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Generic entrepreneurship education program design for universities

Abstract. Universities in Indonesia have implemented entrepreneurship education, and some have committed to developing a good entrepreneurial culture. This study aims to design an entrepreneurship education program as a generic model applicable to universities. The method in this research is qualitative descriptive with a case study approach. The research was conducted at four universities in Indonesia. Data was obtained using in-depth interviews and observation. Data analysis uses triangulation, namely collecting data, validating data, presenting data, and drawing conclusions.

The study results indicate that the entrepreneurship education program model should be considered, and one university must own it. The implementation of entrepreneurship education programs must be carried out in stages, continuously, and integrated manner. The entrepreneurship education model offered is generic. Entrepreneurial culture will be more developed because it is interpreted or perceived as an attitude or mental character that helps in all work. It has been proved that the implementation of entrepreneurship education needs to consider management factors such as university commitment, entrepreneurial climate, main activities, supporting activities, infrastructure, facilities, and cooperation.

Keywords: Entrepreneurship Education; Entrepreneurship Programs; Entrepreneurial Culture; Entrepreneurial University

JEL Classifications: A11; A20; A30; I18

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Сусіланінгсіх

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Розробка загальної програми навчання підприємництва для університетів

Анотація. Університети Індонезії впровадили підприємницьку освіту, а деякі взяли на себе зобов'язання розвивати хорошу підприємницьку культуру. Це дослідження має на меті розробити програму навчання підприємству як загальну модель, яку можна застосувати до різних університетів. Дослідження проводилося в чотирьох університетах Індонезії. Дані були отримані за допомогою глибинних інтерв'ю та спостереження. Аналіз даних використовує триангуляцію, а саме: збір даних, перевірку даних, представлення даних і висновки. Результати дослідження свідчать про те, що слід розглянути модель програми навчання підприємству, а володіти нею повинен один університет. Реалізація програм підприємницької освіти має здійснюватися поетапно, безперервно та комплексно. Пропонована модель підприємницької освіти є загальною. Підприємницька культура буде більш розвиненою, оскільки вона інтерпретується або сприймається як установка способу мислення, що допомагає у будь-якій роботі. Було доведено, що запровадження підприємницької освіти має враховувати такі фактори управління, як прихильність до університету, підприємницький клімат, основні види діяльності, допоміжні види діяльності, інфраструктура, засоби та співпраця.

Ключові слова: підприємницька освіта; програми підприємництва; підприємницька культура; підприємницький університет.

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Разработка общей программы обучения предпринимательству для университетов

Аннотация. Университеты Индонезии внедрили обучение предпринимательству, а некоторые взяли на себя обязательство развивать хорошую культуру предпринимательства. Это исследование направлено на разработку программы обучения предпринимательству в качестве общей модели, применимой к университетам. Метод в этом исследовании является качественным описательным с подходом тематического исследования. Исследование проводилось в четырех университетах Индонезии. Данные были получены с помощью глубинных интервью и наблюдения. Анализ данных использует триангуляцию, а именно: сбор данных, проверку данных, представление данных и выводы. Результаты исследования свидетельствуют о том, что следует рассматривать модель программы обучения предпринимательству, и она должна принадлежать одному университету. Реализация программ обучения предпринимательству должна осуществляться поэтапно, непрерывно и комплексно. Предлагаемая модель обучения предпринимательству является универсальной. Предпринимательская культура будет более развита, потому что она интерпретируется или воспринимается как отношение и имеет ментальный характер, помогающий во всей работе. Было доказано, что внедрение обучения предпринимательству должно учитывать такие факторы управления, как приверженность университета, предпринимательский климат, основные виды деятельности, вспомогательные виды деятельности, инфраструктура, объекты и сотрудничество.

Ключевые слова: предпринимательское образование; предпринимательские программы; предпринимательская культура; предпринимательский университет.

1. Introduction and Brief Literature Review

Higher education in the 21st century is expected to expand learning communities and local communities into world communities through human resources development. The 21st-century demands creative, flexible, highly adaptable, and innovative human resources (Prim et al., 2017). Education must bring students to the ultimate goal with a willingness to learn for life (Bin Mustafa et al., 2020). Learning can be realized by setting educational goals that bear four pillars: education to know (cognitive), learning to do (psychomotor), learning to be (affective), and learning to live together (social) (Kopnina, 2020).

Education must equip students with learning materials that support the nation's character, entrepreneurship, an innovative and tenacious work ethic, lifelong learning, and sustainable social and environmental concerns. Learning that can improve critical thinking and problem-solving. Will equip students to develop creativity in their lives (Kiat et al., 2020). In practice, this learning is instrumental to be applied in the future (Supeni et al., 2019). With this, students are expected to be independent and disciplined (Ambaw & Meher, 2019).

