

Knowledge Transfer in Promoting Entrepreneurship

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Abstract—Vocational education aims to prepare students to get jobs. Moreover, it should be able to demonstrate a set of working skills that are needed in working place and able to promote business. However, job skills are most exposure in entrepreneurship ability. It can conclude that knowledge transfer in vocational learning activities is expected to enable students in the field of work and create job opportunities.

Keywords— *Creating Entrepreneurship*

I. INTRODUCTION

Vocational education should be able to provide competitive value that can improve self-esteem, welfare, motivation to learn for the sake of strengthening labor market opportunities for themselves [10]. Moreover, it can demonstrate employability skills. Skills transferred within education for adults must have quality. UNESCO Institute for Lifelong Learning defines four dimensions of quality covering equity, efficiency, effectiveness, and relevance [5]. Equity is related to fair access and participation in education and training. Efficiency is about the level and distribution of resources and the economic investment of resources to achieve certain objectives under certain conditions, i.e. the ratio of cost benefits. Effectiveness generally expresses the facility's relationship in terms of educational outcomes for learners, and the time it takes to achieve. At last, relevance means that the provision should represent an effective route and support for personal and social change. ET 2020 describes three components of education and training quality namely structure, process and result quality. Structure quality focuses on a broad framework of quality approaches, organization and problem resources. Process quality focuses on internal activities, such as teaching and learning. At last, result quality focuses on the outcomes of the learning activities.

Competency-based learning refers to the fulfillment of the labor market share which is being the goal of vocational education both formally and non-formally. So, we need a learning model that is able to increase the competence which is in line with the needs of employers in their working field. Vocational learning is able to relate to the real-life experiences of the participants and is able to foster an entrepreneur spirit. The learning method applied should be able to build knowledge, skills and attitude. Vocational learning process is expected to enable learners by linking the knowledge they have.

Knowledge transfer is the application, generalization, and complement of new knowledge and skills (Holton, et.al, 2000). Holton explains three factors that influence the transfer process namely trainer characteristics, training design, and working environment. Trainer characteristics include the ability, personality, and motivation. Training design is about the strength in the design of the delivery and conformity of the material. And, the working environment includes the support and opportunity to use. These three factors are interrelated and affect the success of learners in mastering knowledge and skills. Knowledge transfer is the application, generalization, and complement of new knowledge and skills (Holton, et.al, 2000). Holton explains three factors that influence the transfer process namely trainer characteristics, training design, and working environment. Trainer characteristics include the ability, personality, and motivation. Training design is the strength in the design of the delivery and conformity of the material. And, the working environment includes the support and opportunity to use. These three factors are interrelated and affect the success of learners in mastering knowledge and skills.

II. METHOD

This library research used documentation as the data collection technique. The data were analyzed using content analysis. The assessment process was done by confirming to the literatures and considering the advisor's comment.

III. RESULTS AND DISCUSSION

A. Knowledge Transfer

The transfer of knowledge is (1) a process by which a unit (group) conveys its experience to others, (2) information and skills organized systematically among exchanged entities, (3) knowledge is exchanged between individuals, teams, groups, or organizations [4]. Holden & Von Kortzfleisch (2004) in Cranefield & Yoong (2007) explains that knowledge transfer is the process of translating and introducing variants of absorption capacity, and converting knowledge-perceived usefulness from the knowledge source and availability of domain experts to express significance to end users.

Cranefield & Yoong (2007) describes two major cognitive processes involved in the transfer of knowledge to individuals from upstream acts (a process in which knowledge is represented in forms such as language, model and image) to

downstream (interpretation). The basis for both cognitive processes is the selection and organization of information, influenced by individual cognitive characteristics, and their background, goals, values and beliefs. Difficulties may arise in choosing the right codes, motivating people to share knowledge, making knowledge accessible, and interpreting code information correctly. Factors that influence knowledge transfer are actor, context, and content [4]. Actors are people involved in the knowledge transfer process consisting of three main actors, senders, recipients and intermediaries. Context is an ongoing interaction in which knowledge transfer is bound to context. Content is the content that is transferred by the actor. In transferring contents, actors use media.

Knowledge transfer is very important in vocational education, since most of the time it comes from training in the workplace [6]. There are four themes in the transfer, are transfer of basic knowledge, transfer of principles and skills, transfer of written materials and real life and transfer of experiences. Transferring a basic knowledge is about how basic knowledge learned in previous situations is useful and applicable to new situations. Learners need to learn things at school before they can participate in workplace training. In coping with principle and skill transfers, learners need teaching by focusing on training using materials that are cheaper than used in actual work. The principles and skills are the same, but work assignments, materials and technical tools may differ in different situations. To achieve this kind of transfer, students need to learn these principles and skills, and then recognize when their implementation can solve new problems in the future. The third theme is about the transfer of written materials and real life and the transfer of teaching materials into real life. In this theme aims to the knowledge and skills taught in accordance with the workplace. To cope with experience transfer, learners have to acquire basic knowledge and practical experience. The more experience, the abler students do the job well.

