Implementation and transformation of entrepreneurial learning model in Indonesian university: SEM analysis

Maria and Sony Heru Priyanto

Teaching staff of the Faculty of Agriculture and Business SWCU Salatiga Indonesia

Author’s email: sonecid@yahoo.com

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Every year the number of unemployment is increasing, 20% each year. Research is expected to be found and the determinant factor based entrepreneurship education, which will be used to design and construct a model of entrepreneurship education based Entrepreneurial Learning Model (ELM). The method used in this research study descriptive and explanatory research. The research was conducted at the universities of entrepreneurship education or business education (University of Dian Nuswantoro Semarang, University Jenderal Sudirman Purwokerto, and Satya Wacana Christian University Salatiga). The unit of analysis of this study is students, educators, and entrepreneurial lecture system. The data will be analyzed by means of analysis Structural Equation Modelling (SEM). From this research, educators and curriculum or syllabus establish entrepreneurship education. Application of Entrepreneurial Learning Model has been going well. Entrepreneurship education will shape the performance of entrepreneurial participants.

Keywords: entrepreneurship education, entrepreneurial learning model, the performance of entrepreneurial

INTRODUCTION

Background

The research is motivated by the increasing number of educated unemployment in particular from universities. Recent data indicate that the number of unemployed in the educated until February 2009 has reached 1.1 million people, double the number in 2004, which stood at 585 thousand. In percentages, the number of unemployed in the educated also increased dramatically. Educated unemployment reached 12.0 percent recorded in February 2009, which was also more than doubled the percentage in 2004 which only reached 5.7 percent.

Ironically, the increase in unemployment among educated occurs when the overall unemployment rate has decreased, both in percentage and in absolute terms. BPS showed that the percentage of unemployment has declined from 9.86 per cent of the workforce in 2004 to 8.14 percent of the workforce in 2009. Similarly, in absolute terms, the number of unemployed dropped from 10.25 million in 2004 to 9.26 million in 2009 (Modjo, 2009).

Why is this? One reason is the lack of relevance of education to the labor market. Another argument is that most want to work while a limited number of vacancies. Still very few are willing to start a business after graduation. The according to UNESCO, the ownership of entrepreneurship can improve employment opportunities and seek for themselves and others. This means the proper implementation of entrepreneurship education will generate new business opportunities and the ability to assemble the resources to graduate in business activities.

The research also background by the fact that education is too full of business and management theory and quantitative analysis, and less emphasis on qualitative factors, are focused on the tools, concepts and models, too bureaucratic and too little management to apply entrepreneurial activity applying professor and educator often work in real conditions than major issues (Derman and Levin 1994; Vuuren and Nieman, 2000) so that the necessary transformation towards entrepreneurial learning model (ELM).
Table 1. Analysis Techniques

<table>
<thead>
<tr>
<th>Activity</th>
<th>Analysis</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary research (exploration, development and validation of the draft model, limited trial draft model)</td>
<td>Harvest Judgement</td>
<td>Development of Design Model</td>
</tr>
<tr>
<td>Testing Model Early</td>
<td>Qualitative descriptive analysis</td>
<td>Free Learning</td>
</tr>
<tr>
<td></td>
<td>Analysis illustrative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analysis of the level of institutional</td>
<td>Entrepreneurship Education Model</td>
</tr>
<tr>
<td></td>
<td>Quantitative SEM</td>
<td></td>
</tr>
</tbody>
</table>

Purpose this research

Related to still held face-to-face conventional education system, which turned out to cause a lot of unemployed intellectuals, on this occasion will be research that is expected to resolve the issue, such as:
1. To determine the design, implementation of systems and models of entrepreneurship education in universities.
2. Testing the determinant factors of entrepreneurship education and student performance

MATERIAL AND METHODS

If the terms of its utility (purpose of study), the study included descriptive and explanatory research study as it aims to characteristic variables and relationships between variables and seek a better understanding of the relationship between variables that already exist.

The research was conducted in the universities or educational entrepreneurship for both public and private businesses that exist in Central Java. The universities include the University of Dian Nuswantoro Semarang, University Jenderal Sudirman Purwokerto, and Satya Wacana Christian University Salatiga. The unit of analysis of this study is students, educators and entrepreneurship lecture system. The research aims to determine the level of development of the effectiveness of educational entrepreneurship model, the research variables to be measured include:

Latent Independent Variables

Consists of: $X_1 = \text{Educators (A1 = Level of Education; A2 = Relevance; A3 = business experience; A4 = Personality)}$, $X_2 = \text{Students (B1 = Motivation; B2 = Personality; B3 = B4 = Background People Culture)}$, $X_3 = \text{Infrastructure (C1 = Space / building; C2 = Equipment / learning laboratory; C3 = place of business practices)}$, $X_4 = \text{curriculum and syllabi (D1 = Competence; D2 = Reward System; D3 = Entrepreneurial Learning Model)}$, $X_5 = \text{Educational Entrepreneurship (E1 = Educational kewiraushaan; E2 = Educational Management; E3 = Change Mindset)}$.

