

Conference Paper

The Strategy of Universities in Creating Students as Entrepreneurs Amid the COVID-19 Pandemic

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Abstract

As a result of COVID-19, the world is experiencing shocks and the risk of increasing uncertainty affecting various sectors, like the health, social and economic sectors. In the economic sector, economic activity has decreased. Numerous companies have laid off their employees because their businesses could not survive, and there is decreased business productivity, which has resulted in reduced public consumption and reduced economic growth. In a situation like this, humans are required to be able to adapt to existing conditions, by innovating to create new business fields or trying to become entrepreneurs to encourage economic growth. The economic activity amid the pandemic's challenges has been initiated by the government in order for the Indonesian economy to revive, and universities in Jakarta, Tangerang, and Bekasi (Jabeka) are trying to create new entrepreneurs in the economic sector. The purpose of this research was to describe the strategy of universities in creating students as entrepreneurs amid the COVID-19 pandemic. The research subjects were the program managers and the entrepreneurs' lecturers. Descriptive qualitative methods were used, with Miles and Huberman data. Based on the results of the research, it can be concluded that universities prepared students very well in terms of the curriculum, teaching, entrepreneurial activities, and soft skills that students must have before graduating from tertiary education, such as requiring students to carry out entrepreneurship activities while being students.

Keywords: strategy, universities, entrepreneurs.

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1. Introduction

December 2019 was a tough year for all people in the world. In 2019, the COVID-19 pandemic (Corona Virus Disease) began and spread throughout the world. The COVID-19 pandemic has hit all aspects of life, including the economy, health, culture, and education sectors. Learning in the education sector during the Covid Pandemic was conducted online. This learning transformation makes academics, educators, teachers,

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lecturers, and students unprepared. Unpreparedness in doing online learning resulted in the learning process being hampered as a whole. However, that unpreparedness still has to be undertaken and prepared well, especially in drafting future learning concepts to welcome the concept of industry 4.0. The same thing was echoed by the Minister of Education and Culture, Mr. Nadiem Makarim, who declared independent learning.

The Minister of Education and Culture explained the four policies for independent study in higher education, including (1) the higher education accreditation system, (2) the right to study for three semesters outside the study program, (3) Opening a new study program, and (4) Ease of becoming a PTN-BH. [1]. In line with the independent campus policy, various general phenomena related to study programs have emerged, such as: The emergence of competency constraints in entrepreneurship; Lack of competence possessed by students, so that 35% of college graduates find it difficult to absorb the world of work; Job opportunities that are increasingly narrow and competitive; Many university graduates are unemployed (322,750 are educated unemployed [2]), and; Low work ethic, and lack of entrepreneurial mindset. These various problems need to be resolved by study program policies and campus leaders at all colleges and universities.

Ideally, in the era of the industrial revolution 4.0 or in the era of globalization like now, students should be required to have eight learning characters that are categorized as high quality learning in the face of revolution 4.0. The eight characters listed in the book "Schools of The Future" published by the World Economic Form [3], are as follows: (1) Global Citizenship Skills (skills that must be possessed as a global society); (2) Innovation and creativity skills (skills to innovate and creativity); (3) Technology skills (mastery of technology); (4) Interpersonal skills (the ability to build relationships with other people); (5) Personalized and self-facing learning (self-learning); (6) Accessible and inclusive learning (learning that is affordable and inclusive); (7) Problem-based and collaborative learning (problem-based learning and collaboration); (8) Lifelong and student-driven learning (lifelong learning and is driven by the student).

However, in reality, the competence of students to become entrepreneurs is still low. This means that the responsibility of the study program is to guide students to become entrepreneurs, whether the students come from the economics study program or not. The responsibility of the study program to foster students to become entrepreneurs is not only based on business and management study programs but the responsibility of any study program, because the era of globalization is increasingly developing, employment is increasingly narrow and competitive, then the study program should be responsible for fostering students so that they can become entrepreneurs independently.

Several private campuses in the Jakarta, Tangerang, and Bekasi (Jabeka) areas have Business and management study programs that apply several character traits and quality learning in preparing appropriate competencies to become aspiring entrepreneurs. Based on the above problems, the authors intend to research the strategies of the Business and Management study program in creating students as prospective entrepreneurs.

2. Formulation of the Problem

The formulation of the problem in this study is as follows:

What is the strategy of the university (Business and Management Study Program) in creating students as aspiring entrepreneurs?

3. Research Objectives

The objective of this research is to describe the strategies undertaken by the university (Business and management study program) in creating students as prospective entrepreneurs.

