

# Attribute in Designing Entrepreneurial Learning Model in Higher Education

**Charly Hongdiyanto**

School of Management and Business, Ciputra University, Surabaya, Indonesia

Email: charly@ciputra.ac.id

DOI: 10.6007/IJARBSS/v7-i12/3751 URL: <http://dx.doi.org/10.6007/IJARBSS/v7-i12/3751>

## **Abstract**

One way to increase the number of entrepreneurs in a country is by providing information and training to the younger generation with the knowledge and understanding of entrepreneurship. University is an effective medium to convey it to students through the curriculum and lessons given. There are many universities in Indonesia, especially in Surabaya that offer entrepreneurship based programs to their students, but not necessarily give birth to quality entrepreneurs. Many factors influence the method on how the material is delivered to students, including the model used. This study aims to explore important attributes in entrepreneurship learning model. This research uses descriptive qualitative method. Purposive sampling is used to determine the respondents interviewed by using semi-structure interview questions. 10 students of Ciputra University became respondents in this study. As the result, there are 4 important attributes obtained by the author in the learning process of entrepreneurship in college, namely; personal, social, support and organization.

Keywords: Entrepreneur, Learning Model, Attribute, Higher Education

## **Introduction**

Education is one of the ways to educate and train a person to be smarter in a certain field, develop capabilities, skills, attitudes and personality, depending on what is learned and what is the focus chosen (Ekpiken and Ukpabio, 2015). This means that for someone to be an entrepreneur or have the ability and skills to become an entrepreneur then it needs an entrepreneurship education. In other words, entrepreneurship education is one of the ways to create new entrepreneurs that will later help improve the economy of a country, especially to fix the poverty problems experienced by most countries, mainly in poor and developing countries (Packham, 2010). This problem is getting bigger because university graduates who are expected to be able to become independent person, including independence to look for work, have been confused on what to do after graduation.

From these problems, it can be seen that the education system in universities has not been able to create independent graduates to create their own jobs and still dependent on the availability of employment provided by companies and government (Hongdiyanto, 2017). Therefore, proper entrepreneurship education and applied by using a suitable curriculum if it's actually being implemented in universities will produce independent graduates in creating jobs.

Higher education concept with entrepreneurship-based curriculum that used to come from developed countries has now spreading to the developing countries, one of them is Indonesia (Nova and Setiyati, 2015). Research conducted by Dana (2001) also revealed that various countries in the world including Brazil, Malaysia, Singapore and India have introduced entrepreneurship-based education programs since 1990. However, based on research observations, most entrepreneurship education in universities in Indonesia is still based on theoretical dimension that only provides an understanding of entrepreneurship concept, which in the end will not be enough to give courage to graduates to actually become entrepreneurs.

The ability needed to be an entrepreneur is not only based on the knowledge and cognitive aspects. This is important because students need guidelines and adequate knowledge to equip them, but without direct activities that give experience in the real world, what the students experience is not enough. From the research conducted by Priyanto (2012), most universities in Indonesia that implement entrepreneurial education only provide knowledge and skills to become an entrepreneur but do not train the mental side and student attitudes. This is what caused the mental of an entrepreneur has not been formed yet in graduates, in other words the students are not used and not brave enough to take the decision to really become entrepreneurs.

The problem that the writer eager to solve is to create an appropriate model for entrepreneur education to applied in a certain region, in this case in Indonesia. But the questions are; what kind of model, including what components, what are the criteria and attributes should the model have? This research will discuss and determine what kind of model that meets these criteria, which is suitable to be applied in Indonesia

### **Aim of the Study**

To create university graduates who are able to become true entrepreneurs is certainly not easy. University as the party that provides the knowledge and skills certainly has responsibility to give the best to the students. However, when talking about entrepreneurship education, a model that really suitable to be applied in all situations, locations and time has not been found yet. The study concerning entrepreneurial learning model has been done by Hongdiyanto (2017), which summarized some models that are often used as a reference in the making of entrepreneurial education curriculum in universities. But it is also important to notice that a good model in a country is not necessarily suitable if applied in a different country. Therefore, it is necessary to change a model to be adapted in a particular environment where the model is used. Therefore, the aim of this research is to know the attributes that are important for an entrepreneurial learning model that is suitable to be applied in Indonesia. Thus, it can be concluded that the research that has been done previously only provides an overview and summary of some entrepreneurship education models. Therefore, this study aims to use one or a combination of several component from the models to design appropriate attributes in entrepreneurship learning model, especially in Indonesia.

