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CIVILIZING ENTREPRENEURSHIP IN THE UNIVERSITY

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ABSTRACT

Synchronization of policies on employment, business and academia demonstrate a strategic role in building a culture of entrepreneurship both in the form of new entrepreneurs, as well as to the viability of businesses in small and large scale in creating economic value of the nation. Moreover, empirical studies show that the entrepreneurship program has a positive effect on the development of the attributes of individual entrepreneurship, self-reliance, entrepreneurship awareness of career options and instill a positive attitude towards entrepreneurship.

Opportunities offered by Science and Technology Program for Entrepreneurship (IbK) is designed based on competency-based model of entrepreneurial learning and experience (competence base and experience entrepreneurship learning - CBE2L) carried out systematically, challenges and implications for policy makers, universities, entrepreneurs and business types discussed into relevant theoretical perspectives.

CBE2L action-oriented approach implemented through a cycle of conceptualization, experiential learning in the industrial partners, visits and consultations as an effort to facilitate the exchange of information (sharing) to different companies with industry partners previous internships. The success of this model is based on collaboration IbK program manager, Institute of Tourism AMPTA Yogyakarta, industry partners, and the tourism business associations. This model incorporates many theoretical perspectives, challenges, measuring the impact of the implementation of the program IbK with CBE2L models.

The key of implication is pushing IbK program by policies and commitment of institutional resources, sources person who has the knowledge and experience of entrepreneurship and disseminating issues of education involvement in strengthening the culture of entrepreneurship among students.

Keywords: Entrepreneurship Competencies, CBE2L, Collaboration, New Entrepreneurship.

Introduction:

Business formation and development of the network can be made more successful entrepreneurs. The science and technology program for entrepreneurship (IbK) focused on utilizing *competency base and experience entrepreneurship learning model* (CBE2L) in the formation of new entrepreneurs. The goal is to encourage students to pursue a dream in organizing and operating the business potential, creating jobs and creating economic growth.

The core of IbK program is not only on what the material to be taught and how to teach, but alsoon how to start a business (new) and how to develop the business (for those who are pioneering efforts). Everyone is aware that the young intellectuals students selected to breed creativity, exchange of ideas, how to view, respond and learn new things.

The efforts of promoting the development of entrepreneurial culture became one of the characteristics of a policy that at least from three ministries (ministry of education and culture, the ministry of cooperatives and smes, the ministry of manpower and transmigration) in response to the growing of unemployed educated in Indonesia as well as a reaction to the financial crisis and the threat of global economy, the need to integrate socially beneficial innovation and the pursuit of profit (economy) is more urgent than ever. Entrepreneurial activity is generally regarded as an important aspect and the most conducive for innovative activity and unrestrained competition.

Innovation and entrepreneurship are important for business survival, both in large-scale enterprises and SMEs , including in creating a value-added of business itself. According to Anderson and Jack (2008), 99 % of SMEs are able to create hundreds of thousands of jobs, economic and social contribution, and they also become engines of economic growth of a country. The main problem is how the effort can form a group of intellectuals (students) become entrepreneurs. The answer is to combine and synchronize the variety of activities, systems and procedures with college resources, practitioners and relevant business associations to foster entrepreneurial skills, responsible and committed to instilling a culture of entrepreneurship through IbK program. This paper will also demonstrate the model of CBE2L in creating new entrepreneurs that are packaged through a dynamic cycle and experience-oriented. All people understand and are realize that the needs of the importance of entrepreneurship and country need entrepreneurs need new additional entrepreneurs that have sustainable creativity and innovation as economic generators and poverty crusher engines from young intellectuals.

Entrepreneurship training has a high correlation with the confidence of individuals to be engaged in business, entrepreneurship training infrastructure such as resources, facilities of supporting activities, market access, business relationships and technology that play an important role in shaping the culture of entrepreneurship in universities to encourage each student (tenant) to be engaged in entrepreneurial training and corporate activity.

