

Build Student's Entrepreneurial Spirit Through Entrepreneurship Education: A Case Study in Creative Industry Students of Telkom University

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Abstract. Creative industry is a growing sector, driven by the independent, the creative and the entrepreneurial actors in the industry. The purpose of this study is how to create and to shape entrepreneurs among students who are carried out through the teaching process of entrepreneurship education as well as non-curriculum education in universities. Qualitative method is used in this research with a case study approach. The learning process can be done through a curriculum with student-centered learning (SCL) method, supported by lecturers who have entrepreneurial competencies. The need to create an entrepreneurial atmosphere or environment by forming a forum for start-up and entrepreneurship business, building partnership networks, cooperating with investors and establishing entrepreneurial institutions or organizations.

Keywords: entrepreneur, creative industry, entrepreneurship education.

1 Introduction

The current economic conditions have entered the 4th wave economic era known as the creative economy era. From the statistical data and the results of the 2016 Creative Economy survey, it is seen that the Creative Economy is able to contribute significantly to national economic growth. In 2015, this sector contributed 852 trillion rupiah to the national Gross Domestic Product (7.38%), absorbed 15.9 million workers (13.90%), and export value of 19.4 billion USD (12.88%). The data also shows a significant increase in the contribution of the Creative Economy to the national economy from 2010-2015 at 10.14% per year (Bekraf & BPS, 2016). This proves that Creative Economy is one of the supporters of national development and has the potential to develop more in the future.

Industry and creative economy is a growing sector driven by the independent, the creative and the entrepreneurial actors in the industry. But the problem that arises now is the weak ability of human resources who have creativity, innovation and courage to be independent, thus impact on the weak competitiveness in the creative economy. Creativity, innovation capabilities have a significant relationship to competitive advantage. Besides that, the data collected shows that the creative economic sector is still occupied by workers with high school education background. It becomes a joint task to overcome the weaknesses of these

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human resources. The role and collaboration of four sectors, namely government, business, civil society and intellectuals surely will encourage the growth of innovation and creativity. Oscar stated in the concept of Quadruple Helix, integration of civil society and intellectual will develop innovation [1].

Intellectuals driven by formal education, especially universities, have a dominant role in preparing graduates who are reliable and entrepreneurial. The problems that occur at this time are that universities have not been fully able to present entrepreneurs who are creative, innovative and independent. Besides that, the interest and motivation of students for entrepreneurship is low, where nowadays they prefer to be a job seeker. This cannot be separated from the learning process given in the form of curriculum, non-curriculum and environment that have not been supportive in shaping independent and entrepreneurial students. Referring to the case studies at the School of Creative Industries, Telkom University, research has been conducted on students majoring in creative industries about their objectives after graduation, the results show that 70 percent of students after graduation will try to run a business independently. This shows that the potential and nature of creative industry students have superior seeds to be developed and equipped with good capital and knowledge to become reliable entrepreneurs. Based on the description above, this paper tries to discuss how the process, material and learning model of entrepreneurship education in Higher Education are ideal in order to be able to produce entrepreneurial graduates.

2 Theoretical background

2.1 Creative Industry Potential as an Entrepreneurial Base

The potential of the creative industry is part of the creative economy, as one of the most important sectors that support national economic development. Creative industry is defined as an industry derived from the use of individual creativity, skills and talents to create prosperity and employment through the creation and utilization of individual's creation and creative power. There are 14 sub-sectors of the creative industry, namely: advertising, architecture, art, craft, design, fashion, video / film / photography, interactive games, music, performing arts, publishing and printing, software computer services, television and radio, research, and development. The growth of the creative industry still needs support from various parties, so that it has a major contribution to economic development. From the statistical data, it shows that the contribution of the creative economy is supported by the workers of middle school background or lower (3.6%), high school background or equivalent (57.2%), while the diploma background or higher (6.7%). This shows that the creative economy sector is still dominated by a group of high school workers, for that it still needs support and contributions from universities, which are providers of human resources and knowledge for the creation of creativity and innovation. The role of Higher Education (intellectual) needs to be recognized as a component of creativity and technology transfer [2]. Besides that the University has an important role in innovation, equals to industry and government in society [3].