Latent Dependent Variable

$Y = \text{Improved Performance of Students (Y1 = increase entrepreneurial skills; Y2 = Increased entrepreneurial spirit; Y3 = desire to start a business)}$. The analytical techniques are as follows: Table 1.

RESULTS

Entrepreneurship education is an important factor for university students to develop an entrepreneurial spirit with the ability to produce technological innovation and turn it into a social and economic innovation.

Educational Entrepreneurship is expected to motivate students to become entrepreneurs when it completed the study. Education entrepreneurship is also expected to be a vehicle for instilling the values of hard work, perseverance, reliability, have need for achievement, dare to try, independent, creative and innovative.

To achieve the education that can meet the expectations as above, there are many factors that influence which is the determinant of entrepreneurship education. This factor is to note that when running entrepreneurship education, can do treatment or efforts to produce a quality entrepreneurship education. The components of the determinant factor is education of students, curriculum and syllabus, facilities and infrastructure.

To view the dynamics of the various facts, activities and events that take place, has done an analysis of the various factors and variables associated with entrepreneurship education involving three Universities in Central Java and involve alumni who have taken entrepreneurial courses and have been trying to be an entrepreneur. Using SEM analysis method (Structural Equation Modeling) with AMOS program obtained the following results: Table 2

DISCUSSION

Educator

In the context of education and learning, educators are
Table 2. Educational entrepreneurship model testing results

<table>
<thead>
<tr>
<th>Entrepreneurship education (X5) --- Educators (X1)</th>
<th>Estimate</th>
<th>S.E.</th>
<th>C.R.</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship education (X5) --- Learners (X2)</td>
<td>0.3358</td>
<td>0.0821</td>
<td>4.0899</td>
<td>***</td>
</tr>
<tr>
<td>Entrepreneurship education (X5) --- Infrastructure (X3)</td>
<td>0.0964</td>
<td>0.1062</td>
<td>0.9074</td>
<td>0.3642</td>
</tr>
<tr>
<td>Entrepreneurship education (X5) --- Curriculum &amp; syllabus (X4)</td>
<td>0.0335</td>
<td>0.0655</td>
<td>0.5111</td>
<td>0.6093</td>
</tr>
<tr>
<td>Participants Performance --- Entrepreneurship education (X5)</td>
<td>0.459</td>
<td>0.0818</td>
<td>5.6131</td>
<td>***</td>
</tr>
</tbody>
</table>

Sources: Primary data analysis

Figure 1. Types of Educators, Sources: Primary data analysis, 2012

Vital and very important factor. Educators can serve as a motivator to build and improve morale, optimism, hard work, perseverance and resilient. Educators can also function as a facilitator where educators role to assist learners in cultivating entrepreneurial spirit. Facilitation can be provided by the educators themselves and open access to the other party. Educators also play a role by giving an example with the purpose to inspire learners. According to Briga Hythes (1996), the type of teaching and the quality and quantity of entrepreneurship education influence educators said there are two stages in the implementation of learning, the first is the strengthening of the theoretical aspects (know-how) and then strengthening aspects of creativity and innovation. Successful entrepreneurship education be obtained even when the teacher master also has had experience in two aspects.

From the results peneltiian has been done in three colleges, the result was consistent with the hypothesis. In the hypothesis stated that educators have a positive influence on the implementation of entrepreneurship education. It was found that level of education affect entrepreneurship. Thus, education becomes the determinant factor. There are several possible causes.

First, today’s educators have started to realize that teachers should model first (own business). The field work of the most widely performed by entrepreneurship educators are educational services (opening and educational skills courses for junior and senior high school) that is equal to 38%. It can be seen in the picture below. Figure 1.

Considering the empirical data that are, in general, educators have had a qualifying relative support entrepreneurial learning, they already have business experience so they can make the students want to start running an independent business and can be a consultant for them. They have a passion and high motivation to generate new entrepreneurial graduates. From Figure 2. shows half of respondents (58%) stated that teachers have relevance and very good on the field of entrepreneurship.

Based on these facts, it is important to note that educators who successfully develop entrepreneurship education that produces graduates who are self-employed are educators who have business before or have competence in their field, have the passion and motivation has also been active as a good mentor for student participants to generate new entrepreneurs from
Students

Learners are important parties to react because of the actions of the educators who responded with increased knowledge, attitudes and skills. The presence of students is very important for the implementation of a quality learning process. Characteristics, abilities, willingness, capacity students will affect their response to the action that happened to him. Values, perception, mindset, habits, norms, belief and expectation that embodies their culture, will greatly affect the absorption process of learning that occurs.