The level of competition which is getting tougher, limited employment opportunities, and an the increasing of unemployed people become a trigger of appearance of various social distortion, which inflicts in real life, for example: (1) socio-economically will be a burden for the government and the public, (2) low quality and productivity, (3) lack of participation, (4) declining confidence in the bureaucracy, (5) the emergence of communities with a variety of criminal acts and violence, (6) the decreasing of public order and peace of the community, and (7) the declining of the quality of future generations. Hence, the need to encourage students in finding the most feasible opportunities through entrepreneurship is the only way to resolve the issue. Entrepreneurs have the power to shape and change the fate of the nation's economy,

especially in terms of creating the capacity for producing wealth, offering products, creating new jobs, increasing revenues and generating taxes for the government which is a direct indicator for economic development. Businessman is believed to transform ideas into economic wealth, growth and opportunity. They are not developed because of lack of resources but because of the absence or lack of availability of entrepreneurs. If natural resources is a key determinant of economic growth, then Japan and Singapore have been a country of beggars, but as the instigators of their economy (entrepreneurs) are very large, then they can turn their country become a respected economics countries.

Many studies have shown that there is a strong relationship between the level of entrepreneurial activity in a region or a country with economic growth, and there is no country that has a low level of entrepreneurial but it has high- growth economy. Edward and Charles (2011) examined 5,500 entrepreneurial college graduates in 36 countries shows that economic growth is influenced by entrepreneurial activity. Entrepreneurs can put a nation becomes more prosperous, generating annual sales more than $ 200 billion, representing more than 26 % of the company country selling, and capable of creating 269 250 jobs / year to the national economy. It suggests that the entrepreneur has the power in the functioning of the state economy, job creation, productivity growth, and have ability to make the labor market more stable and more secure. Similarly, Sharma (2013) reported a study of 17 countries, the index shows a positive impact of entrepreneurship on income per capita. Countries that have successfully in facilitating the community to be an entrepreneur can play a role in stabilizing the economy in the country, they become instrumental in creating a more stable government. While countries that have a shortage or entrepreneurs deficiency, these countries will be certainly economically poor, even though they have the availability of abundant resources.

Methods:

Entrepreneurship is defined as inhibitor of innovations to create radical change, bring innovation to the market place, create value-added for the individual and the community, and increase social and commercial opportunities (Fadzean, Loughlin, and Shaw, 2005). IbK program generally focuses on promoting entrepreneurship; foster individual entrepreneurship skills; transforming ideas into action that is supported by the level of creativity, innovation and courage to take risks, the ability to plan and manage all the potential in order to achieve goals, having more ability to seize opportunities, building activity commercial and social. Therefore, it needs commitment from all parties to support efforts for creating a new entrepreneur tenants and business development that has a positive effect on the development of the attributes of individual entrepreneurship, entrepreneurial career choice awareness and instill a positive attitude towards entrepreneurship.

Being a business innovator, someone must have at least four major characteristics, namely : knowledge, skills, attitudes and behaviors. These are ***knowledge*** related into industry, product, or process engineering, and ***skills***, including network skills, management skills (production, marketing, finance and HR), communication skills to develop extensive social networks , and decision-making skills (Cope, 2005). ***Attitudes*** regarding the courage to start a business, psychosocial strength, persistence and change-oriented as well as local cultural environment in affecting entrepreneurial behavior (Marvel and Lumpkin, 2007) . Meanwhile, Belousova, Gailly, and Basso (2010) , explain that entrepreneurial behavior related to the need to succeed is very high, it has a custom power and high energy level, persistent and focus on doing the best

for business success, and has the courage to take risks (risk taking tendency). Therefore, science and technology entrepreneurship program are designed to focus on efforts to:

1. convey useful knowledge for the development of an entrepreneurial culture;
2. convey the methods or tools to analyze and scan the business environment and develop a business plan;
3. develop the skills, drive and entrepreneurial potential;
4. stimulate creative thinking, encouragement and support to pursue entrepreneurial behavior;
5. develop individuals positive attitude that can overcome and transform obstacles into opportunities, and
6. support business start-ups and business development

Commitment of teaching entrepreneurship is the process of promoting creative thinking, cross-functional (multi-disciplinary), integrative and holistic approach (Tan and Ng, 2006) to generate energy and motivation entrepreneurship students, assist students who create on, generate new entrepreneurs among the students, accompanied students to create a business entity, including pioneering / create net working between IbK with CSR funders. Competency-based model of entrepreneurial learning and experience basically focused on identifying potential, ideas and turn them into action through a series of activities to develop the knowledge, skills, attitudes and entrepreneurial behavior. The emphasis is to practice and learn in forming a series of action-oriented experience.

