

Conference Paper

Teaching Economics Business on the Disruptive Era

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Abstract

The characteristics of learning in the 21st century are focused on critical thinking and problem solving, communication, collaboration, creativity, and innovation. This discusses the process of learning activities, students not only receive material from the teacher or instructor but how to ask training participants to get a real learning experience. In this era, educational institutions get opportunities and challenges related to the results produced. The main demand for educators is how to gather students to be able to live anytime, anywhere in any situation. Provision given to beginners is not only limited to knowledge but also how these beginners can find new knowledge and use that is applied. This research was conducted to find out which students can learn by adjusting to learning in a disruptive era. The method of this research is using Project Base Learning. Business activities in economics are lecture material that is quite important for purposes. This is related to provisions to be discussed in the entrepreneurial sector. This activity is carried out by project assessment, in which the results of this study indicate that the combination of learning activities in the classroom with learning in the field for experts also uses technology that is needed.

Keywords: disruptive era, economics business, student competencies, project assessment

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1. Introduction

The latest trade topics in the current revolutionary era are related to the industrial revolution era 4.0. Industrial Revolution 4.0 is a new era in globalization. The four stages of change in globalization that have been made are 1) the industrial revolution 1.0 that had taken place in the 18th century when steam engines were invented, 2) the industrial revolution 2.0 that had occurred in the 19-20th century when the use of electricity could help supply production, 3) 3.0 industrial revolution that has occurred in 1970 marked by the use of computers, 4) industrial revolution 4.0 which began in 2010 through the application of internet technology as a major factor in coordinating human and machine resources.

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Impacts will be caused in this disturbing era both in positive and negative terms. The negative impact of this era of disrupting employment is diminishing due to technological advancements. It is estimated that at least 5 million people will lose their automation jobs, Tanjung (2018). A 2017 McKinsey study that cites negatively from this era disrupts work that will be lost in Indonesia's future. Other threats are related to the destruction of nature, and many reports spread that the truth cannot be justified.

On the other hand, this disruptive era has a positive influence that can change people in terms of thinking, how to change lives and how to socialize with others. This will not directly affect all human activities in various fields such as education, technology, social, economics, and politics. The existence of the internet as the main key in this era makes it easy for humans to do all their needs without limits.

In the field of education, in order to cope with an era that disrupts education providers must complete well equipped with a variety of technologies, new business development, and the possibility of missing or changing professions (Murniarti, 2017). Education providers must be willing to make changes to the use of this disturbing era. Higher education institutions recognize the need to change to provide affordable, high-quality products for the wider population, Andrade (2018). Distractions include competency-based learning, work-based learning, previous learning credits, condensed degrees, distance learning, Massive Online Open Courses (MOOCs), personalized learning, outsourcing of educational services, new or improved delivery modalities such as online learning, and partnerships between industry and higher education which produce new forms of credentials.

There are various ways that can be applied to the learning activities of business material in the economy, one of the way that can be done is related to carrying out partnerships with various large and small industries, as a means for students to learn to do business activities to anticipate this disruptive era. Many studies say that being an entrepreneur in this disruptive era is considered easier because it is supported by technological advances, but this is inversely proportional to the level of success that is obtained by millennial generations due to the still low lifestyle factors that are still consumptive, (Tanjung, 2018). Therefore, Students must be equipped with competencies that provide the ability to live anytime, anywhere, and in any situation (Kamdi and Saryono, 2017). Therefore, evolution is needed in the education system in Indonesia. This is intended to produce superior human resources. This education system must put more emphasis on the aspects of creativity, innovation, and entrepreneurship. This step is expected to be able to face the challenges of changing times. Efficient and

productive can only be used by entrepreneurs to survive alone, to achieve success requires creativity, innovation, and entrepreneurship.

Entrepreneurship is important for connecting education and the real world (Clouse, 2005) and preparing students to be responsive to changes that occur (Clouse et al., 2008). Everyone can become an entrepreneur, what needs to be prepared is how to teach them how to read, capture and create opportunities. The most important indicator of economic growth is productivity which measures the economic value created for one unit of input produced. Brynjolfsson & McAfee (2014) explained that the presence of business in a country will bring many job opportunities where this will trigger economic activity. But this is not in accordance with the current reality, where studies in America state that many companies are closed due to the influence of technology.