Transfer of knowledge on training activities requires active learning. Inactive learning, student-centered instruction takes place. Active learning should have student involvement in some activities that force them to reflect on ideas and how to use them [7]. Active learning can increase learners' knowledge and understanding of training materials [3]. Furthermore, Michael defines student-centered learning as a learning approach in which learners influence the content, activity, material, and speed of learning. Learning in the cosmetology training is expected to be an active learning by involving learners in learning activities. According to Fink (2013) there are two principles in active learning namely (1) the effectiveness of learning activities in an activity consisting of three components covering experience, reflection, and information and ideas, and (2) directly providing three forms of learning. Bridal learning is required to carry out active learning, appropriate to the holistic view of active learning. Learning should be rich in experience. Learning should provide the basics of knowledge, how to use knowledge,

incorporate knowledge, explore personal and social meaning, caring and learning how to learn.

B. Creating Entrepreneurship

Creativity as the capacity to detect gaps proposes various solutions to solve problems, produce novel ideas, re-combine them, and intuit a novel relation-ship (Torrance, 1969 in Almeidaa, Prietob, Ferrandob, Oliveiraa, & Ferr'andiz, 2008). Creativity is defined as the skills and attitudes needed for generating ideas and products that are (a) relatively novel (original/unexpected); (b) highly qualified; and (c) useful (Almeidaa, Prietob, Ferrandob, Oliveiraa, & Ferr'andiz, 2008).

In vocational education, creativity takes precedence. One of the competencies to be developed is creativity [9]. UNESCO (1999) explains that in the 21st century each individual must have the ability of creative knowledge and ideas in production [11].

Vocational education is mandatory to create ready workers and self-reliance. The success of vocational education lies in the readiness of facing the real work life. So, it is necessary to introduce entrepreneurship in vocational school. This entrepreneurship is very useful in business.

Entrepreneurship is seen as an interactive, dynamic, learning, integrative, inventive, emerging, and dialectical process; network relationships, interaction, equality, and multi-causality influence between people, opportunities, and effort [2]. Morrison (2006) describes the entrepreneurial process as a single-level filter and is an interaction of a complex, multi-dimensional and dynamic set of factors and circumstances. The ability of people in entrepreneurship is well-known as social entrepreneurship. Emerson (1999) said that social entrepreneurship is able to play the role of change agent. The roles are (1) adopting a mission to create and maintain social value (value not just personal), (2) recognize and constantly pursue new opportunities to serve missions, (3) engaging in processes of continuous innovation, adaptation, and learning, (4) acting boldly without being limited by the current resources at hand, and (5) showing a high sense of accountability for the work of constituents of society, business, philanthropy, public policy, national leaders have those who can connect players who previously could not find each other.

Hayton & Kerley (2006) describes four competencies in entrepreneurship namely innovating, brokering, championing, and sponsoring. Innovating here is to have creative insights about the combination of specific knowledge and information and what it means for users and companies to serve customers. Nasution, Mavondo, Matanda, & Ndubisi (2011) explains that entrepreneurship encompasses various activities and processes, including innovation, odds splitting and risk-taking. In the world of work will occur a high level of competition, so it takes a high creativity in running entrepreneurship [8].

C. Transfer of Knowledge in Creating Entrepreneurship

In the work life will happen a high level of competition, so it takes a high creativity in running entrepreneurship. A professional worker is a competent worker. In addition to competencies regarding working place, must have entrepreneurial competence. The transfer of knowledge in the learning process must be able to bridge the world of work. Knowledge transfer not only equip with competence according to field of work, but must equip entrepreneurship.

Entrepreneurship in vocational education aims to enhance competitiveness in the world of work. Creativity in entrepreneurship is an important element to be taught in vocational education. Creativity in entrepreneurship will encourage the discovery of innovative new ideas

The entrepreneurial competence in vocational education is an important element. Entrepreneurship will encourage independence. Success in business is determined by the creativity in business, ideas, or products. Vocational education should be able to transfer knowledge in accordance with the needs and development of science and technology.

IV. CONCLUSION

Vocational education should be able to demonstrate a working skill. Working skills are skills needed in the working life, and also in promoting business. Job skills are usually encouraged in entrepreneurship. The transfer of knowledge in vocational learning activities is expected to enable students in the field of work and create job opportunities

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