The problem faced now is the weak ability of human resources, especially creativity and capability of innovation, thus impact on the weakness of competitive advantage and business performance. Likewise, business people are expected to be able to change their profit-oriented living culture into customer-oriented so that a long-term beneficial partnership could be formed. Good creative industry entrepreneurs are individuals who have the ability to take

challenges; they are competitive, strategic and have a strong desire for business achievement [4].

2.2 Entrepreneurship

Entrepreneurship can be interpreted as the soul, spirit, attitude, behavior, and potential ability of a person in handling business and/ or activities that lead to efforts to find, create, implement new ways of working, technology, and products by increasing efficiency in order to provide better to get greater profits [5]. Entrepreneurship can also be said to be a process of creativity and innovation that has a high risk to produce added value for products that are beneficial to society and bring prosperity to entrepreneurs [6]

The essence of entrepreneurship is creating added value through the process of combining various resources in different new ways, so the people in the industry could be able to compete freely in the business market. Entrepreneurship according to Sukidjo reflects the spirit, attitude and behavior as an example in the courage to take risks that have been calculated based on their own willingness and ability [7]. People who have these attitudes are said to be entrepreneurs. Based on this definition, entrepreneurship can be learned by every individual who has a desire, and not only dominated by talented individuals. Suryana argues that entrepreneurship is a discipline that learns about the values, abilities, and behavior of a person in facing the challenges of life to obtain opportunities with various risks that may be faced [8]. Entrepreneurship is also a creativity and innovation possessed by college graduates to produce added value for themselves and benefit others / society as well as bring mutual benefit.

2.3 Entrepreneur Education

Entrepreneurship education has been carried out in many universities through the learning process which is outlined in the form of curriculum and also other aspects outside the curriculum. Entrepreneurship education aims to shape students' attitudes, behaviors and intentions to become entrepreneurs. Saeid Karimi recent research confirms the findings of Fayolle & Gailly that entrepreneurship is basically intentional and planned behavior, which can improve economic efficiency, bring innovation to the market, create new jobs, and improve the quality of work [9]. Entrepreneurship education in universities is not only carried out only through the curriculum, but can be done through non-curriculum subjects supported through a conducive environment. Kasih explains some important aspects that must be considered in entrepreneurship education which include aspects in the curriculum as well as aspects outside the curriculum [10]. Susilaningsih even emphasized aspects outside the curriculum to support the success of entrepreneurship education in universities [11].

Entrepreneurship education patterns that are packaged through traditional learning methods, teaching staff, literature reviews and also written evaluation through tests have not been able to activate the spirit of entrepreneurship. Education in general often focuses on developing knowledge and intellectuality, while entrepreneurship education focuses on humans as a whole (including their feelings, shared values and interests), including creative and innovative ways of thinking. Heinonen and Poikkijoki assert that through entrepreneurship education, the entrepreneurial skills and attitudes possessed by each individual are then integrated through the process so as to shape behaviour [12]. Therefore the learning process in entrepreneurship education must be able to encourage students to

develop entrepreneurial interests, identify and capture opportunities, as well as decide and realize opportunities into the form of initiative behavior.

3 Research method

The research method used is quantitative research, with a case study in the Entrepreneurship learning process (KWU) at the Faculty of Creative Industry conducted through field observations and a questionnaire distribution. This study uses a sample of KWU lecturers and students who take KWU courses. This segment was chosen to explore the needs and to know the characteristics of students and teachers that will be used as the subject of analysis. Besides that, data mining was also conducted by two of KWU Education providers at PPDU-Telkom University. Data collection was carried out through some interests and desires survey stages of creative industry students after graduation, interviews or question and answer related to perceptual needs of KWU subjects and its materials, field observations of activities and supports for KWU learning activities in Telkom University, and dissemination questionnaire with the number of subjects for both industrial users and other graduates.

4 Result and discussion

Universities play a role in increasing the number of quality, superior, and entrepreneurial human resources. There have been many efforts made by the University to grow entrepreneurial spirit and spirit among students. However, the entrepreneurial education movement in universities has not been able to change the mind-set of college graduates from seeking employment (job seekers) to become job creators. The development of the entrepreneurial spirit in the tertiary education sector can be carried out through the curriculum learning process with the support of reliable lecturers, besides that a non-curriculum path that includes network development and partnership is also needed. Equally important is the supporting structure, and commitment of the Institution is also absolutely necessary.