The entrepreneurial culture in Indonesia has been developed since 1995 through the instruction to conduct the National Movement to Promote and Cultivate Entrepreneurship. It was mandated that the entire Indonesian community was to develop entrepreneurial programs (Wang et al., 2019). The government realized the entrepreneurship was the backbone of the national economy (Lussier et al., 2015; Mottiar et al., 2018). Therefore, it must be supported by various technical departments and existing institutions, including universities. The entrepreneurial cultures are expected to become part of the Indonesians' work ethics, producing new, reliable, healthy, and independent entrepreneurs (Ribeiro-Soriano, 2016).

In Indonesia, they implement holistic education by considering social skills, character, character, and patriotism by including entrepreneurship education. Therefore, entrepreneurship education has a role in shaping the surface of Indonesian human resources (Mottiar et al., 2018). Entrepreneurship education in universities can support the nation's competitiveness strategy (Iwu et al., 2019). This is because entrepreneurship education can develop student character and have competitiveness. Characters in entrepreneurship include motivation, confidence, innovation, creativity, adaptability, acceptance of failure, and criticism (Hu et al., 2018).

Entrepreneurship can be defined as creating a new organization, economic activity, or innovation (Dubey et al., 2016). Intrapreneurs can act as creators or inventors by turning their ideas into something profitable. The success of entrepreneurship education in various countries has a central role in entrepreneurship for economic growth (Hsieh et al., 2018). Entrepreneurship drives modern economic growth (Chandra, 2017). Entrepreneurial innovation drives economic growth in several countries such as Ireland, Turkey, India, and China. Entrepreneurship in promoting economic growth is relevant to employment opportunities and economic output (Matzembacher et al., 2020).

Entrepreneurship education aims not to create business entrepreneurs but to create students and graduates with an entrepreneurial mental attitude (Ndofirepi, 2020). Moreover, graduates who have an entrepreneurial mindset are expected to excel in any profession (Lazzaro, 2021). Therefore, entrepreneurship designed for higher education must facilitate the general needs of students to meet the needs of the world of work and own a business.

Universities must respond to changes in entrepreneurship education. Universities need to consider strengthening management systems, encouraging academic affairs, and fostering an integrated entrepreneurial culture (Bin Nordin et al., 2019). Successful entrepreneurship education requires a unique strategy packaged as an integrated entrepreneurship education program (Pavlenko et al., 2018; Muryanti, 2020). Universities can develop strategies that are most suitable for their conditions (Tsilika et al., 2020). Entrepreneurship education programs can be implemented and improve the competitiveness of graduates as indicated by their ability as job creators, not as job seekers (Rofiaty, 2018). Through entrepreneurship education, universities can create business entrepreneurs, academic entrepreneurs, corporate entrepreneurs, and social entrepreneurs.

2. Research Method

The method in this research is qualitative descriptive with a case study approach. Multi-case studies were begun with a single-case study to get actual results from the first case, followed by a series of other issues. The research was conducted at four universities in Indonesia. The number of respondents from each university amounted to 10 people from leadership, chairman of the entrepreneurship center, lecturers, students, and alumni. The indicators for selecting the four universities as research locations are:

- 1) higher education stipulates entrepreneurship as a university local content subject;
- 2) all undergraduate study programs are required to conduct entrepreneurship lectures;
- 3) undergraduate students are required to take this course and graduate;
- 4) the university has an educational unit/entrepreneurial development center;
- 5) currently or in the future; the university is designed to become an entrepreneurial university.

The indicators in the research include:

- 1) commitment of universities;
- 2) university values and beliefs;
- 3) entrepreneurship climates;
- 4) main activities;
- 5) supporting activities;
- 6) infrastructure;
- 7) cooperation.

Data was obtained using in-depth interviews and observation. Triangulation analysis is used in research by collecting, validating, presenting, and drawing conclusions.

3. Results and Discussion

In strategic planning, vision and mission should inspire the members' performances and commitments to understand, comprehend, and implement those visions and missions. Through the statement of the image and mission, the direction of the responsibility can be learned (Plahotnikova, 2019). The university should make decisions that have consequences in expenses and facilitation (Boni & Calabuig, 2017). The visions clarify the objectives and future orientation and generate commitments from all university members (Kania et al., 2021; Asemokha et al., 2019). University commitment means that all members have strong feelings about their roles in achieving the objectives and values (Steshenko et al., 2019). For example, if a university has an entrepreneurial vision and mission statement, the organization and management should maintain entrepreneurial corporate values and extended them to all organizational structure levels. Thus, all of their activities lead to entrepreneurial values. Organizational structures become one supporting factor in creating an entrepreneurial environment since it helps in the decision-making and using the opportunities.