From the empirical results obtained by the fact that learners do not affect the learning process in entrepreneurship education whereas according to the hypothesis, the learner influence entrepreneurship education. Based on the research results obtained by the fact that in general they are still happy to find a job (job seeker) if they pass later. They currently can not imagine would be an entrepreneur. When they would go to college, they would think would work where. Few who enter the university to become entrepreneurs. When they were in college, many have met their needs so that when there is an entrepreneurial program, they have not been able to understand and respond is intense and active. Mind set, perceptions, habits, norms, beliefs and hopes they do not support the teaching and learning entrepreneurship. Those who respond well usually they are "trapped" or forced to do so because there is no other choice. They usually want to solve financial difficulties that do business with. In the theory of entrepreneurship, such as accident conditions entrepreneur, someone who became entrepreneurs because of unplanned and can happen because there is no other choice.

Curriculum and Syllabus

In this learning system, curriculum and syllabus also plays an important role. The curriculum itself contains long-term planning and holistic learning to reach intended purpose. Curriculum to be a reference to generate learning standards and competencies required.

One function of the curriculum is a means to an education which is basically the curriculum has principal components and supporting components are interrelated and interact with each other in order to achieve that goal. Component is one of the components of the system are interrelated and can not be separated from each other, because if one component is missing or does not function properly. According Subandiyah (1993: 4-6) there are 5 components of the curriculum, namely: (1) objective component, (2) the content of components / materials, (3) media components (infrastructure and facilities), (4) components of the strategy and, (5) component of the learning process (http://id.wikipedia.org/wiki/Kurikulum). The curriculum and syllabus must be presented to students at the beginning of the lecture that there is a unity of thought educators and learners in achieving entrepreneurial subjects. From figure 3, seen that the majority (73%) of respondents stated clearly (53%) and very clear (20%).

Entrepreneurial Learning Model is a learning process to change the mindset of entrepreneurship (mindset) to be useful in forming a positive entrepreneurial spirit. This is done by establishing an attractive and inspiring lectures and a test straight away. From the picture below shows that 64% of respondents answered both and 17% responded very well in Entrepreneurial Learning Model. Figure 4.

From the results of research conducted at three universities obtained results that strongly influence the curriculum and syllabus of teaching and learning in entrepreneurship education.
Facilities and Infrastructure

According to Wei and Guo (2010), infrastructure (laboratories where research and business practices) will establish a communication bridge between the theory and the real world. Facilities and infrastructure are theoretically important in supporting the smooth and effective learning process. Adequate facilities and infrastructure also greatly facilitate the students understand the topic being studied. Although important, these infrastructures are often less satisfied by managers and educators in teaching and learning. They only provide learning facilities are modest so as not able to motivate and inspire students to learn more deeply.

The research results in three universities shows that educational facilities have no significant effect on entrepreneurial education. In other words, educational facilities there, not able to support the process of entrepreneurial learning in higher education. The results showed that the minimal laboratory facilities that can be used by students. As many as 38% of respondents said less, 3% very poor, and 24% no laboratory facility. Figure 5 Educational facilities in educational institutions the condition is not support existing teaching-learning process. This condition occurs because there are several reasons, firstly the lack of vision from management that the facilities and infrastructure are very important and needed in the teaching and learning process. But because managers do not have the money and power to it or are limited in terms of budget, they usually provide rudimentary infrastructure. From Figure 6 shows that minimal facilities provided business assistance in teaching entrepreneurship courses. There are 54% of respondents said that there is no lacking in facilities and business assistance. This activity covers from business plan to run the business monitoring.

In entrepreneurship education, because you want to change is the mindset, spirit and motivation of the learners, the role of infrastructure is critical as the media or a learning tool that tries to provide visualization of the learners.

Entrepreneurship Education and the Performance of Students

Change Mindset and Performance. Mindset or worldview
or how values influence the behavior of entrepreneurs. Mindset of a person would lead one to what will be done and done. In another sense, a failure to exert a great deal due mindset fixed (fixed mindset). Therefore, entrepreneurship education should include the changes in mindset, from a fixed mindset into growth mindset. This mindset changes will be the basis of another component of entrepreneurship education. From the results shown in Figure 7, the majority (94%) of respondents answered that the presence of entrepreneurship education in universities has been training students to be creative and innovative in making business inspiration and the ability to make a business proposal. As many as 85% of respondents claimed to have trained well and are very good in management education. Students are trained in financial management, human resources, marketing, production, and improve business networking. On the other hand, some 91% of respondents said the presence of entrepreneurship education to change the mindset of students (fixed mindset into growth mindset).