The efforts of developing science and technology entrepreneurship (IbK) among students packed through a cycle as in Figure 1 which illustrates burning motivation a process of entrepreneurial learning through five activities, where the students: (1) are required to follow activities of the conceptualization of of the business knowledge through business management training (organization, production, human resources, marketing and operations) in the classical style, (2) are required to follow the apprenticeship activities, visits (field studies or comparative studies) and consultation (sharing) entrepreneurship with industry partners, (3) are required to reflect or review the learning experience in the field of entrepreneurship, and (4) are required to crystallize the knowledge and experience of learning entrepreneurship in a business plan, and (5) are required to prepare and follow a start-up business coaching services to ensure that the business activities tenant can run according to the principles of healthy business growth.

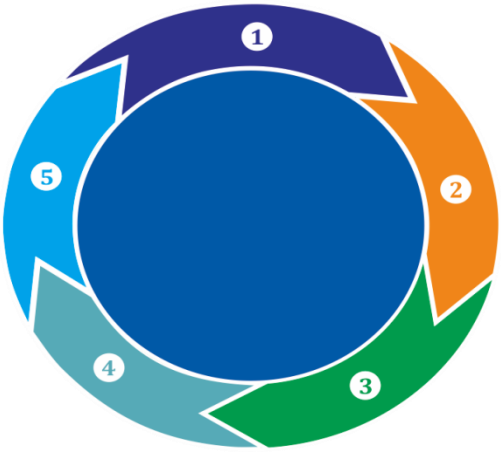

Figure 1 CBE2L Cycle Methods

By learning from the experience (through internships) will allow tenants to review and reflect on their experiences, including discussions from industry partners or other people (business people). While conceptualizing and experience individually developed, then the tenant is able to read the issues and gain more knowledge about the learning experience from theoretical sources, relevant and practical. By combining practice of reflection, which is based on experience with theory, individuals are able to conceptualize and conduct experiments in a start up business, problem solving and discovery experience that explicitly allows tenants to bring alteration.

The cycle of action experiential learning goes on where tenants individually interact with the people and the business environment. Entrepreneurial learning competency and experience based will tend to be dynamic, contextual, intuitive, cumulative, repetition and on-going (Cope, 2005) in involving tenants to interact with the business environment, social networks and work itself, it is allowing tenants to adapt on important changes in the business, and over time they can integrate science and technology with business intuition about what might happen and do things right at every stage of their next venture.

Learning and entrepreneurship training as something that is dynamic, means that knowledge of entrepreneurship based on the accumulation of experience gained from a previous cycle of learning and their interactions with the business, social networking and daily work is believed to be the most appropriate in order to encourage students (tenants) to:

1. experiment on his own ideas for business start-ups, academic discipline or desire suitable tenant;
2. reflect or ponder the experience and then learn to up-date their knowledge of business;
3. seek more knowledge and theoretical understanding of the business ideas to expand their business (diversification and regulation), and keberaniaan try his own ideas through trial and error models;
4. attempt to obtain and collect many experiences that provide tenants a bank of knowledge and use it for business development;
5. develop their entrepreneurial thinking, social networking, share and up-date their knowledge and skills to gain access to resources.

Thus, IbK is designed with CBE2L that focused on learning experience, exploitation, experimentation and the development of critical skills for business start-ups in sectors favored by students to produce innovative thinking, creative solutions and options for the business to be practiced.