Traditional higher education objectives are directed toward the research of science and technology and services toward the community (Závadský & Hladlovský, 2020). Therefore, entrepreneurship was not the primary objective of the higher educational institution. However, if higher education institutions want to respond to changes and contribute to economic development,

they should be developed into entrepreneurial universities. At present, few higher education institutions have that mission. Therefore, it can be perceived that if a higher educational institution aims to develop entrepreneurship, and this becomes part of its mission, it was necessary to observe whether they develop entrepreneurial values and form entrepreneurship climates (Mints et al., 2020).

University commitment can create entrepreneurship and organizational culture. Building an entrepreneurial culture takes a long time. Implementation of the entrepreneurship education program, the first step is to commit to the vision and mission of entrepreneurship (Bull & Ridley-Duff, 2019). Implementing the strategy based on the agreed vision and mission requires policies that can facilitate the programs executed. Supporting activities are needed to increase students' willingness to learn entrepreneurship (Rudolph et al., 2017). A combination of knowledge, skills, attitudes, and behaviours is necessary for developing an entrepreneurial mentality.

Integrating entrepreneurship into relevant courses is an important process in education. The four universities have the integration of entrepreneurship with various classes has become a policy. Entrepreneurship education has been incorporated and integrated into all aspects of campus life (Bull & Ridley-Duff, 2019). As a result, students deepen their knowledge of entrepreneurship and practice it in the real world on a micro-scale (Atabayeva et al., 2020). A sample of universities is as follows:

- Univ-A: Brawijaya University, Malang;
- Univ-B: University of Amikom, Yogyakarta;
- Univ-C: IPB University, Bogor;
- Univ-D: Sebelas Maret University, Surakarta.

At UNIV-A, faculties and universities carry out supporting activities such as training, seminars, workshops, or business meetings. At UNIV-B, entrepreneurship training is carried out by the Entrepreneurship Campus Operational Unit. At UNIV-C, these supporting activities are integrated and continuous by the Operational Unit for Career Development and Alumni. At UNIV-D, entrepreneurship and character education are well programmed, targeted, and have clear and formal achievement indicators.

The infrastructure at the four universities is relatively complete, including laboratories that support entrepreneurship education, business incubators, business outlets, industrial training, and operational units that provide capital and promotions. Entrepreneurship education requires adequate infrastructure to assist students in planning and carrying out their business. The four universities collaborate with various trainers, providers of start-up capital, promotions, and student internship programs. Universities must collaborate with entrepreneurial practitioners to provide students with an understanding of entrepreneurship. Students will be more interested in knowledge that comes from practitioners directly

University operational units can build an entrepreneurial and educational climate. Establishing a functional unit manifests management support, which provides an organizational structure for developing entrepreneurship. The program creates an entrepreneurial mental attitude so that students have entrepreneurial thoughts in their thoughts. University graduates will have two job paths, namely as workers or job providers. Positive entrepreneurial values such as the willingness to work hard, creativity, innovation, and the courage to take risks and opportunities can be applied in every job.

The entrepreneurship characters and mental attitudes are the initial steps for entrepreneurship/character education. Thus, they must be the first consideration of conducting the main activities. It was the availability of the entrepreneurship courses, integrating entrepreneurial values into the system or curriculum, the availability of entrepreneurship programs, and the laboratories' availability for entrepreneurship laboratory. Entrepreneurship education cannot be equated with entrepreneurship training. Entrepreneurship education focuses on structured development to produce students or scholars with entrepreneurial mentalities. Entrepreneurship training focused on knowledge, skills, abilities, and specified job performances.

Entrepreneurship education needs to be integrated into the curriculum of relevant courses using various learning techniques. Entrepreneurship education programs such as entrepreneurship training, entrepreneurship practice, and mentoring for entrepreneurial students are found at the four universities. Entrepreneurial competence must be developed in the long term through various activities and based on learning experiences. Entrepreneurship education cannot be

provided with entrepreneurship courses. Other entrepreneurial activities follow entrepreneurship education to implement and improve student entrepreneurial behaviour.

Entrepreneurship education would be useful if the required infrastructure were available. Infrastructure for entrepreneurship education was needed to turn the students into entrepreneurs and help achieve the entrepreneurship education objectives in an organized, effective, and efficient way (Allu et al., 2020). Those were entrepreneurship centres, business incubators, and laboratories to transfer technology, networking, and academicians. The infrastructure also cooperated with the mass media, financial bodies, companies; product showrooms and marketing outlets; information and promotion media; industry learning centres; entrepreneurship laboratories; and business incubators (Cagiltay et al., 2019).