### **Benefit of the Study**

With the existence of an appropriate entrepreneurial learning model, then the right curriculum can also be developed in universities. With the concept of appropriate learning by combining the concept and knowledge of entrepreneurship from the cognitive aspect accompanied with activities that make students feel the direct entrepreneur experience, it is expected that student personality can be formed. Therefore, the benefit of this study is to provide information about the proper attributes in shaping the entrepreneur character of a student.

### **Theoretical Framework**

According to the understanding of Alberti, Sciacia and Poli (2004), entrepreneurship education is a formal framework in the education world that shapes attitudes and abilities in entrepreneurship field, it also includes the skills and mental abilities of a person to understand the surrounding business environment. In entrepreneurship education, the focus that must be given to students is the start-up organization, which is the initial stage to build a company where the scale is still little (small and medium enterprise) that aims to make students experience firsthand the set up of a company (European Commission, 2008).

For poor and developing countries where the number of unemployed is high and available employment is not much, entrepreneurship is one of the best ways to tackle the problem of poverty. It can be done by providing education and training to students (Njoroge and Gathungu, 2013). Gray (2006) also has the same view, entrepreneurial behavior in a person through education is very much affecting the economic conditions of a country. Furthermore, Harrison and Leitch (2010) revealed that the government as a policy maker in a country has realized the importance of the education sector in shaping entrepreneur, therefore entrepreneurship education is something that has been recognized as very important and has a significant share in the economic development of a country.

### **Research Method**

This research is a qualitative research in which the researcher chose 10 respondents purposively. Respondents are selected from Ciputra University, Surabaya. Ciputra University is chosen because in providing the learning to its students, they are using the entrepreneurship concept. This reason is important because respondents will be given questions related to the model and the learning method they have received. Students selected as respondents were students who are at least in the 7th semester so that they already got the entrepreneurship learning in full. From the interviews obtained, the researcher will summarize the important matter, the similarity felt by the respondents or the advice given. From the summary, the researcher will make a conclusion about the important attributes that should be possessed in an entrepreneurial learning model.

## **Result and Discussion**

### **Personal Attribute**

The first attribute is personal. What it meant by personal is the things that originate and relate to the personality of a person, something that comes from within the individual. This could be the trait/character that comes from birth or habits that is formed from the results of interaction with the surrounding environment that together combined as one's personality.

Sub attributes of personal includes:

#### **1. Risk taking**

This concept is different for everyone, there are people with large tolerance, but there are also people with small tolerance of taking risks. The risk taken in this case is not the same with gambling, but it is a risk generated with certain considerations. Such considerations may be based on knowledge, training, experience or using a particular instrument to perform an assessment.

*"Calculated risk taker is important, it is very important, because every business has a risk, therefore we must be able to calculate the risk in every business, and of course we also have to be brave in taking risks"* (Informant 5).

According to informant 5, the courage to take risks is important, but of course must be balanced with certain considerations, should not be reckless.

#### **2. Motivation**

Motivation is the hope and dream of someone related to the goal they want to achieve. Economic motivation related to the fulfillment of human living needs is associated with the material needs. With the existence of motivation, someone will get the push to do activities that makes that person has the spirit to work. Motivation also improves one's creativity and productivity.

*"Honestly I was educated since childhood to be independent by my parents. I have been selling things since I was in high school. I am happy if I can make my own money. There is a sense pride if I can spend money using my own"* (Informant 2).

Looking from the informant answers, motivation to become entrepreneur comes from within and from the influence of parenting. The desire is indeed because of the economic motive, but not because the informant comes from families with low economic scale, but more because of the pride felt when they can earn their own income.

#### **3. Education**

With education (entrepreneurship), someone will be equipped with information and experience. If that person feels it is sufficient then there is tendency for that person to have the courage to start a business. But the level of education in general can also have different meanings; if someone has a high level of education then there is a tendency that they prefer to work for other parties, and in reverse, someone who has a lower level of education is more willing to open their own business.

*"I think entrepreneurship education is important, but it should combine the theory and practice, like what they do in UC is good, because the proportion of practice is a lot. If only the theory is given alone, then it is useless, and it will be boring too"* (Informant 6).