4.1 Curriculum

Universities in Indonesia in general have conducted entrepreneurship courses with different intensity and number of credits. From the results of the analysis of the entrepreneurship curriculum, there are still some weaknesses, including the number of credit, material and scope or content that is not optimal. When viewed from the majors group, not all departments present entrepreneurship education in a stand-alone curriculum. Some universities present Entrepreneurship courses in relevant subjects, so that the substance and depth are limited. In addition, several considerations and reasons were stated that the number of available credits was felt to be insufficient to add courses beyond the curriculum target. In the Faculty of Creative Industry-Telkom University for Entrepreneurship courses, 2 credits were given to students in the fifth semester. As a solution, it is necessary to make various serious efforts to review the policy of inclusion of this entrepreneurship course in the curriculum of the departments in Universities. Entrepreneurship courses are included in the curriculum with improvements to the following:

- It is better if the curriculum is well designed as a reference in organizing student lectures. Entrepreneurship courses are given to all departments not only for certain faculties/departments. Allocated in the form of adequate SKS as much as 3-4 credits given in the

fourth semester to the fifth semester in the hope that student already have a product prototype that has been made.

- The teaching of entrepreneurship courses is designed to enhance entrepreneurial values such as the capabilities of innovation, creativity, motivation and student intentions for self-employment. Increased creativity and capability of innovation can be done by building good cooperation between intellectual, government, business and civil society [13]. Research of Wibowo states that entrepreneurship teaching should not only be in the cognitive domain, but also accompanied by "experiencing" activities as well as practice [14].
- Entrepreneurship learning method through the student-centered learning (SCL) approach. SCL approach is expected to be able to place students in positions that play an active role, while lecturers are more as facilitators.
- Entrepreneurship material is designed in a real business where students are taught to make business proposals (4P), produce products, sell, cost and evaluate. This activity aims to shape the mindset of students in entrepreneurship. Students are taught to focus on the process from starting a business plan, product prototype, pitching, to evaluation.

4.2 Reliable Teaching Competency Support

To get the maximum results in entrepreneurship courses, the lecturer should have the competence and ability of an entrepreneur. Entrepreneurship lecturers should have a creative spirit, be able to create learning methods and models that are not only focused on theory but also increase student intentions. However, the obstacles faced by universities are the availability and ability/ competence of teaching staff/ lecturers who will take care of the entrepreneurship courses. One of the problem is the implementation of this course is carried out modestly by lecturers who have no experience in teaching entrepreneurship, let alone having a business that is or has been run independently. This was also experienced by the Faculty of Creative Industries - Telkom University where the entrepreneurship lecturers were taken from extraordinary lecturers (LB) with various backgrounds. As a solution, various efforts are needed to improve the potencies and capabilities of entrepreneurial lecturers, including:

- Lecturers are chosen based on their competencies in the field of entrepreneurship so that they are able to teach entrepreneurship courses well. In order to be able to carry out entrepreneurial education, the lecturers should try to understand the nature of entrepreneurial learning and have a strong motivation to obtain and develop their competencies, especially in the field of entrepreneurship.
- Improving lecturer skills through various entrepreneurship trainings and seminars will help and increase lecturers' insight which can then be applied in the teaching process.
- If by force the lecturers should be taken from a part time lecturers or extraordinary lecturers, then lecturers who have a business or at least have the experience of running a business should be chosen, so that they can share their experiences with students who are involved in entrepreneurship.
- Entrepreneurship lecturers can be taken from business practitioners or professionals who have the time and willingness to teach and share their business experiences with students. For this reason, it is necessary to design what material will be delivered, when it will be carried out, where it will be carried out, and who will be the guest teaching staff.
- The Entrepreneurship Course is also filled with visits and studies on business startups, entrepreneurship seminars and sharing by successful business people or entrepreneurs.