In developing and exploiting entrepreneurial learning should be a collaborative approach to develop a form-based entrepreneurial experience and action. This method allows the transfer of experience, knowledge employers and colleges to improve and develop students to be more active (Watkins, 2009). Learning new skills through workshops, group activities, social networking and learning activities at local businesses to help provide a real insight into the everyday life and explore the ability to run a business. Entrepreneurial learning behavior emerges from the process of accumulating experience through the implementation of entrepreneurial internships, consolidating learning experience results in a process that is open, generative, repetitive and self-reinforcing, and applying or transferring the learning outcomes in the form of start-up businesses.

Model of collaboration with industry partners for promoting entrepreneurship focused on action-oriented learning offered to students. This learning can be maximized with the

company's activities, continuous and repetition (Cope, 2005) intensively and motivating experience, reflection and conceptualization of the learning process (Gibb, 2002). In addition, by including entrepreneurs in the process of facilitation, assessment, and mentoring apprenticeship students, exchange of experience and knowledge during the process of training, internships, visits and business consulting and workshops allow students to start a business with passion.

Results:

Challenges faced in efforts for cultivating entrepreneurship centered on developing a model that can maximize entrepreneurial experience, and measure the impact of entrepreneurship training. According to David Rae (2005) effort maximization of entrepreneurial experience in higher education need to more concentrate on the development of entrepreneurial thinking that is more creative and focused on problem solving, creation of businesses and focused on a culture of entrepreneurship in a more professional colleges. Action orientation and behavior on the basis of experience has implications for entrepreneurship civilizing efforts, exploring the value of focusing on the process of experimentation and reflection as well as the different outcomes for the success of each tenant.

Entrepreneurial learning poses a challenge for universities, especially in providing learning opportunities of entrepreneurship continuously, increasing efforts to build and entrepreneurial learning experience for alumni. Associated with the evaluation of the impact of entrepreneurship training, Hannon, Leitch, and Hazlett, (2006) argues that individuals intent to start a business is influenced by the perceived desires, and eligibility to act. It allows entrepreneurial training to evaluate pre-entrepreneurial intentions with actual company launched that require ongoing support to maintain the entrepreneurial culture in higher education will continue to bring social and economic benefits for the country's economy.

IbK program evaluation is used to identify changes of attitudes and behavior, in three main themes (table 1), ***firsly;*** tenant satisfaction towards business management training, internships in entrepreneurial companies, business visits and consultations (sharing); ***secondly***, in terms of entrepreneurial spirit, especially the associated with less entrepreneurial strength of character, perseverance in running the business, the opportunity of searching effort, commitment and motivation to own a business, and perceptions of entrepreneurship; ***thirdly***, results of number of new entrepreneurs who are ready to compete in the market.

Table 1. Indicators of success of IbK Program in 2013

No	Indicator		Average score (scale 5)	
			Before IbK Program	**After IbK Program**
1.	**Tenant satisfaction of the:**		-	**3.73**
	a	Business management training	-	3.85
	b	Entrepreneurial internship	-	3.70
	c	Visit and consultation	-	3.65
2.	**Entrepreneurial spirit**		**1.57**	**3.83**
	a	Strength of the entrepreneurial character Perceptions of entrepreneurial	2.03	3.95
	b	Perseverance in running a business	1.05	3.55

	c	Efforts in seeking opportunity	1.03	3.90
	d	Commitment to have a business	2.40	3.85
	e	Motivation to have a business	1.09	3.80
	f	Perceptions towards entrepreneurship	1.81	3.95
3.	**Results of Activity**		**1.43**	**4.00**
	a	The ability to create a business plan	1.34	3.95
	b	Start up business capabilities (19 *new entrepreneurial* from 20 participant of IbK program)	1.52	4.05

IbK program students participant who are taking entrepreneurship courses and have the results of the analysis of the questionnaire data showed:

1. before the IbK program shows executed that the entrepreneurial spirit, the ability to create a business plan and start-up business skills of the students are still lacking or low;
2. after the IbK program implemented shows entrepreneurial spirit, the ability to create a business plan and start-up businesses the ability to rise sharply, thus, the various indicators of the strong entrepreneurial spirit as well as the ability to create a business plan is getting better and stronger courage to start a business.
3. In terms of implementation, IbK management team needs to improve the quality and professionalism because the average satisfaction score for training, internships and business visits are in the normal position (normal), thus seriousness of IbK program participants with the quality and professionalism of managers IbK program includes quality speakers implementation of the program will be able to encourage more optimal IbK, in:
   a. develop personal attributes and skills that are applicable in forming the basis of an entrepreneurial mindset and behavior;
   b. build awareness of entrepreneurship as a career option cultures;
   c. internship at a company in accordance with the business activities to be carried out or occupied
   d. provide specific business skills and knowledge about how to start and successfully run a business.

