in fostering an entrepreneurial spirit in students. This is as found by Li et al., (2021) that apart from the curriculum and extracurriculars, the will to entrepreneurship is influenced by locus of control in students, especially at Pakistan Universities. Following the curriculum and national education standards, all tertiary institutions know that entrepreneurship is essential and serves as a subject given to students (Elizar, 2018).

The entrepreneurship curriculum does not only require students to have an entrepreneurial spirit. However, through solopreneurship, students can contribute to society by creating jobs and supporting economic development (Wijaya, 2021). Based on the results of interviews and observations at Ciputra University, it was found that there were Indonesian courses that students had to take. This course is not only related to the diversity framework but fosters tolerance in students. Besides that, patience can provide freedom and self-actualization creatively to provide a positive role in establishing societal association (Yani & Darmayanti, 2020).

The combination of the entrepreneurship curriculum and Indonesian courses plays a role in providing moral education for young rulers. Morality can be interpreted as a good attitude carried out because it is aware of responsibility and selflessness (Idi &
Sahrodi, 2017). Meanwhile, based on the results of interviews at Ciputra University, it is hoped that through a combination of the entrepreneurship curriculum and Indonesian courses, students do not view money as everything. If young entrepreneurs have morality and social character, they will have a positive impact, significantly contributing to improving the nation's economy (Jamaaluddin & Fernando, 2018).

3.2 COURSE DEVELOPMENT MODEL ENTREPRENEURSHIP IN HIGHER EDUCATION

Universities play an essential role for students who have an entrepreneurial spirit, primarily through entrepreneurship courses. Entrepreneurship courses aim to create young entrepreneurs among students according to their interests (Nursita, 2021). Based on the results of interviews and field observations, it was found that the implementation of entrepreneurship courses varies. This is located at Ciputra University, the entrepreneurship course development model applies for five semesters, and the motivation is "destroy self-esteem first," meaning that they are encouraged to be able to present or sell their products to consumers. Without inspiration, interest in entrepreneurship in students will be challenging to develop (Purwaningsih, 2021).

Another finding relates to the development of entrepreneurship courses at Ma Chung University. It was found that the implementation of the entrepreneurship course applied to 6 semesters consisting of 12 credits. In addition, students are challenged to develop a business profile with a capital of Rp.0.00-Rp. 100,000 with a period of 3-4 weeks. It is intended that students dare to act to bring business opportunities (Hasan et al., 2021). In addition, students can take advantage of friendship relations in each group. Friendship relations that students have can encourage discovery, solidarity, and mutual assistance (Nengsih et al., 2022).

The process of learning and studying entrepreneurship courses is not only carried out indoors but outdoors. It aims to prepare students to face challenges and take opportunities in entrepreneurship (Permatasari and Adha, 2021). Based on the interviews and observations from informants, it was found that the application of entrepreneurship courses at Widyagama University was divided into 2, namely entrepreneurship one and entrepreneurship 2. In addition, universities also took advantage of car-free day activities and invited practitioners to foster entrepreneurship motivation in students. The aim is that
students can develop entrepreneurial potential properly according to their interests (Hasan et al., 2021).

The implementation of entrepreneurship development is not limited to providing education and insight into entrepreneurship for students. However, giving appreciation and a place for students to expand start-ups, one of which is through a business incubator. Based on the results of field interviews, it was found that business incubators facilitate students to develop start-ups that have been pioneered. This is because young entrepreneurs in tertiary institutions have potential ideas in business, especially the concepts and programs offered by business incubators (Lutfiani et al., 2020).

3.3 STUDENTPRENEURSHIP MODEL DEVELOPMENT

Studentpreneurship development is based on findings at various universities in East Java, especially in entrepreneurship courses. The result of this model emphasizes several stages, such as knowledge and creation, practice and execution, an innovation laboratory, and controlling and supporting. The aim is to equip students theoretically and practically when starting a business that is developed through entrepreneurship courses (Saptaria & Setyawan, 2021).

Knowledge and creation can be interpreted as the knowledge students possess to create creative ideas and innovations to develop businesses they are interested in. Knowledge in entrepreneurship is obtained through experience and learning (Aini & Oktafani, 2020). Meanwhile, creation is essential in developing entrepreneurship, namely actualizing ideas owned in a form. At the Knowledge and creation stage, to be expected to bring out the entrepreneurial spirit in students. This is because an entrepreneur's mentality must be formed before starting a business to take advantage of opportunities and risks (Wigunadika, 2021). In addition, an entrepreneur is required to have an attitude of innovation to be able to provide unique and creative solutions.

Besides that, proving students' ability in entrepreneurship requires implementation related to entrepreneurial knowledge contextually. Practice the execution be interpreted as the stage of realizing a product has been designed so that it can be sold to consumers. The higher the self-confidence of a person, the higher the willingness to become an entrepreneur (Rajab, 2022). So that students who have an entrepreneurial spirit can innovate on the products created so that they become a start-up that continues to innovate
in product renewal that is aligned with developments in information technology, markets, and consumer tastes.

Figure 1: Development of the Entrepreneurship Models

Source: Authors (2022)

In this regard, to develop and expand start-ups for students, an innovation laboratory is needed. The innovation laboratory is not only used as a forum for student work but as a means of appreciation and motivation for peers. In addition, it aims to provide promotional tools for students so they can develop skills so can take advantage of business opportunities (Marfuah, 2021).

Controlling and supporting is a stage that aims to review how students can develop their start-ups and provide support such as suggestions and criticism. It can be said that this stage allows for product evaluation from students. In addition, universities can provide support, such as offering attractive programs according to start-ups that students are interested in. Controlling and supporting can be done when the business run by students is growing massively. If the company fails, it can be used as research material in compiling scientific work.

4 CONCLUSION

Developing the entrepreneurship curriculum in each tertiary institution has various characteristics and uniqueness in its application to students. This application is reflected in entrepreneurship courses at various tertiary institutions such as Ciputra University, Ma Chung University, Widyagama University, Jember University, and Brawijaya University. Based on data taken from the university shows that
entrepreneurship development for students is implemented in every credit that must be taken each semester. There are 5 to 6 semesters that contain entrepreneurship courses. In connection with these findings, the application of entrepreneurship courses taken for five semesters is reflected at Ciputra University. Each semester has stages that students must take, but in semesters 4 and 5, they can choose to become entrepreneurs. In addition, the findings from Ma Chung University, Widyagama University, Jember University, and Brawijaya University apply to 6 semesters of entrepreneurship courses.

Developing an entrepreneurial model for students is a challenge for every tertiary institution. This is reflected in various activities to encourage students to become entrepreneurs. Based on findings in the field to develop an entrepreneurial spirit for students, Ciputra University and Ma Chung University have activities in entrepreneurship courses. At Ciputra University, every student is equipped with a motto: "destroying self-esteem". Meanwhile, at Ma Chung University, students are challenged to make products with a maximum capital of Rp. 100,000.00. It was intended that students could foster an entrepreneurial spirit and take advantage of opportunities in the surrounding environment. In addition, a model for developing entrepreneurship courses was found by taking advantage of local community activities and bringing in entrepreneurial practitioners.

The development of the Studentpreneurship model in this study has a primary focus, namely, each stage in maximizing student entrepreneurial spirit. The steps in question are knowledge and creation, practice and execution, an innovation laboratory, and controlling and supporting. Besides that, the development of the model from this research is expected to be used as an alternative model to foster an entrepreneurial spirit and create young entrepreneurs in various universities that can contribute to the nation's economy.

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