4. Literature Review

4.1. Definition of strategy

A strategy is several decisions and actions aimed at achieving goals (goals) in adjusting organizational resources with the opportunities and challenges faced in the industrial environment [4]. Meanwhile, according to Siagian P. Sondang, a strategy is a series of conscious decisions and actions made by top management and implemented by all levels in an organization to achieve the organizational goals (Siagian P. Sondang, 2004: 20). Based on the two experts above, the definition of a strategy is a series of decisions and actions taken to achieve goals.

4.2. Entrepreneurship Education in Higher Education

In the implementation of the entrepreneurship education program, there are two policies related to entrepreneurship, namely: 1) Entrepreneurship as a subject at the secondary

education level, and as a subject at the higher education level, and 2) entrepreneurship as a skill that refers to competency standards [5].

4.3. Definition of Entrepreneurship

(The Organization for Economic Cooperation and Development (OECD) is a unique forum where the governments of 36 member states with market economies work with each other, as well as with more than 70 non-member economies to promote economic growth, prosperity, and sustainable development.) The Organization for Economic Cooperation and Development / OECD (2007b) defines three components of entrepreneurs, entrepreneurial activity, and entrepreneurship, as follows: Entrepreneurs are those persons (business owners) who seek to generate value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets.

Entrepreneurial activity is the enterprising human action in pursuit of the generation of value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes, or markets.

Entrepreneurship is a phenomenon associated with entrepreneurial activity.

The definition of entrepreneurship (entrepreneurship) is the process of creating something new at the value of using the time and effort required, taking the financial, physical, and social risks that accompany, receiving the resulting monetary rewards, and personal satisfaction and freedom (Robert D. Hisrich, Michael P. Peters, 2008). Entrepreneurs are people who dare to take risks to open a business on various occasions, dare to take risks, meaning that they are independent and dare to start a business, without fear or anxiety even in uncertain conditions [6].

4.4. Entrepreneurial Indicator

Meredith [7] suggests several characteristics and characteristics of entrepreneurs as follows:

1. Confidence, independence, individuality, and optimism
2. Oriented to tasks and results. Need for achievement, profit-oriented, persistence and fortitude, determination to work hard, have a strong drive, energetic and initiative
3. Taking risks. Ability to take reasonable risks and like challenges

4. Leadership. Behavior as a leader, get along with others, respond to suggestions and criticism
5. Originality. Innovative and creative and flexible
6. Oriented to the future. Foresight, perspective

4.5. Research Questions

Based on the literature review and frame of mind, research questions can be formulated from several aspects as follows:

1. How are the programs and activities carried out by the Business and Management study program in creating students as prospective entrepreneurs?
2. What are the forms of the strategy taken by the Business and Management study program in creating students as prospective entrepreneurs?
3. How do the human resources (SDM) of the Business and Management Study Program create students as prospective entrepreneurs?

5. Research Method

The subjects of this research are heads of study programs from various universities in Jakarta, Tangerang, Bekasi (Jatabel), and entrepreneurship lecturers. This research began to be carried out in 2020. The research was carried out at several private universities/colleges in the Jakarta, Tangerang, and Bekasi (Jatabel) areas.

The research method used by researchers in qualitative research with a phenomenological approach. This approach aims to examine the university's strategy (Business and Management Study Program) in creating students as aspiring entrepreneurs during the COVID-19 pandemic. The main reason researchers use phenomenology as an approach in this research is that researchers want to better understand the strategies undertaken by universities in creating students as prospective entrepreneurs during the COVID-19 Pandemic, so that the following results will be obtained: university strategy, indicators of prospective entrepreneurs, and sources human resources of the study program. Researchers collected data using non-test techniques. The non-test used in this study was through observation, interviews, and supported by documentation activities. Test the validity of the data through testing the credibility, dependability, confirmability, and

the transferability of the research results [8]. Data analysis in this study used the Miles and Huberman model [8].

6. Findings and Discussions

The results of this study were obtained by researchers with in-depth interview techniques to informants using interview techniques, observation, and documentation. Research conducted by researchers on Business and Management study program strategies in creating students as aspiring entrepreneurs. Based on the results of the study, there were three focuses which answered the research questions, namely: (1) the strategy of the Business and Management study program in creating students as prospective entrepreneurs; (2) Indicators of prospective entrepreneurs; and (3) Human resources for the study program informing students as prospective entrepreneurs.

6.1. Business and Management Study Program Strategies in creating students as aspiring entrepreneurs

Based on the interviews from ten informants from private universities in Jakarta, Bogor, and Bekasi, the researchers found out that they are several strategies in creating students as aspiring entrepreneurs, such as vision and mission implementation, measurable goals and objectives of the Business and Management study program, Integrated curriculum implementation with theory and practice, complete facilities, Implementation of efforts in creating aspiring entrepreneurs, and graduate profiles.