Education is of course important, but the way to deliver it to students is also important. As mentioned by the informant, theory and practice must be balanced, so that knowledge and experience can be obtained fairly.

#### **4. Age**

This factor is related to the level of a person's maturity. Younger individuals tend to be more courageous to start their own business than someone more senior. Age is also related to the status of a person whether still single or already married. If someone is married then the courage to become entrepreneurs is also relatively lower.

*"My father used to work for other people, as an employee. After having 2 children, he decided to start his own business, actually he was a little scared at first because he already have his family that needs to be taken care of. So my father said, if you can start your own business from young, you can be more daring, and the risk is also smaller"* (Informant 9)

The experience of informant parents gives a personal push to have a business of their own since young. Although they are still young, experience sharing from parents has opened an understanding of the benefits of being an entrepreneur at a young age.

#### **Social Attribute**

The second attribute is social. This attribute describes the interaction of a person with another person or group in a particular environment. As a social being, an individual will definitely interact with other people, the result of this interaction will affect the behavior of the person.

Sub attributes of social includes:

##### **1. Family**

Family is the smallest unit in the community. The family is the result of interaction between parents and child. Parents factor influence the choice of a child to be an entrepreneur. Parents' work and expectation are the two main factors that drive or weaken the child's desire to become an entrepreneur.

*"My parents have their own business in photography. My grandfather also used to have a shop that sold cameras. Maybe because of the habits, since childhood I also have a hobby in taking photos. The choice to go to UC is also because my parents want me to continue the business in the field of photography, but I am also not forced, because I myself want to study business, gain a lot of experience, have many relations"* (informant 1)

It is clear that parents' upbringing is very influential to students, whether consciously or unconsciously. Parents' habits and outlooks may be passed on to a child so that they share the

same point of view, but not always. Often the expectations of parents are different from the wishes of the child.

*"I actually wanted to study medical but my father did not agree. Father wants me to help him in the shop. I had the test to enter medical school but failed. And then I thought I could just try study at UC, well, it was somewhat forced actually, but after entering UC, I think it's okay" (informant 3).*

## 2. Role model

Role model is someone who becomes a model and inspiration for others. In this context, a role model can be a community leader, a leader or a businessman who inspires a person. Inspiration can be resulted from admiration of the achievements or the process a person went through. With an idol figure who becomes a role model, it can give some strength if someone experiencing problems or setbacks. For example, the figure who became a role model in the field of entrepreneurship is Mr. Ciputra. In other contexts, the role model of a child is his or her parents as revealed by the following informant.

*"Oh, of course my father. Since childhood I idolized my father. I saw for myself how hard my father worked from scratch. My father used to work for other people, so when he started his own business it was really from the beginning. So I witnessed my own father worked really hard for family. Finally now my father's business is successful, but when I was a kid, the economic condition was not as good as it is now. So if asked who my role model is, yes it is definitely my father" (Informant 9)*

## 3. Networking

Networking is a relationship with other parties, whether individual or corporate, personal or professional. In the business world, it is not possible that we can work by relying on ourselves. Therefore, the purpose of networking is to achieve success with the exchange of ideas, opinions or a particular potential that can give economic benefit. The wider networking a person has, the greater opportunity that person can gain. Networking can come from friendships, education or business relations.

*"Networking is very important. A business, if we do not have network then it will surely fail, well, at least it will not be successful. For example, in searching for goods, if we have a lot of friends, we would be able to easily meet the price, with good quality, we certainly won't be cheated because it's our friends, maybe even be given credit. The main thing is, networking is important" (informant 10).*

The benefit if we have a wide range of networking is described with details along with examples by informant. This indicates the understanding of the importance of having a network is not just in the theoretical stage but has been directly practiced and the informant actually benefited from the activity.

## Support Attribute

The next attribute is the support provided by outsiders in reality to the designate entrepreneur. The form of this support can be tangible; information, input, suggestions, permits, capital, and even provide motivation.

### 1. University

Through entrepreneurship-based curriculum, students as aspiring entrepreneurs are provided with materials, training and real practice that can provide sufficient knowledge and experience to start, own and develop their own business. Lecturers or facilitators play important role in providing information, educating, directing and providing input and encouragement to students. At the time the business is running, there is up and down phase of course, therefore lecturers have a role to give direction so that students do not act recklessly or give motivation when students face problems. The facilitator who is a businessperson provides input in the form of experience, suggestions, inputs and solutions to problems encountered and networking assistance for the purpose of business development.