4.3 Non Entrepreneurial Curriculum Activities and Creating an Entrepreneurial

4.3.1 Atmosphere

Non curriculum activities are activities outside the classical education process, but are more oriented to activities that support entrepreneurial learning. For this reason, a supportive and mutually reinforcing environment is needed. This can be done by building the atmosphere in the implementation of entrepreneurship education in universities. The atmosphere of entrepreneurship can be compared to other terms such as academic entrepreneurship which can be interpreted as an effort to create an environment that supports the stimulation of entrepreneurial behavior for each member, organizational structure and institution within a college [14]. The entrepreneurial atmosphere is an atmosphere that is deliberately created by universities to support the implementation of effective entrepreneurial education, including:

- Establish startup and entrepreneurship business

There needs to be a forum or program to accommodate the creative and innovative work of students to be a profitable business. The forum can be called the Startup Business and Entrepreneurship Center, as a forum that houses and manages various entrepreneurial activities for students and lecturers, where students are guided and directed to the real world, as commercial science and technology-based entrepreneurs. This institution will also be a facilitator and mediator with outside parties (stakeholders) to establish and develop cooperation so that entrepreneurial activities in the campus are advancing and developing [10]. It is hoped that this forum can help improve the competence of students to enter increasingly competitive employment.

The implementation of entrepreneurship will be more effective for universities by building networks and cooperation with the business community and alumni who have succeeded and worked in the industry. Collaboration with the business world is aimed to improve the quality of lecturers/ students, opening business internship opportunities and opening opportunities for business cooperation especially for students. Besides that, collaboration with successful alumni needs to be developed, so that opportunities are open for students to gain success stories from the alumni business. This is also a manifestation of alumni's concern for alma mater which psychologically has closer emotional relationships with fellow alumni.

Universities must be able to collaborate with financial institutions, both banking and nonbanking. The goal that will be achieved with this collaboration is that students who will start their businesses can be given ease in accessing business capital. This is very important because one of the reasons faced by students when they start their business is the capital problem. At Telkom University, students seeking capital have to present their capital requirements to capital providers by pitching, which in this case is with FAST (Telkom University Alumni Forum). Besides that, an institution has been formed at Telkom University which aims to finance the activities of student's UKM (Student Activity Unit) from Telkom Education Foundation as well as from the Telkom Group.

Establishing an entrepreneurial institution or organization within universities as an arena for entrepreneurship education is very important. This institution or organization can be used as a forum for various activities related to campus entrepreneurship development. The form of the institution can be in the form of an Entrepreneurship Centre, Entrepreneurship UKM (Student Activity Unit) and or Student Business Community at the student level. This institution or organization must have a clear and continuous work program so that an

entrepreneurial atmosphere can be formed which will greatly support the achievement of entrepreneurial education goals. Telkom University has pioneered the development of soft skills in the field of entrepreneurship that has been carried out since student's admission which were included in the soft skills development program of the university dormitory.

4.4 University's Support and Commitment

The commitment and support of university management is absolutely necessary in relation to how the process and direction of entrepreneurship development for students. The direction of development is outlined in major scenarios such as core values, vision, mission and goals. Support of facilities, infrastructure and organization or unit is fully needed to guard entrepreneurial activities. Referring to Telkom University case study, it is institutionally committed to the development of entrepreneurship. This can be demonstrated by the determination of PRIME core values (Professionalism, Recognition of Achievement, Integrity, Mutual Respect, and Entrepreneurship) as a guide for the entire academic community. Besides that, Telkom University has formed a Structural Institution for Character & Entrepreneurship Development Affairs that is focused and directed to fostering and developing entrepreneurship at Telkom University.

5 Conclusion

The implementation of entrepreneurship education in universities to be effective can be done by several steps. First, the entrepreneurship curriculum is given to all study programs as general subjects with an allocation of 3-4 credits. Entrepreneurship learning methods through a student-centered learning/ SCL approach that put students in positions that play an active role, while lecturers are more as facilitators. Entrepreneurship material is designed in a real business where students are taught to make business proposals (4P), produce products, sell, cost and evaluate. Second, the selection of teaching staff/ lecturers who have competencies in the field of entrepreneurship can be done by combining internal lecturers with external teaching staff (entrepreneurs and professional practitioners). If by perforce the lecturers should be taking from part time lecturers or extraordinary lecturers, then lecturer to be chosen is someone who has a business or at least has experience on running a business. Third, it is necessary to create entrepreneurial atmosphere in non-curriculum aspects to support the implementation of entrepreneurship education in universities. This can be done by forming a forum for start-up and entrepreneurship business, building partnership networks, cooperating with investors and establishing entrepreneurial institutions or organizations. Fourth, it is necessary to have the support and commitment of the university management about facilities, infrastructures and organizations that fully oversee the entrepreneurship activities.

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