6.2. Indicators of Potential Entrepreneurs

Indicators of Potential Entrepreneurs are divided into characteristics of prospective entrepreneurs, the basic capital of prospective entrepreneurs, and the Student Activity Unit (UKM) or supporting extracurricular activities.

6.3. Human resources of the Business and Management study program in creating students as prospective entrepreneurs.

Human resources of the Business and Management study program in creating students as prospective entrepreneurs are divided into integrated lecturer competencies,

implementation of supporting Human Resources for Business and Management Study Program, and supporting facilities in creating students as prospective entrepreneurs.

7. Conclusions and Suggestions

Based on the results of interviews, observations, and documentation of five private campuses in the Jakarta, Tangerang, and Bekasi (Jabeka) areas, it can be concluded that:

1. The strategy of the Business and Management study program in creating students as aspiring entrepreneurs, with national accreditation category A (superior), includes implementation of the vision, the mission of the study program, curriculum (145-146 credits), and clear, directed, and measurable courses achievement, even managed to achieve international accreditation. The implementation of integrated learning in theory and practice, complete facilities and infrastructure provided by the university, such as a business incubator lab, and the profile of graduates to become entrepreneurs (30%) and professionals in global and multinational/international companies (70%). On the other hand, tertiary institutions with national accreditation B and C have a clear and directed vision, mission of study programs, curricula, and courses, but their achievements have not been measured. The implementation of learning is limited to theory, and minimal practice, as well as incomplete facilities and infrastructure (not having a business incubator lab). Most of the graduate student profiles become professionals in local/national companies and only 2% become entrepreneurs / continue their parents' businesses.
2. Indicators of prospective entrepreneurs in the study program with the national category A (superior) include characteristics of prospective entrepreneurs who are independent, disciplined, innovative, able to work in teams (collaboration), have a responsibility, have a leadership spirit, can communicate, and dare to take risks open a new business. Students from superior campuses have UKM such as Entrepreneurship Education Center (EDC) or Business Education Center (EDC). On the other hand, study programs with accreditation B and C have not implemented the characteristics of prospective entrepreneurs, such as discipline and innovation, as well as not having SMEs such as the Entrepreneurship Education Center (EDC). Many factors influence the study program that does not have the facilities and infrastructure for SMEs, one of which is the funding factor.

3. Human resources for the study program in creating students as aspiring entrepreneurs, including a. Integrated lecturer competencies; b. Implementation of supporting human resources for the Study Program; c. Supporting facilities in creating students as prospective entrepreneurs. (a) The Business and Management Study Program with national accreditation A (superior) has integrated lecturer competences, namely: lecturers are teachers and are also business practitioners. This is so that when students practice in the field (in the business incubator lab), their supervisors can teach students directly to engage in the world of business. However, in study programs with accreditation B, and C, the competencies of lecturers has not been integrated. Lecturers are only teachers who teach knowledge and theory only; (b) Implementation of supporting human resources for the study program covering competence, skills, knowledge, and infrastructure that is fulfilled, either in the form of training or training for teaching lecturers; (c) Supporting facilities in creating students as aspiring entrepreneurs include curriculum, experienced lecturers, experts from outside the campus, business incubators, and Entrepreneurship Education Center available (for Business and Management Study Programs with A accreditation), while study programs with B accreditation, and C, the business incubator and Entrepreneurship Education Center facilities are not yet available.

Suggestions that can be shared in this study, namely:

1. To achieve a business and management study program strategy in creating students as aspiring entrepreneurs, it takes a vision, mission of the study program, discipline, innovation, hard work, capital, adequate facilities and infrastructure, and a great effort from the policies of the university leadership to achieve maximum results. This is evident from the campuses with A (superior) accreditation that has succeeded in creating students as prospective entrepreneurs, totaling approximately 22 new entrepreneurs per generation. Campus leaders at all colleges and universities and heads of other Business and Management study programs can learn and imitate the strategic patterns made by superior study programs in creating students as prospective entrepreneurs, such as integrating curriculum and learning including theory and practice in business, as well as instilling values—the values of discipline, independence, innovation, hard work, responsibility, and courage to take risks.
2. In achieving the indicators of prospective entrepreneurs, the Business and Management study program needs to strengthen funds to form SMEs such as the

Entrepreneurship Education Center (EDC) or the Business Education Center (EDC) and apply the supporting characteristics of prospective entrepreneurs, such as discipline and innovation.

3. In achieving human resources in the Business and Management study program, the study program needs to prepare integrated lecturer competencies, namely the lecturer is a lecturer and also a business practitioner, so that when the lecturer teaches business theory and practice it is also taught. That is why lecturers should have teaching competence, skills, and knowledge.

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