IbK programs and modules deliberately designed as a tool to stimulate creative thinking skills, more effectively problem-solving skills, objectively analyze business ideas, communication skills, build networks, lead, and evaluate each activity. In this way, it is believed that students will feel more confident in starting and managing their own business, especially if they can test their ideas in a business environment that is constantly changing.

The main spirit of the IbK program is to change the mindset of job seeker to be job creator mindset, encourage start-ups, useful for many people (creating new job opportunities) and increase business acceleration, helping the young intellectuals to be more innovative, creative and confident in their business or hereafter developed. Therefore, identifying a series of key features on the effectiveness and success of the program IbK done in the following ways:

1. IbK program defined with appropriate measures, evaluated regularly, and received positive feedback both from students and the SME partners. Evaluation results incorporated into the learning process of entrepreneurial experience ;
2. establishing agreements that tenants are actively engaged in theoretical orientation 5 % and 85 % based practices and real work experience in corporate partners to enhance the ability of tenants to work in teams, develop and use the network , solve problems , seek and take

advantage of opportunities. 10 % bussiness plan including the preparation of the presentation in front of the team and SME partners IbK ;

3. institutions (science and technology entrepreneurship development center) build external linkwith an experienced business (SME Partner), Chamber of Commerce , a young entrepreneur (HIPMI) , and the tourism business associations to engage in the learning process based entrepreneurial experience.
4. The speakers / trainers have an appropriate qualification in entrepreneurship (through experience in business and or participation in training) , competent , using material up - to-date and willing to *up-to-date* their knowledge.
5. The program is designed to stimulate student and speaker of entrepreneur academic to look beyond the campus environment share with other companies that are more experienced in tourism business, the business community (students) at another college before starting a business tenant.

Discussion:

The important contribution of cultural development policy entrepreneurship course is fully recognized and welcomed by academics and business practitioners. They agreed that the establishment of entrepreneurship has wider implications than just encourage business start-ups. In this context, policy makers, academics and practitioners emphasized the importance of developing entrepreneurial individual with creative problem solving, ability and skills to develop business in a sector that is able to add value, both for economic purposes and for the benefit of society as a whole.

In order to fulfill these aspirations, CBE2L models relied on learning experience, developing a social network and work as a continuous process that focuses on the knowledge, skills and individual competence development. CBE2L models also involved universities, academics, students and local employers. This model also promotes entrepreneurial learning, encourage the exchange, reflection, discussion, workshops and skills development among students, academics, and entrepreneurs.

Initiative to facilitate students with IbK program is the most appropriate action and commendable, because college is really not only for teaching a science but also for business skills. IbK program will trigger a change in behavior and have a positive attitude towards generating income activities for the students and they also can grow their business to a larger company in the future

CBE2L models focused to ensure that the learning experience and action-oriented, entrepreneurial paradigm for the development of creative solutions to maximize the economic value both for themselves, their communities and the states. Model of entrepreneurial learning experiences approach should be developed in the IbK alumni network, and the network is continually created sosio entrepreneurship in describing how the college, program managers and entrepreneurs collaborate in developing science and technology entrepreneurship among students.

Responsibility for developing science and technology policy entrepreneurship required the involvement of universities and business associations should be consistent, especially in assisting and monitoring the objectives to be achieved by program IbK (the generated quantity of new entrepreneurs and business health of alumni IbK) and the efforts face different trends in the future.

IbK program for creating new entrepreneurs should be placed in the context of running a business or a simulation exercise that gives the tenant an opportunity to apply what they have learned when conceptualizing business knowledge, doing internships, visits and sharing, collecting experiences and reflecting on the experience. IbK skim policy is a catalyst to promote the development of science and technology culture of entrepreneurship in higher education requires a clear vision and commitment as well as defining the resources devoted by universities to generate new entrepreneurs.