This study assesses student competencies in business courses in the disruptive era using project appraisal. The strength of this research lies in the competence of students regarding business planning in the disruptive era that focuses on business ideas, marketing, and finance (sources of capital). The indicator is 1) Summary. 2) Company Description. 3) Produced Goods. 4) Market Aspect Analysis. 5) Analysis of Production Aspects 6). Management Aspect Analysis. 7) Analysis of Financial Aspects. Project assessments allow decisions to be made regarding student competencies in the era of disruption after the use of non-test (project) and measurement tools (Anderson et al., 1973: 27).

2. Methods

Project assessment in this study consists of three main processes, namely data collection through the use of tests and non-tests, measurements, and decision making (Anderson et al., 1981: 27). This research activity was carried out on 25 students who were divided into 5 heterogeneous groups. Non-test assessment is done by establishing partnerships with business people. Project validation is also carried out by experts. This activity is carried out within 5 weeks with the following details: 1). Authenticity (1 week), 2). Academic Rigor (1 week), 3). Adult Connections (3 days), 4) Active Exploration (4 days), 5) Applied Learning (1 week), 6) Assessment (1 week). Adopting Steinberg's (1998) Six A's.

TABLE 1: Indicators of Business Plan.

No.	Indicators	Assessment Indicators	Detail
	Summary	<ul style="list-style-type: none"> •Background •The originator of the project •Target market •Project management •Financial Feasibility 	Confidence, clarity, and accuracy in communicating ideas in presentation and discussions.
	Company Description	<ul style="list-style-type: none"> •Vision •Mission •Purpose •Goals 	Confidence, clarity, and accuracy in communicating ideas in presentation and discussions.
	Manufactured Goods	<ul style="list-style-type: none"> •Goods Produced •Types of products •Reasons for being produced •Benefits for producers and consumers 	Creativity, Innovation, Consistency, Technology
	Market Aspect Analysis	<ul style="list-style-type: none"> •Business opportunities •Competitor Conditions •Company Position •Marketing 	Creativity, Innovation, Consistency, Technology, Communication, Creativity In Building Networks With Customers To Market Products.
	Analysis of Technical Aspects	<ul style="list-style-type: none"> •Location •Layout •Production Scale •Technology 	Creativity, Innovation, Consistency, Technology, Communication, Use of technology in making partnership
	Analysis of Management Aspects	<ul style="list-style-type: none"> •Management Principles 	Application of POAC, Creativity In Building Supplier Networks.
	Analysis of Financial Aspects	<ul style="list-style-type: none"> •Fund requirements •Source of funds •Cash Flow •Business Feasibility 	Ability To Calculate And Analyze The Sharing Of The Partnership Profits.

3. Finding and Discussion

In the research activities carried out, obtained information related to the selection of types of business on a business plan that is still common. A total of 3 groups reported making a business plan with the same theme. No new innovations have been raised in the business plan created.

- Group 1 business plan created is related to opening a café. In the business plan that is created has not yet come up with the latest creative ideas. The technology used also still uses equipment like in general.

- Group 2 makes a business plan to make crackers using star fruit raw materials. From the business plan that was made, there are still shortcomings related to the technology used and marketing techniques that will be applied.
- Group 3 makes a business plan related to processed chicken meat. In this business plan the marketing system is carried out, product innovation, application of management principles.
- Group 4 makes a café business plan. In the business plan that is made there is no visible innovation and marketing methods used.
- Group 5 makes a café business plan. In the business plan that has been made, there are no visible innovations and marketing methods used and the application of management principles is still lacking.

This activity can be practiced on entrepreneurship, business, management, and craft material. students are expected to better understand the learning objectives to be achieved.

4. Conclusion

In practice, learning activities that are only carried out in the classroom without practicing in the real environment in business courses are considered insufficient. Students need to learn directly from the business activities to prepare to become business people in the next generation to answer the challenges in the disruptive era.

Collaboration between educational institutions and businesspersons needs to be intensified to create creative ideas and bring up the latest innovations so that business activities can continue to run in this disruptive era.

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