Entrepreneurial competencies can be acquired through training programs (entrepreneurship incubators). To support entrepreneurship education, an institution must understand entrepreneurship education and its requirements to meet the organization's objectives (Varyanichenko et al., 2018). It will improve students' entrepreneurship competencies. In other words, to develop entrepreneurship education, it should be mentioned in the preliminary stage's organizational objectives, followed by the understanding of entrepreneurship education, and supported with adequate facilities.

Entrepreneurship education can be implemented in many forms, such as building negotiating skills, leadership, new product development, creative thinking, and technological innovation experiences (Obschonka et al., 2016). Thus, resource availability is required to perform those entrepreneurial activities. The resources can be the time, financial capital, human resources, and technology (Dettori et al., 2020). Adequate infrastructure should support creating an entrepreneurial environment and support practical entrepreneurship education. Last but not least, cooperation with various institutions is required to support entrepreneurship education programs (González-Benito et al., 2016). Those institutions care for entrepreneurship educations, financial institutions that provide start-up capital, mass media, and industries.

The entrepreneurship education program's ultimate aim is to possess entrepreneurship competencies (knowledge, skills, and attitudes). Entrepreneurship education program requires several activities, either the main or the supporting activities, which involve other organizations. The main activities can be positioned in the preliminary stage to trigger and impart entrepreneurship knowledge and skills (Picciotti, 2017). In contrast, the supporting activities can provide experiences and opportunities to behave like entrepreneurs (Sudiapermana & Muslikhah, 2020). This study aims to design an entrepreneurship education program as a generic model applicable to universities. The entrepreneurial education model obtained to improve the entrepreneurial spirit of students can be seen in Figure 1.

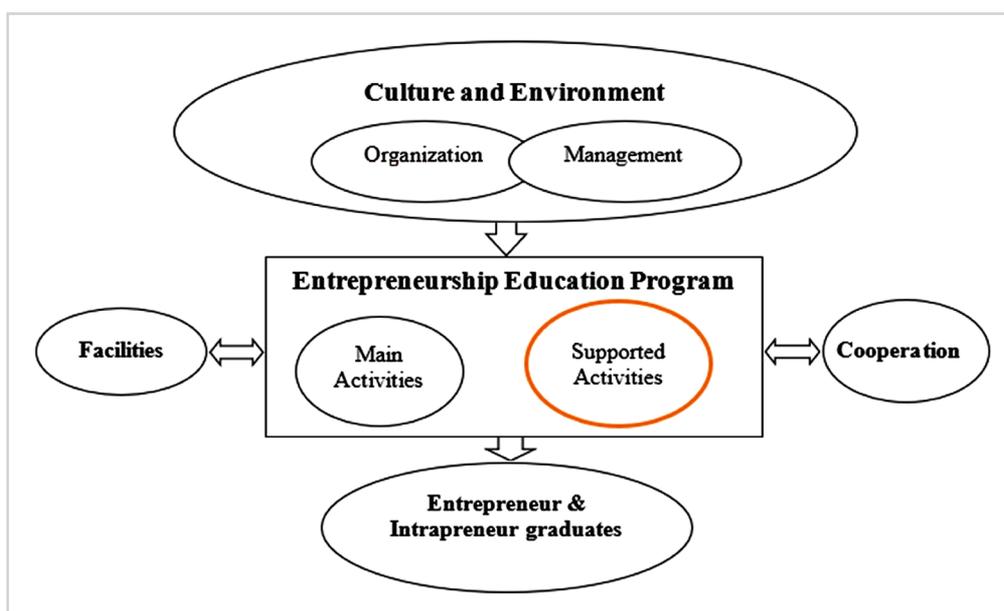


Figure 1:
Entrepreneurship Education Model
 Source: Compiled by the author

4. Conclusion

The entrepreneurship education model offered is generic. Entrepreneurship education must be implemented in stages, continuously, and integrated. An entrepreneurial culture must be developed and interpreted as a mentality or attitude developed and applied in work. Entrepreneurship education starts from entrepreneurial awareness, entrepreneurial knowledge (academic and professional), practicing entrepreneurial ability, and becoming an entrepreneur or intrapreneur. Commitment to higher education should be the starting point for developing an entrepreneurial culture. Elements of values and beliefs are seen as important to foster an entrepreneurial culture and support the targets to be achieved in the future. The concept of entrepreneurship produces graduates who work as business entrepreneurs and as intrapreneurs or entrepreneurs. Universities need to provide success factors for entrepreneurship education programs, including commitments, values and beliefs, entrepreneurial climate, main activities, supporting activities, infrastructure, and cooperation.

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