*"It has been very good, lecturers in giving materials is good. Initially, it is given the theory first in the class, and then got told to go down the field after, so the teaching method is already good, the curriculum is also good. Given both theory and practice"* (informant 7)

*"Once, at that time I had a problem with my girlfriend, I was in bad condition. Bad grade, business also not running, often skipped class. And then I was personally called by my facilitator, initially asked about my bad business performance. During that time, because the facilitator was so friendly and young too, I was open in telling my problems. After I told my story, I was given advice and input. I did not get back with my girlfriend, but I was starting to gain my fire back"* (informant 8)

The function of lecturers and facilitators is sometimes not only related to the business of the students. As expressed by the informant, personal input has also been experienced. This demonstrates the complex role that lecturers and facilitator have to perform.

### 2. Government

Through the policy given, the government also encourages the entrepreneurship climate. The entrepreneurship education program at both the school and university levels provides a good momentum for advancing education in that field. Funding is also often provided through related institutions, for example in the form of working capital through entrepreneurship-based competition. In addition, the ease of policy to facilitate SME business is granted for permits arrangements related to the business.

*"Then, I participated in a competition, an entrepreneurship competition. I won, but the prize was not much, not reaching 5 million rupiah, but it was not too bad, for business funding. Not all of it used for capital, some of it used to treat my friends"* (informant 4).

Examples of competitions participated by informants are real examples of government contributions and support to encourage the advancement of the entrepreneurship climate in Indonesia.

### **3. Financial Institutions and others**

Assistance from financial institutions is in the form of capital loans assistance to business owners. Of course, administrative requirements are required before the bank agrees to lend. In addition, gaining funds from the capital market is another option although this option is not a common option. Angel investors are individuals or institutions that provide soft capital assistance for new businesses that are in the beginning stage. Other than fund injections, advice for business portfolio development is also given because the background of angel investors is usually people who have long been in the business world. Furthermore, because in general the reciprocal of capital funding is a share of ownership in a certain amount in the business, so there is an obligation to develop that business.

*"I personally do not know directly about angel investors, but there is a friend who is given some kind of mentoring and capital. Back then I did not know that it is called angel investors, I just know lately. Maybe that person likes my friend's business, it is about social entrepreneurship and my friend got chosen. Given the capital and also there is mentoring session". (Informant 1)*

The term angel investor may still be unfamiliar in Surabaya, but the practice of such a model has been understood by the students and is certainly another option to gain capital.

### **Organization Attribute**

The last attribute is the business organization. It relates to the running business, the building/starting process, the team and the product being sold.

### **1. Business Plan**

The first step that must be done before starting a business is to create a business plan, which is a plan on various important factors needed, interrelated and contribute to the success of a business. This planning is important to provide direction and goals to the business owner in order to stay focused on the blue print that has been made before. But it cannot be denied that often over time, many factors can make the business direction changed from the plan initially made, so adjustments is needed to survive. But with the existence of a business plan, at least the focus of the owner can be maintained to preserve the identity, vision and mission of the company.

*"I had a bad experience with business plan. In second semester, I was requested to create a business plan, it was the requirement before the business project can be opened. I had 3 or 4 trials. Back and forth my business plan got rejected by lecturers, said it's not reasonable, not profitable. The bottom line is, I almost felt uncomfortable with the lecturer. But when asked whether it is important or not, yes it is important. Back at that time, indeed I made the business plan with not much thinking, I was still young, only in second semester" (informant 5)*



Informant opinion also gives approval of the importance of a business plan made before starting a business. Making a business plan must also be careful and considerate because if the planning is wrong since the beginning, then at the time of running business it will experience obstacles.

## 2. Team

Team is a combination of management and employees. In new business, sometimes business owner also act as employee because of limited funds and small business scale. But if the business grows then of course a good management system is required to divide the tasks, responsibilities and roles of each different part. It is important to have a clear SOP because it often happens that businesses that are initially good and have good prospects cannot develop because there is no system to support it. Owner who used to work alone cannot delegate tasks well to subordinates while on the other hand, owner does not have the ability to control all business that have developed by themselves.