Entrepreneurship education are expected by many to be able to produce graduates students become a
powerful businessman. Many theories have been expressed that the quality of entrepreneurship education will be able to produce a new entrepreneur. Based on the facts, the implementation of entrepreneurship education is still highly variable. Because of varied components also vary widely so there are a lot of components on entrepreneurship education. Once upon a time, only related to entrepreneurship education was salesmanship alone. Today, however, the educational component consisting of at least entrepreneurial mindset changes, increased motivation, entrepreneurial skills (entrepreneurial skills) as well as business skills or business skills.

According to Welsch (1993), quality of entrepreneurship education will produce graduates qualified performance anyway. After review and analysis, it was found that entrepreneurship education variables have a positive and significant impact on student performance. This shows that the empirical testing results support the hypothesis that has been proposed previously. In this study, found evidence that entrepreneurial education by changing the mindset of students, will produce quality graduates. In contrast, entrepreneurial education that does not include changes in mindset, entrepreneurship education usually cannot produce quality graduates.

Motivation and Performance. Many articles which indicate an important role of motivation. If someone does not have the motivation, people will not have a high performance. Motivation will drive the various aspects related to the effort and effort to run, control and achieve. In theory, David McClelland (1961) says that a successful entrepreneur in question has obtained because of strong motivation and high. Someone who has a N-Ach (need for achievement) is high, the higher the entrepreneurial spirit and business performance will be better than the N-Achnya low.

In this research result that motivation is positively correlated with the performance of learners. Motivation means there is a close relationship with the performance of learners. Motivation has a positive influence on the performance of learners. Learners who have a strong motivation to move forward and to try. As previously disclosed, personal values as a person and a strong impetus for progress, motivation, talent and ability to influence a person’s decision making process, so that decisions can be taken by the appropriate person. Personality, intelligence, and motivation is an important factor in forming individual behaviors that affect a person in response to environmental changes occurring which includes high yield performance. That means, the results of this study support previous temu that affect the performance of one’s motivation.

Entrepreneurial skills and performance. Entrepreneurial skills is the expertise of someone who is capable of generating copyright initiative in business ability, comprised of courage to try, independent, creative and innovative and able to construct business inspiration and eventually will be able to assemble the massive resources and the resources available in their environment.

From Figure 8 shows the three performance indicators of the most visible participants entrepreneurship good job performance is the desire to start a business arising from the students that is equal to 96%. As many as 74% of respondents said the increase in entrepreneurship. It is evident that in starting a business, the students have started preparing a business proposal given to several sources of funding. While recent indicators are as much as 68% stated an increase in entrepreneurial skills. This indicator has not shown good performance as the two previous inkator for new students to start a business so the ability to open a business networking is still minimal.

The results showed that entrepreneurial skills are the factors that influence entrepreneurial performance. Someone who has a need to move forward will be driven by the desire to achieve it. They will be targeted by these desires. They will continue to work to achieve it and then when it is achieved will be dreaming again to increase
Desire. Someone who dare to try will continue to run into something useful for him to the satisfaction of curiosity. Dare to try would allow them to have the opportunity to learn and understand something that will be useful for him.

**Business skills and performance.**

Business skills are skills for someone to manage the business in terms of business planning, organizing the business in terms of who should be running, what kind of institution to be set up, how pembagian duties, mengimplementasikan plan has been prepared, and do so in accordance with the control of the business plans that have been assigned and or repair plans when implementing the plan.

The results of this research indicate that business skills are closely linked to the performance of learners. In addition, business skills positively influence the performance of learners. This means that if a person of high business skills, business performance is also high. The results of this study support previous research that says that the ability of high business will result in a high entrepreneurial performance. Priyanto (2005) says that the capacity of business management or business very significant influence on the performance of one’s business.

**CONCLUSION**

1. Educators who successfully develop entrepreneurship education that produces graduates who are self-employed are educators who have business before or have competence in their field, have the passion and motivation and is actively involved as a mentor is good for learners to generate new entrepreneurs from the college.
2. Learners do not affect the learning process in entrepreneurship education, in general they are still happy to find a job (job seekers).
3. The curriculum and syllabus greatly affect teaching and learning in entrepreneurship education. Entrepreneurial Learning Model has been applied in both the process of entrepreneurial learning.
4. Educational facilities have no significant effect on entrepreneurial education. Educational facilities (facilities funding, mentoring usahha, showrooms, and laboratories) in educational institutions supported the condition is not existing teaching and learning process.
5. Entrepreneurship education by changing the mindset of students, will produce quality graduates. In contrast, entrepreneurial education that does not include changes in mindset, entrepreneurship education usually can not produce quality graduates.

**REFERENCES**