College, as a facilitator for the implementation of the program IbK in building wealth accumulated learning experience in SME partners. Success CBE2L models need to be supported by a clear institutional, as well as academic entrepreneur, entrepreneur practice, and entrepreneur policy must be integrated to provide learning opportunities and support entrepreneurship to students and alumni of IbK, as well as a flexible approach to develop creative and innovative thinking for creating a culture of entrepreneurship in higher education are absolutely necessary.

IbK learner outcomes (new entrepreneurs) in the economy and the society is very important in at least three different perspectives: ***first***, the program IbK acted as co-contributors and co-facilitator of the learning experience-based entrepreneurship, ***secondly***, action programs and IbK inspire transformational effect on student learning through the experience, skills, knowledge, behavior and positive attitudes towards entrepreneurship ; ***third***, management commitment, cooperation and involvement of academic entrepreneur, entrepreneur practice, and policy entrepreneurs in building intensity and entrepreneurial learning context, effectiveness, network, and an internship experience can result make entrepreneurship tested.

IbK program participants should be selected from the student who is able to disseminate entrepreneurial ideas to others (society). Creation of awareness of entrepreneurship should be followed up with a variety of start-up plans and business development primarily related to business coaching and facilitation of capital (supporting - the starting capital for the tenant), licensing, banking services, especially loans of CSR funding, financial support from government and business support services better. Similarly, the new sustainability efforts to build an independent entrepreneur funds are significantly determined by the dynamics:

College:

a. strengthen the entrepreneurial institution that has the responsibility and duty of the principal to explore careers, entrepreneurial mentoring opportunities, and develop strategies to build a culture of entrepreneurship in higher education science and technology ;
b. create a legal framework that can provide certainty of the development of science and technology culture of entrepreneurship may be optimized, as well as honoraria for setting standards : training, internships, visits and consultations, business gatherings, workshops, speaker / trainer, meetings, business plan guidance, and similar including the addition of necessary facilities .
c. introducing science and technology entrepreneurship have explicit goals (generating new entrepreneurs), and therefore, the efforts for seeking entrepreneurial activities, developing driving document (e.g. subject teaching and syllabus), guidelines, measures the scope and influence of science and technology entrepreneurship (entrepreneurship research development) are absolutely necessary.
d. build and improve collective awareness about entrepreneurship among university management, provide services or scheduled update science and technology entrepreneurship program manager ability in designing teaching the subject, the

certification for academic entrepreneur resource and disseminate experience and successful management practices IbK .

e. facilitate the development of science and technology entrepreneurship unit to cooperate with both entrepreneurial institution with another campus or off-campus including NGOs whose primary mission is to strengthen links with business IbK program.

IbK Program Manager:

a. strengthen collaboration with partners, especially SMEs for training goal, holding, consultation, sharing (business gatherings) and willingness to link market access (e.g. a sub- agent for the business beginners program educates results IbK), including remediation efforts IbK learning model and support program on an ongoing basis;
b. IbK build harmonization program with student affairs, especially to identify talent and interest in entrepreneurship, so since the beginning of the prospective tenant IbK program can already be detected. Likewise, with education and learning especially setting class schedules and holidays so that implementation does not interrupt the lecture IbK students on a regular basis ;
c. build team work of IbK manager solid, certified entrepreneurship TOR held or derived from government (higher education, or other) or legal private have commitment and care for science and technology development efforts in entrepreneurship;
d. encourage and motivate the resource and ensure the ability of access to training and learning experiences appropriate, informative and willingness to provide business consulting , business coaching and mentoring internship program students IbK results.

Business Association:

a. IbK's willingness to facilitate the company's program, especially to provide inputs IbK program improvement;
b. willingness to provide energy assistance to help practicing professionals entrepreneurial science and technology activities;
c. facilitate and increase awareness among businesses at the local level is corporate social responsibility (CSR) in motivating business beginners, as well as the possibility and ease of access to capital assistance.

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