*"My business project consisted of 5 people, me and my 4 friends. We've been old friends since high school. So when it was time to make group, we right away made our group. So far we never encounter a problem, maybe because of the long time friendship, so we understand and know each other, the communication is good. But we also know this other group, group that was not quite fitting well, some were lazy, some were diligent, so it was not comfortable, and finally that group got separated". (Informant 9)*

Other than the cohesiveness of management which is an important factor of a business, having a good employee is also something a business must have. Here is the response from the informant related to the quality of their employees.

*"Well, it is quite bad, the employee matter. We have a stand, selling drinks. Sometimes we cannot do it ourselves because of the university schedule, personal matters too, so we cannot keep our eyes on the employees. But from the report of the employees next door, they said our stand is often being left behind. There are also our friends who said they wanted to buy from our stand but there was no one there. Once, we even came ourselves but the stand was empty. We replaced employees until 3 times but it did not last long. Until finally the stand was closed" (Informant 1).*

## 3. Products

The last point of the organizational attributes is the product offered by the company, whether it is goods or services. From this side, it includes the various things correlating and supporting one another. These include; the type of product, the price offered, the packaging, the quality of the product, the location, the promotions used, to the quality of the services provided. All those things mentioned must be mutually supportive and complementary. If there are one or more factors that do not support, we can be sure the business cannot run properly. This can be seen from the information provided by the following informant.

"We used to open the stand in front of Indomaret, but finally it was closed. The place was not strategic. In the survey, it supposed to be a crowded place, but turned out after the opening, it was not that crowded. It could be also from the price factor, because our competitor sold fried food and fruit juice, so our product was the most expensive. So maybe the visitors prefer buying cheaper product too" (informant 2).

## **CONCLUSION**

Based on data gained from the 10 informants, researcher is able to collect valuable information and managed to find 4 important attributes in entrepreneurial learning process; those attributes namely; personal, social, support and organization. Personal attribute consist of risk taking, motivation, education and age. Social attribute divided into: family, role model and networking. The third attribute support, consist of university, government and financial institution. Business plan, team and product are included in the last attribute, Organization. The conclusion for this research is finding the important factors/attributes in the process of entrepreneurial education experienced by informants. Hence those attributes are crucial in building a model for entrepreneurial learning for higher education.

## **Corresponding Author**

Charly Hongdiyanto  
School of Management and Business, Ciputra University  
Surabaya, Indonesia  
Email: charly@ciputra.ac.id

## **Refereces**

- Alberti, F., Sciascia S., and Poli, A. (2004). Entrepreneurship Education: Notes on Ongoing Debate. A paper presented at the 14<sup>th</sup> AnnualIntEnt Conference, Italy. <https://www.researchgate.net/publication/228971736>
- Dana, L. P. (2001). The Education and Training of Entrepreneurs in Asia. *Education and Training*. 43(8), 405-416.
- European Commission. (2008). Entrepreneurship in Higher Education, Especially in Non-Business Studies, Final Report of the Expert Group.
- Ekpiken, W. E. and Ukpabio, G. U. (2015). Entrepreneurship Education, Job Creation for Graduate Employment in South-South Geopolitical Zone of Nigeria. *British Journal of Education*. 3(1), 23-31.

- Gray, C. (2006). Absorptive Capacity, Knowledge Management and Innovation in Entrepreneurial Small Firms. *International Journal of Entrepreneurial Behavior and Research*. 12(6), 345-360
- Harrison, R. and Leitch, C. (2010). Voodoo Institution of Entrepreneurial University? Spin-off Companies, *The Entrepreneurial System and Regional Development on the UK*. *Regional Studies*. 44(9), 1241-1262
- Hongdiyanto, C. (2017). A Comparison of Entrepreneurial Learning Education. *Chiang Mai University Journal of Economics*. 21(2), 65-77
- Njoroge, C. W. and Gathungu, J. M. (2013). The Effect of Entrepreneurial Education and Training on Development of Small and Medium Size Enterprises in Githunguri District-Kenya. *International Journal of Education and Research*. 1(8), 1-22
- Noya, S. and Setiyati, E. A. (2015). Evaluating Entrepreneurship Model in Indonesian University (Case Study: Universitas Ma Chung). *Business & Entrepreneurship Journal*. 4(2), 21-30.
- Priyanto, S. H. (2012). Entrepreneurial and Vocational Learning in Entrepreneurship Education: Indonesian Non Formal Education Perspective, *Basic Research Journal of Business Management and Accounts*. 11(22), 30-26.